



Psychological Well-Being of Junior High School Teachers

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ABSTRACT:

This research aimed to assess teachers' mental health and psychological well-being and create recommendations that will be helpful to teachers in coping with the factors of stress faced during the pandemic. The 18-Item Ryff Scales Psychological Well-Being (SPWB) was administered on 152 teacher-respondents.

It was established that mental health and psychological well-being have a significant relationship with a p-value of 0.034, but the null hypothesis is denied due to the fact that the p-value is less than the computed Pearson r. Psychological well-being and mental health are correlated, indicating that either psychological well-being will improve mental health or excellent mental health will contribute to it.

The study found that majority (90) of the teacher-respondents obtained moderate levels of Psychological Well-being out of 152 teachers who participated in the research.

Keywords: teachers, mental health, psychological well-being, pandemic, well-being

INTRODUCTION

The modern world is extremely complex, rapidly changing, and pressurized, particularly in education. As a result of the rapid advancement of technology, people of all ages suffer from mental health issues that negatively impact their psychological well-being. Psychological health is a condition of mental well-being that enables us to deal with the stresses of daily life and to adapt and function effectively. It influences our thoughts, actions, and emotions. Mental health is an essential aspect of a man's existence from childhood to old age. On the other hand, the extent to which a person suffers from psychological well-being depends on how he perceives the situation, his personality type, and the type of available support system.

Conforming to Tang, et. al (2019), psychological well-being is an essential aspect of mental health that includes resilience in addition to enjoyment, delight, purpose, and fulfillment. Understanding the fundamental mechanisms associated with this concept would be advantageous

for promoting psychological health, and this knowledge could then be applied to the development of effective specialized training programs.

According to Huppert (2009), psychological well-being is characterized by gratifying lives characterized by positive emotions and usefulness. Acceptable well-being does not necessitate that people are always joyful or that they avoid failure, sorrow, and discomfort. In addition to positive emotions such as pleasure and contentment, the concept of feeling good encompasses emotions such as interest, engagement, confidence, and affection. Effective functioning involves realizing one's potential, having some degree of control over one's existence, having a sense of purpose, and having satisfying relationships.

Throughout human history, epidemics have occurred frequently. Millions of people have died because of pandemic diseases, which have also had an impact on people's mental health. The educational process for students has also been hampered by this pandemic, (Akat and Karataş, 2020).

Technology, according to Shazad et al. (2021), had transformed traditional classroom instruction into the pioneering practice of e-learning. Consequently, e-learning is a subset of technology-based learning that encompasses websites, learning portals, video conferencing, YouTube, mobile applications, and numerous other free websites as blended learning tools. E-learning is presently enhancing the comprehension of students and the skills of academic staff and other professionals through the Internet.

The COVID-19 pandemic disrupted the learning system, causing abrupt disruptions to regular school operations and protracted school closures that impacted education organizations globally (Meinck et al., 2022).

The Department of Education issued DepEd Order No. 12 s. 2020 on June 20, 2010 to protect the health, welfare, and well-being of students, instructors, and personnel, and to prevent the spread of COVID-19.

In this light, this research aimed to assess teachers' psychological well-being and develop a program that involves intervention that will be helpful to teachers in coping with the factors of stress faced during the pandemic. It will provide insights on how to promote proactive behaviors for teachers' stress management resulting in higher levels of overall well-being.

Background of the Study

Due to the discontinuation of face-to-face classes and the transition to e-learning, teachers are under a great deal of pressure to deliver lessons to students, which exacerbates the strains of this demanding profession. Isolation from other instructors and students caused unanticipated anxiety and tension among teachers. In addition to the actual health risks, this Covid-19 pandemic posed substantial risks to the mental health and well-being of educators.

The global health crisis of Covid-19 has altered the mental health and psychological well-being of individuals worldwide. Rabacal et al. (2020) note that little is known about the impact of COVID-19 on Filipino educators.

Orlanda-Ventayen & Magno-Ventayen (2020) believed that stress and depression in the workplace must be handled properly to maintain productive teaching as the noblest profession.

Unsupervised stress and depression could lead to a critical outcome that disturbs the joyful environment in the classroom. Therefore, stress management and avoiding depression in the workplace is one of the essential conditions that a teacher should target to succeed.

On February 9, 2021, the Department of Education launched a series of mental health and psychosocial support programs to promote mental resilience among its entire workforce. Then-Secretary Leonor Briones Magtolis stated, "We continue to prioritize the safety of our children, teachers, and staff, including the provision of mental health and psychosocial support programs through the Disaster Risk Reduction and Management Service" 13 February 2021 marked the beginning of mental health-centered educational programs for students, parents, and staff (DepEd, 2021).

On January 25, 2022, over 7,000 educators viewed the launch of the United Nations Office on Drugs and Crime's (UNODC) Psychosocial and Mental Health Webinars for Educators via Zoom and YouTube. It was funded by the Bureau of International Narcotics and Law Enforcement Affairs (INL) of the United States Department of State to assist teachers in comprehending how protracted stress, impediments imposed by the COVID-19 pandemic, and anxieties can impact mental health and well-being.

Department of Education Memoranda

In response to the numerous challenges in the education sector, the Department of Education issued Memorandum No. 074, s. of 2021 titled Inclusion and Promotion of Mental Health in all DepEd Events and Programs on October 26, 2021. This was due to the growing number of incidents that not only disrupted physical classes, but also caused mental and emotional distress among students, DepEd staff, and other stakeholders (deped.gov.ph).

Mental health and tension levels are two crucial factors that aid educators in managing and leading their classrooms holistically. The Department of Education's (DepEd) curriculum, services, and skill mastery are delivered by teachers. In order to be well-equipped for school-related activities, teachers receive training and seminars, as well as sometimes technical assistance from mentors and specialists. They are prepared to teach and develop holistically as learners' educators. Their mental comprehension must be sound, and their tension level must be manageable (Jimenez, 2021).

On March 24, 2021, the International Cooperation Office (ICO) of the DepEd hosted a webinar titled "Impacts of the New Normal: A Discussion with Teachers and Students." During the program, DepEd-ICO Director Ballesteros emphasized, "While policy recommendations for the education sector are important, the strategic shift in mental health policy is equally so." To ensure the success of both parties, we must promote, protect, and care for the mental health of all members of society. Building a supportive community and conducting additional research must also be a part of the recovery and advocacy efforts" (lcc.deped.gov.ph).

Covid-19 Pandemic and School Mental Health

Since the onset of the Covid-19 crisis, students and teachers have experienced a high level of tension, which has affected their mental health. During lockdowns imposed by the IATF,

instructors have encountered stress as a result of having to provide virtual classes. This tension has frequently been linked to symptoms of anxiety, melancholy, and sleep disorder as a result of the increased workload caused by home instructing. Ozamiz-Etxebarria, et. al. (2021).

Pekas et al. (2022) investigated how COVID-19 affected the mental health of Filipino instructors. The study revealed the mental health coping mechanisms of educators. Family, social support, recreational, and spiritual activities have traditionally aided during difficult times, and numerous studies have demonstrated their positive effects on mental health. Despite these coping mechanisms, instructors have demonstrated that they can adapt in order to feel better. The study also indicates that educators are resilient. A pre-pandemic effort to assure quality education while we adapt to the new norm in education.

During its zenith, the COVID-19 pandemic had a significant impact on the lives and education of more than 1.6 billion students worldwide, according to a UNESCO report. Beginning in mid-March 2020, many nations, including the United States, implemented a policy of school lockdowns to combat the pandemic. The closure prompted numerous schools to swiftly adopt and implement video conferencing-based remote learning. Teachers, pupils, and their families have faced numerous obstacles, including elevated levels of stress and anxiety, which have deteriorated their mental health. The lack of vaccines and the high mortality rate of over two million deaths worldwide have necessitated stringent social distancing measures, according to Rao et al. (2021). The phrase “school mental health” is commonly used to examine the mental health and wellness of students. However, school mental health also involves promoting the well-being of school-based educators and administrators. Suffering from significant levels of stress in the office is common not only in schools but in a wide array of work settings, Lever, et. al. (2019).

As reported by the WHO in 2022, people's mental health has been affected by health, social, and economic consequences. Many of us have encountered an increase in anxiety, and for some, COVID-19 may have exacerbated pre-existing mental health problems. Numerous individuals have discussed psychological suffering and symptoms of post-traumatic stress disorder, melancholy, or anxiety. Since schools and universities have been closed for extended periods of time, young people have been exposed to social isolation and disconnection, which can exacerbate feelings of foreboding, uncertainty, and loneliness and lead to emotional and behavioral problems.

According to the findings of Alfawaz et al. (2021), the academic community experienced a high rate of self-reported anxiety, depression, and insomnia during the COVID-19 closure. Those who remained with their families during the closure were less likely to experience mental health issues, as establishing a stronger family appears to be beneficial in reducing the effects of mental health, particularly in females. Institutions such as universities must increase longitudinal research and mental health promotion initiatives.

Zawawi et al. (2021) believed that the school is a significant organizational unit in every nation. The school is the foundation of every nation's educational system. To ensure the high quality of instructors' work, a harmonious working environment and a strong rapport are essential. Problems at work can lead to poor performance, job dissatisfaction, pleasure loss,

tension, and numerous other mental health issues. The environment's comfort, health, and contentment have a significant impact on the well-being of teachers.

According to Chandana et al. (2022), mobility restrictions during the COVID-19 epidemic had detrimental effects on mental health. Results indicate that remote education has altered the chaotic lifestyles of educators. Digital literacy is detrimental to the mental health of educators. The level of digital literacy among instructors influences the effectiveness of student learning and classroom engagement. The tension and depression levels of educators moderate the efficacy of remote teaching and learning modes. In addition, digital skills are more essential than general instructional expertise.

Psychological Well-being of Teachers

Teaching professionals have continued to play their vital role and devote their services despite the pandemic's unclear state, even with little resources and assistance. The psychological health and job happiness of the most susceptible teachers should get special consideration as the Covid-19 variety spread globally, Thakur et.al (2022).

The research findings of Gonzalez et al. (2022) highlighted the negative psychological effects of the pandemic on teachers, such as elevated tension, anxiety, exhaustion, and feelings of isolation. The study also identified specific factors that contribute to these effects, such as the transition to online instruction, an excessive burden, a lack of resources, and concerns regarding personal health and safety. The study concludes with suggestions for supporting teachers' mental health during and after the pandemic.

According to Thomas et al. (2020), the covid-19 situation caused a lot of difficulties for teachers. These variables created conflicts and a variety of discomforts in their personal and professional lives. Additionally, it aggravated their other relationships and their family life. These caused issues with their psychological health as well as their level of work-life quality. It is a truth that the teachers themselves must maintain their level of work-life quality and take care of their own psychological and emotional well-being throughout this epidemic circumstance.

The COVID-19 pandemic has a significant impact on the Quality of Life (QoL) of educators, according to Rabacal et al. Despite the moderate to high risk posed by COVID-19, teachers appear to have adapted to its effects, as evidenced by the moderate impact on their mental health-related quality of life nearly six months after the nationwide closure.

This study intended to provide instructors who were struggling with psychological well-being due to the Covid 19 pandemic with information and recommendations. In addition, it will provide teachers with psychological disorders with a firmer knowledge base on how to cope and flourish despite the disorder.

Well-being is a dynamic concept that incorporates subjective, social, and psychological dimensions, as well as health-related behaviors, according to Seifert (2005). The Ryff Scales of Psychological Well-Being, a theoretically founded instrument that measures multiple dimensions of psychological well-being, serves as the foundation for this study. These aspects consist of the following:

- self-acceptance
- the establishment of quality connections to others
- a sense of autonomy in thought and action
- the capacity to manage complex environments in accordance with personal requirements and values
- the pursuit of meaningful objectives and a sense of purpose in life
- an ongoing process of personal growth and development

The six fundamental dimensions of psychological well-being as defined by Celestine (2021), with modifications from Ryff and Keyes (1995).

Self-acceptance. Positivity toward the self; recognition and approval of multiple aspects of the self, including both positive and negative qualities; positive emotions regarding the past.

Positive interpersonal relationships. Warm, fulfilling, and trustworthy relationships with others; concern for the welfare of others; the capacity for strong empathy, affection, and intimacy; and an understanding of the give-and-take in relationships.

Autonomy. Self-determination and autonomy; the capacity to resist social pressures to think and act in particular ways, to self-regulate behavior, and to evaluate oneself according to personal standards.

Environmental dominance. Sense of mastery and competence in one's environment; the ability to control a complex array of external activities and capitalize on opportunities; the capacity to select or create contexts that are compatible with one's needs and values.

Meaning in life. Possession of goals and a sense of direction; the sensation that present and past life has meaning; holding beliefs that give life meaning as well as goals for living.

Personal expansion. Feelings of continued development and a sense of growth and expansion; openness to new experiences; realization of one's potential and perceived improvement in self and behavior over time; change that reflects increased self-awareness and efficacy.

Each of the preceding definitions characterizes a person with a high level of contentment. Additionally, there are six definitions for low scoring. A low personal growth component score, for instance, is indicative of feelings of personal stagnation, the perception that one is not changing or growing over time, feelings of tedium, a loss of control, and a perceived inability to adopt new attitudes and behaviors (Celestine, 2021).

Teachers play a crucial role in education, and their continued professional development is essential for the success of school-related activities. To ensure that they are well-equipped for their responsibilities, they actively participate in training and seminars and receive expert guidance. Through these efforts, teachers not only enhance their teaching skills, but also become holistic educators.

However, the Covid-19 pandemic has had a significant impact on both students' and teachers' mental health. Since the start of the crisis, their tension and anxiety levels have increased. The pandemic has taken a significant psychological toll on both teachers and students, according to a study by Ozamiz-Etxebarria et al. (2021). According to a UNESCO report, the

impact of the pandemic on schools disrupted the education of more than 1.6 billion students around the globe.

The World Health Organization (WHO) has emphasized the pandemic's ubiquitous impact on mental health, as individuals confront health concerns, social isolation, and economic challenges. According to research by Alfawaz et al. (2021), the academic community, including teachers, reported elevated levels of anxiety, despair, and insomnia during the Covid-19 shutdown. Zawawi et al. (2021) emphasized the importance of nurturing positive and supportive environments for the well-being of teachers.

According to Chandana et al. (2022), teachers' mental health has been negatively affected by mobility restrictions during the pandemic. In light of the global proliferation of Covid-19 variants, it is crucial to pay special attention to the psychological health and job satisfaction of the most vulnerable instructors, as Thakur et al. (2022) note. The findings of Gonzalez et al. (2022) emphasized the negative psychological effects experienced by teachers during the pandemic, such as elevated levels of tension, anxiety, exhaustion, and feelings of isolation.

Thomas et al. (2020) highlighted the plethora of difficulties instructors face in the current Covid-19 environment, resulting in personal and professional conflicts and distress. Rabacal et al. (2020) emphasized the substantial impact of the Covid-19 pandemic on the Quality of Life (QOL) of educators. Despite the moderate to high threat posed by Covid-19, teachers have demonstrated adaptability, as evidenced by the moderate impact on their mental health-related quality of life nearly six months after nationwide closures.

Research Questions

The primary objective of this study was to determine the psychological well-being of Kasiglahan Village National High School Teachers in San Jose, Rodriguez, Rizal for the school year 2021-2022.

Specifically, it sought answers to the following questions:

1. What are the demographics of the respondents?
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Designation
 - 1.4 Length of Service
 - 1.5 Marital status?
 - 1.6 Highest education degree completed?
2. What is the level of Psychological Well-being of the respondents?
3. Is there a significant difference in the level of psychological well-being according to their profile?
4. What recommendations can be made based on this study's findings?

METHODOLOGY

This research employed the descriptive-comparative methodology. To provide statistical representations of situations, a descriptive comparative design was used. Comparative research was utilized because it establishes the similarities and distinctions between the two groups' circumstances.

The research was carried out at Kasiglahan Village National High School in Rodriguez, Rizal. On June 11, 2000, the Kasiglahan Village National High School was established. It is situated in the heart of the village project of former President Joseph Estrada, and the majority of its pupils come from various Metro Manila communities, including Pasig, Quiapo, San Juan, Quezon City, and Santa Ana. This school was one of the erstwhile annexes of General Licerio Geronimo Memorial National High School under the supervision of the then-principal, Mrs. Maria A. Barrameda.

In addition, Kasiglahan is one of the parts of Barangay San Jose near the border of San Isidro, where a small river is located. It is also near the border of San Rafael, Rosario, and Balite, the boundary in the large rivers in San Rafael, which are connected by a bridge and are accessible from the University of Rizal System in Amityville. Presently, Kasiglahan Village National High School continues to develop its physical facilities to meet the demands of the modern educational system's rapidly advancing technology. The school offers classes for grades seven (7) through ten (10) and has a total of seven thousand (7,000) students and three hundred (300) instructors. The majority of pupils enrolled at this school originate from low-income and middle-income households.

Slovin's Formula was utilized to determine the sample size for this study. Based on Slovin's Formula, there were 152 respondent teachers selected out of a total of 244 teachers.

A Survey Questionnaire for Teachers was crafted by the researchers that includes their demographic profile information.

The Psychological Wellbeing (PWB) Scale, in its 18-item abbreviated form. Developed by psychologist Carol D. Ryff (1995), this instrument measures six facets of well-being and happiness: autonomy, environmental mastery, personal development, positive relationships with others, life purpose, and self-acceptance.

The researchers obtained the consent from the proprietor of the 18-Item Ryff Scales Psychological Well-Being test.

RESULTS

The following tables present the findings of the study and the statistical analysis utilized in the interpretation of data gathered.

Table 1.1
Demographic Profile of the Respondents in Terms of Age

Age	Frequency	Percentage
below 26 years old	4	2.6
26-35 years old	75	49.3
35-45 years old	54	35.5
above 45 years old	19	12.5
Total	152	100

As shown in Table 1.1, the majority of teacher respondents, or seventy-five (75) or 49.34%, are between the ages of twenty-six (26) and thirty-five (35), while only four (4) or 2.6% are younger than twenty-six (26). In contrast, fifty-four (54) respondents, or 35.5%, were between the ages of thirty-five (35) and forty-five (45). Nineteen (19), or 12.5%, are teachers over the age of 45.

Based on DepEd NCR Memorandum No. 78. S. 2018, specifically: "School teaching personnel in the pre-school, elementary, and secondary levels of basic education shall possess the appropriate educational qualifications and must pass the Licensure Examination for Teachers (LET)". In addition, according to DepEd Order No. 81, s. 2012 dated October 29, 2012, applicants for the position of teacher cannot be older than 45 years old. This indicates that the majority of secondary school teachers at Kasiglahan Village National High School are between the ages of 21 and 60.

Table 1.2
Demographic Profile of the Respondents in Terms of Gender

Gender	Frequency	Percentage
Male	36	23.7
Female	116	76.3
Total	152	100

As presented in Table 1.2, in terms of gender, a great majority of the teachers one-hundred sixteen (116), or 76.3% were female compared to males (36) or 23.7%. According to the World Bank collection of development indicators, the percentage of female teachers in the Philippines was reported at 87.42% in 2020 (Trading Economics, 2022).

Table 1.3
Demographic Profile of the Respondents in Terms of Designation

Designation	Frequency	Percentage
Teacher I	101	66.4
Teacher II	40	26.3
Teacher III	10	6.6
Head Teacher	1	0.7
Total	152	100

As displayed in Table 1.3, on the designations of teacher-respondents, most of the teachers, one hundred one (101) or 66.4% are Teacher I while the lowest number of teachers are Teacher III with ten (10) or 6.6%. On the other hand, forty (40), or 26.3% are Teacher II, and one (1) or 0.7% of the respondents is a head teacher.

Similar to other government personnel, public school teachers in the Philippines are compensated according to a salary grade formula. Typically, new graduates begin in the Teacher 1 position. This position obtains a pay grade of 11 across the nation. As a teacher's classification increases, so does their salary grade (letpasser.com, 2022).

The following are the requirements for DepEd teacher applicants: teaching experience, LET Rating, and training. The interview, demonstration, and communication skills will be given by the school heads on the day of the teaching demonstration and interview. Ranking points will depend on the documents that will be provided as proof.

According to data for School Year (SY) 2019-2020, the Department of Education (DepEd) has a total of 836,193 elementary (497,200), junior high (277,393), and senior high (61,600) teachers. Teachers comprise nearly 88% of DepEd's human resources. According to the data collected, 172,743 individuals are Teachers I, 26,964 are Teachers II, and 60,606 are Teachers III (De la Fuente, 2020).

Table 1.4
Demographic Profile of the Respondents in Terms of Length of Service

Number of Years in Teaching	Frequency	Percentage
1-5 years	62	40.8
6-10 years	42	27.6
11-15 Years	20	13.2
16-20 Years	22	14.5
21-25 Years	5	3.3
26 Years and Above	1	0.7
Total	40	100

As exhibited in Table 1.4, the length of service of teachers, the bulk of the teachers, sixty-two (62) or 40.8% have been in service between one (1) to five (5) years while the least number of teachers, one (1) or 0.7% have been teaching for twenty-six (26) years or more. On the other hand, forty-two (42), or 27.6% of the respondents have been with DepEd for six (6) to ten (10) years, twenty-two (22) or 14.5% are between sixteen (16) to twenty (20) years, twenty (20) or 13.2% are between eleven (11) to fifteen (15) years, while five (5) or 3.3% are between twenty-one (21) to twenty-five (25) years in the government service.

When utilizing the pension program According to R.A. 8291, two factors must be considered: age and duration of service. At the time of retirement, the retiree must have completed at least 15 years of service and be at least 60 years old. The retiree cannot be receiving a pension for total and permanent disability. Choose between a five-year fixed sum or cash payment with immediate pension (Llego, 2020).

Table 1.5
Demographic Profile of the Respondents in Terms of Marital Status

Marital Status	Frequency	Percentage
Single	61	40.1
Married	88	57.9
Separated	2	1.3
Widow	1	0.7
Total	152	100

As displayed in Table 1.5, in terms of marital status, a great majority of the teacher, eighty-eight (88), or 57.9% are married compared to unmarried or single teachers, sixty-one (61), or 40.1%. On the other hand, two (2), or 1.3% are separated, and one (1), or 0.7% of the respondents is a widow.

The primary reason a teacher never marries is that they are the sole provider for their respective families. In order to provide for their parents and siblings, most instructors choose to remain unmarried after securing employment. From their position as provider, they ensure that their siblings attend and complete college. This is a typical occurrence in our nation (helplineph.com).

Table 1.6
Demographic Profile of the Respondents in Terms of Highest Educational Completed

Highest Educational Completed	Frequency	Percentage
Bachelor Degree	134	88.2
Masteral Degree	17	11.2
Doctoral Degree	1	0.7
Total	152	100

As revealed in Table 1.6, on the highest educational completed of teacher-respondents, most of the teachers, one hundred thirty-four (134) or 88.2% have a bachelor’s degree, while the lowest number of teachers have at least a doctoral degree, one (1) or 0.7%. In contrast, seventeen (17) or 11.2% of the respondents have a master’s degree.

In the Philippines, a bachelor's degree is the minimum qualification for education. A Bachelor of Elementary Education is required for elementary school teachers, while a Bachelor of Secondary Education is required for secondary school instructors. Based on the student's educational background, the Commission for Higher Education determines the curriculum for both programs, which includes general education courses, education-related courses, topic specializations, and hands-on instruction. By completing a post-graduate program in Education, those who have completed various courses can also qualify to become teachers (Outreach.wikimedia.org, 2021).

Table 2.1
Level of Mental Health of the Respondents

Level	Score Interval	Frequency	Percentage
High	42-58	2	1.3
Moderate	29-41	21	13.8
Low	10-28	129	84.9
Total		152	100
Mean		21.20	
SD		7.39	

Based on Table 2.1, two (2) or 1.3% of respondents got a high level of Mental Health with a score interval of 42-58, while twenty-one (21) or 13.8% got a moderate Level of Mental Health with a score interval of 29-41. On the other hand, one hundred twenty-nine (129) or 84.9% got a Level of Mental Health among the 152 teacher-respondents.

The average mental health score of teacher respondents is 21.20 out of 152. There is a considerable difference in the mental health levels of the teachers who responded to the survey. The high standard deviation (7.39) indicates that results are dispersed or far from the mean.

Population scores obtained from the teacher-respondents of the Kasiglahan Village National High School yielded mean scores of 21.20 from the total population of 152. Presented in this study is the score distribution by Score Interval. It is found that the teacher-respondents with low Levels of Mental Health got a frequency of one hundred twenty-nine (129) or 84.9% with a score interval of 10-28. On the other hand, the teacher-respondents with a moderate level of mental health got a frequency of twenty-one (21) or 13.8% with a score interval of 29-41. Finally, the teacher-respondents with a high level of Mental Health got a frequency of two (2) or 1.3% with a score interval of 42-58.

As reported by Ozamiz-Etxebarria et al. (2021), teachers experienced mental distress at the start of the 2020–2021 school year. Contrary to our expectations, this disorder is more prevalent among women than men, elderly individuals, and early childhood and primary

educators. Those who are not permanently employed have encountered the most psychological symptoms, as anticipated. These findings emphasize the importance of safeguarding teachers' mental health in order to preserve both student well-being and instructional quality.

During the pandemic, according to Gewertz (2021), teachers' tension and anxiety skyrocketed, and their self-esteem plummeted, leading to teacher exhaustion and job abandonment. Even prior to the pandemic, school administrators were focusing more on the mental and emotional health of teachers by providing sessions on mindfulness, meditation, exercise, and healthy nutrition. However, COVID-19 has sparked mental and emotional distress across all occupations, including teaching.

Table 2.2
Mental Health of the Respondents Per Items

Psychological Well Being	WM	VI
Self- Acceptance		
Do you have time to finish your assignments?	1.45	YA
Do you have the possibility to influence decisions at work?	1.24	YA
Does your supervisor consider your views?	2.01	YRO
4. Can you decide on your work pace?	1.62	YRO
Has your workload increased?	2.48	YRO
Composite Mean	1.76	YRO
Are the goals for your workplace clear?	1.34	Y
Do you know which assignments your work tasks include?	1.18	Y
8. Do you know who is making decisions concerning your workplace?	1.21	Y
Are there any conflicts at work?	1.38	Y
Are you involved in any conflicts at your workplace?	1.09	Y
Composite Mean	1.27	Y

Legend (Q1-Q5): 1(1.00-1.49) – Yes, Always (YA), 2(1.50-2.49) Yes Rather Often (YRO), 3(2.50-3.49) No Seldom (NS), 4(3.50-4.00) No Never (NN)

Legend (Q6-Q10): 1(1.00-1.49) – Yes (Y), 2(1.50-2.49) Partly (P), 3(2.50-3.00) No (N)

Based on Table 2.2, the mental health of the respondents per items weighted mean of Q1 to Q2 is Yes Always, this means that most of the respondents on every occasion or very frequently favorable to self-acceptance. While Q3 to Q5 is Yes Rather Often which means that something is true to a fairly great extent. The variable interval on Q6 to Q10 gathered from the respondents were all Yes. Overall, the results from the table were all positive.

According to Waters (2021), the act of accepting yourself and all of your personality traits exactly as they are is known as self-acceptance. Whether they are favorable or unfavorable, you accept them. These qualities comprise both your physical and mental makeup. Knowing your value extends beyond your traits and behaviors is a necessary component of self-acceptance. Radical self-acceptance is another name for this.

Self-acceptance can only be attained through self-awareness, mindfulness, and self-compassion. It entails taking care of oneself, establishing sound boundaries, and talking to oneself positively. It also entails challenging unhelpful self-beliefs and substituting more uplifting ones. Achieving self-acceptance is a lifelong process that calls for constant reflection and self-awareness. Anyone can learn to accept and embrace themselves fully with time and effort, which will result in a life that is more meaningful and fulfilling.

Table 3.1
Level of Psychological Well-Being of the Respondents

Level	Score Interval	Frequency	Percentage
High	95-126	55	36.2
Moderate	63-94	90	59.2
Low	18-62	7	4.6
Total		152	100
Mean		50.66	
SD		41.66	

Based on Table 3.1, fifty-five (55) respondents, or 36.2%, had a high level of Psychological Well-being with a score interval of 95-126, while ninety (90) respondents, or 59.2%, had a moderate level of Psychological Well-being. Among the 152 teachers who responded, seven (7) or 4.6% had a low level of Psychological Well-being.

There is a highly significant difference between the respondents' Psychological Well-being. The high standard deviation (s.d. = 41.66) indicates that the data are dispersed and less than the mean.

Due to the increased research into the effects of the COVID-19 pandemic on education, there have been few practical studies measuring teachers' mental health during the pandemic. This study contrasted the mental health outcomes of pre-K–12 educators and professionals during the pandemic. Teachers reported a substantially higher incidence of anxiety symptoms than those in other professions, and remote teachers reported significantly higher levels of distress than those teaching in person (Kush et al., 2022).

Table 3.2
Psychological Well-Being of the Respondents Per Sub Scale

Psychological Well Being	WM	VI
Self- Acceptance		
I like most parts of my personality.	1.56	SWA
When I look at the story of my life, I am pleased with how things have turned out so far.	1.52	SWA
In many ways, I feel disappointed about my achievements in life.	4.01	NAD
Autonomy		
I tend to be influenced by people with strong opinions”	2.86	ALA
I have confidence in my own opinions, even if they are different from the way	2.01	SWA

most other people think.		
I judge myself by what I think is important, not by the values of what others think is important.	2.26	SWA
Environmental Mastery		
The demands of everyday life often get me down.	3.22	ALA
In general, I feel I am in charge of the situation in which I live.	2.03	SWA
I am good at managing the responsibilities of daily life.	1.88	SWA
Personal Growth		
For me, life has been a continuous process of learning, changing, and growth.	1.29	SA
I think it is important to have new experiences that challenge how I think about myself and the world.	1.38	SA
I gave up trying to make big improvements or changes in my life a long time ago.	3.39	ALA
Positive Relations		
Maintaining close relationships has been difficult and frustrating for me.	3.99	NAD
People would describe me as a giving person, willing to share my time with others.	1.91	SWA
I have not experienced many warm and trusting relationships with others.	4.08	NAD
Purpose in Life		
Some people wander through life, but I am not one of them.	1.82	SWA
I live life one day at a time and don't think about the future.	3.99	NAD
I sometimes feel as if I've done all there is to do in life.	2.41	SWA
Composite Mean		
	2.53	ALA

Legend: 1(1.00-1.49) – Strongly Agree (SA), 2(1.50-2.49) Somewhat Agree (SWA), 3(2.50-3.49) A little Agree (ALA), 4(3.50-4.49) Neither Agree nor Disagree (NAD), 5 (4.50-5.49) A little Disagree (ALD), 6 (5.50-6.49) Somewhat Disagree (SWD), 7 (6.60-7.00) Strongly Disagree (SD)

Based on Table 3.2, the Psychological Well-Being of the Respondents Per Sub Scale on Self-acceptance no. 11 got a weighted Mean (WM) of 1.56 and with Variable Index (VI) of Somewhat Agree (SWA). While No. 12 got a WM of 1.52 and with VI of Somewhat Agree (SWA). On the other hand, No 13 got a WM of 4.01 and VI of Neither Agree nor Disagree (NAD).

For Autonomy, no 14 got a WM of 2.86 and VI of A Little Agree (ALA). While no. 15 got a WM of 2.01 and with VI of SWA. On the other hand, no. 16 got a WM of 2.26 and with VI of SWA. For Environmental Mastery no. 17, a WM of 3.22 and with VI of A little Agree (ALA). While no. 18 got a WM of 2.03 and VI of SWA. On the other hand, no. 19 got a WM of 1.88 and with VI of SWA.

For Personal Growth no. 20, a WM of 1.29 and with VI of Strongly Agree (SA). While no. 21 got a WM of 1.38 and with VI of SA. On the other hand, no. 22 got a WM of 3.39 and

with VI of ALA. For Positive Relations no. 23, a WM of 3.99 and with VI of NAD. While no. 24 got a WM of 1.91 and with VI of SWA. On the other hand, no. 25 got a WM of 4.08 and with VI of NAD.

For Purpose in Life no. 26, a WM of 1.82 and with VI of SWA. While no. 27 got a WM of 3.99 and with VI of NAD. On the other hand, no. 28 got a WM of 2.41 and with VI of SWA. Overall, the Composite Mean got a weighted mean of 2.53 with the Variable Index of A little Agree (ALA).

Results showed that all of the six sub-scales had positive outcomes that are agreeable Variable Index from Strongly Agree, Somewhat Agree, and A little Agree.

Psychological well-being is its separate construct, defined as comprising six core dimensions (Celestine, 2021).

Self-acceptance

A favorable attitude toward one's self; the awareness and acceptance of numerous elements of one's self, including both one's positive and negative characteristics; positive thoughts regarding one's past.

Positive relations with others

Relationships with others that are warm, fulfilling, and trustworthy; concern for others; a powerful sense of empathy, tenderness, and closeness; and a grasp of how relationships work on a give-and-take basis.

Autonomy

Self-determination and independence; the capacity to fend off social influences to think and act in certain ways; the capacity to control conduct internally; and the capacity to assess oneself following personal standards.

Environmental mastery

The capability to pick or create circumstances that suit needs and values; a sense of mastery and competence in one's environment; the capacity to influence a wide range of external activities and take advantage of possibilities.

Purpose in life

Holding beliefs that give life purpose as well as aims and objectives for living; having goals and a sense of direction; feeling that one's present and past lives have meaning.

Personal growth

Feelings of ongoing growth and expansion; receptivity to new experiences; self-realization and the perception of gradual progress in one's self and conduct; a transformation that shows increased self-awareness and effectiveness.

Table 4.1

The difference in the Level of Mental Health When Grouped According to Profile

Profile	Mean	Computed Value	p-value	Decision (Ho)	Interpretation
Age					
below 26 years old	14	Computed		Fail to Reject	Not

26-35 years old	22.09	ANOVA Value = 2.442	0.067		Significant
35-45 years old	21.39				
above 45 years old	18.68				
Gender					
Male	21.17	Computed T- Test Value = -0.035	0.973	Fail to Reject	Not Significant
Female	21.22				
Designation					
Teacher I	20.19	Computed ANOVA Value = 2.248	0.085	Fail to Reject	Not Significant
Teacher II	22.98				
Teacher III	23.50				
Head Teacher	30.00				
Number of Years in Teaching					
1-5 years	20.61	Computed ANOVA Value = 0.652	0.660	Fail to Reject	Not Significant
6-10 years	21.98				
11-15 Years	20.00				
16-20 Years	22.59				
21-25 Years	19.40				
26 Years and Above	28.00				
Marital Status					
Single	21.33	Computed ANOVA Value = 0.200	0.896	Reject	Significant
Married	21.02				
Separated	25.00				
Widow	22.00				
Highest Educational Completed					
Bachelor Degree	20.75	Computed ANOVA Value = 2.497	0.086	Fail to Reject	Not Significant
Masteral Degree	24.29				
Doctoral Degree	30.00				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

The results indicate that there is a statistically significant difference in the Level of Mental Health of the Respondents when classified by Profile ($p = 0.067$) with respect to age. The mean score for teacher-respondents aged 26-35 was 22.09, while the mean score for teacher-respondents aged 26 and younger was 14. On the other hand, teachers aged 35 to 45 years old received a mean score of 21.39, while those aged 45 years or older received a mean score of 18.68.

A computed ANOVA was utilized to determine the locations of the differences. The computed ANOVA value of 2.442 indicated that there was no significant difference in the level of mental health of respondents according to their profile when classified by age.

According to the World Health Organization (2017), elderly adults contribute significantly to society as family members, volunteers, and active workers. While the majority of senior individuals have excellent mental health, many are at risk for developing mental illnesses, neurological disorders, as well as diabetes, hearing loss, and osteoarthritis. The mental health of elderly adults has an effect on their physical health. Depression is more prevalent among older adults with somatic health conditions such as cardiac disease than among those who are healthy. Additionally, untreated depression can negatively affect the prognosis of cardiac disease in older patients. Table 4.2

The difference in the Level of Psychological Well-Being and Mental Health When Grouped According to Profile

Profile	Mean	Computed Value	p-value	Decision (Ho)	Interpretation
Age					
below 26 years old	92.75	Computed ANOVA Value = 0.682	0.564	Fail to Reject	Not Significant
26-35 years old	90.68				
35-45 years old	55.75				
above 45 years old	92.53				
Gender					
Male	86.58	Computed T-Test Value = -2.307	0.022	Reject	Significant
Female	91.43				
Designation					
Teacher I	91.13	Computed ANOVA Value = 0.842	0.473	Fail to Reject	Not Significant
Teacher II	88.43				
Teacher III	90.20				
Head Teacher	80.00				
Number of Years in Teaching					
1-5 years	92.68	Computed ANOVA Value = 1.366	0.240	Fail to Reject	Not Significant
6-10 years	88.19				
11-15 Years	90.80				
16-20 Years	87.23				
21-25 Years	91.40				
26 Years and Above	81.00				

Marital Status					
Single	91.49	Computed ANOVA Value = 1.249	0.294	Reject	Significant
Married	89.24				
Separated	91.00				
Widow	107.00				
Highest Educational Completed					
Bachelor Degree	90.45	Computed ANOVA Value = 0.468	0.627	Fail to Reject	Not Significant
Masteral Degree	89.59				
Doctoral Degree	80.00				

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

The results indicate that there is a statistically significant difference ($p = 0.022$) in the level of Psychological Well-Being and Mental Health when categorized according to Profile and gender. The mean score for female teachers was 91.43, while the mean score for male teachers was 86.58.

A computed ANOVA was utilized to determine the locations of the differences. The results of the computed ANOVA are presented. T-Test Value = -2,307 indicated that there was a statistically significant difference in the level of Psychological Well-Being and Mental Health when classified by gender and Profile.

According to Coveney (2022), gender-based distinctions in roles and responsibilities, status, and authority contribute to differences in mental health. In mental health conditions such as depression and schizophrenia, the differences between males and women are better recognized than in other contexts. Men and women of adulthood are better comprehended than infants and adolescents, as well as situations in developing nations.

In adulthood, melancholy and anxiety are significantly more prevalent in women. There are no consistent sex differences in the incidence of several mental disorders, such as schizophrenia and bipolar depression, but men tend to develop schizophrenia earlier, whereas women are more likely to manifest severe forms of bipolar depression (WHO, 2002).

Table 5

Relationship Between the Level of Psychological Well-Being and Mental Health

Variable	Computed Pearson r	p-value	Decision (Ho)	Interpretation
Level of Mental Health vs Psychological Well-Being	0.301	0.034	Reject the Null Hypothesis	Significant

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

According to the p-value of 0.034 in Table 5, there is a significant relationship between the level of mental health and psychological well-being. Using a computed Pearson r of 0.301, the differences were determined. Since the p-value is less than the computed Pearson r , the null hypothesis is rejected.

According to Johal and Pooja (2016), psychological well-being and mental health are correlated. It means that either having psychological well-being will improve one's mental health or having good mental health will lead to it. This demonstrates that educators with good mental health are upbeat, outgoing, jovial, and emotionally stable. Mentally healthy teachers will take on challenges, work on their development, and make an effort to help their students grow. Positive interpersonal relationships and better environmental adequacy can both be established with the aid of psychological well-being.

Edwards, Martin & Ashkanasy (2021) reported that mental health is one of the leading social and economic concerns around the world and the pandemic has only made the issues more critical and complicated. Universities all over the world are primarily concerned with a population that is becoming more and more psychologically distressed, with estimates stating that one in five students exhibit signs of a mental illness. To prevent burnout, educators and mentors must practice self-care and employ strategies to deal with institutional difficulties, performance pressures, and high workload demands.

DISCUSSION

1. Demographics of the respondents.

The majority of teacher respondents are between 26-35 years old, while the lowest number is below that age. 54% are between 35-45 years old, while 19.5% are above 45. DepEd NCR Memorandum No. 78. S. 2018 and Order No. 81, s. 2012 requires school teaching personnel to possess appropriate educational qualifications and pass the Licensure Examination for Teachers (LET). Additionally, applicants must not be more than 45 years old, meaning most secondary school teachers are between 21 and 60 years old.

The percentage of female teachers in the Philippines was 87.42% in 2020, with 116 teachers being 76.3% female compared to 36 males. Most teachers are Teacher I, with 66.4% being Teacher I, 10.6% being Teacher III, 40.3% being Teacher II, and 0.7% being head teacher. A Philippine public school teacher's remuneration is determined by their salary grade table, which starts at 11 and increases as they move up in rank.

DepEd teacher applicants must have teaching experience, LET Rating, and training. Interview, demonstration, and communication skills will be given by school heads, with ranking points based on the documents provided. DepEd has 836,193 teachers representing the elementary, junior high school, and senior high school, representing 88% of its human resources. 172,743 are Teachers I, 26,964 are Teachers II, and 60,606 are Teachers III.

The majority of teachers have been teaching for one to five years, while the least number has been teaching for twenty-six years or more. Forty-two (42) or 27.6% of respondents have been with DepEd for six to ten years, twenty-two (22) or 14.5% are between sixteen (16) to

twenty (20) years, twenty (20) or 13.2% are between eleven (11) to fifteen (15) years, and five (5) or 3.3% are between 21 to 25 years in the government service.

The retiree must have at least 15 years of service and be at least 60 years of age upon retirement, and not be a permanent total disability pensioner. They can choose a five-year lump sum or cash payment with an instant pension.

The majority of teachers are married, with 57.9% being married and 40.1% being unmarried or single. Two are separated and one is a widow.

Teachers are often single because they are the breadwinners in their families, providing for their parents and siblings and making sure their siblings go to college. This is a common practice in the Philippines.

Most teachers have a bachelor's degree, while the lowest number has a doctoral degree, while 17.2% have a master's degree. The basic teaching requirement in the Philippines is a four-year bachelor's degree. Elementary school teachers are accepted through a Bachelor of Elementary Education and secondary school teachers through a Bachelor of Secondary Education. Post-graduate programs in Education are also available.

2. Level of Mental Health of the Respondents/ Work Stress

Two respondents had a high level of Mental Health, 21 had a moderate level, and 84.9% had a Level of Mental Health among the 152 teacher-respondents. The average mental health of teacher-respondents is 21.20 out of 152, with a high standard deviation, suggesting results are spread out or far from the mean.

The Kasiglahan Village National High School population scored 21.20 from 152 teacher-respondents, with a mean score of 21.20. The score distribution by score interval showed that those with low levels of mental health had a frequency of 84.9%, while those with moderate levels had a frequency of 21.8% and those with high levels had a frequency of 2.3%.

Ozamiz-Etxebarria, et.al (2021) found that teachers experienced mental discomfort during the 2020–2021 academic year, which was more prevalent in women than men, older people, and primary and early childhood educators. Those who experienced the most symptoms were those who were not permanently employed.

Gewertz (2021) believed that teachers' stress and anxiety have increased and their self-esteem has dropped due to the pandemic, leading to burnout and abandonment. School administrators were offering mental and emotional wellness sessions before the pandemic, but COVID-19 has caused mental and emotional suffering.

The mean of Q1 to Q2 was Yes Always, while Q3 to Q5 was Yes Rather Often. The variable interval on Q6 to Q10 was all Yes. Overall, the results were positive. Self-acceptance is the act of accepting yourself and all of your personality traits, regardless of their favorable or unfavorable qualities. Knowing your value extends beyond individual traits and behaviors is essential for self-acceptance.

Self-acceptance is achieved through self-awareness, mindfulness, and self-compassion. It involves taking care of oneself, setting boundaries, talking to oneself positively, and challenging unhelpful self-beliefs. It is a lifelong process that requires reflection and self-awareness.

3. Level of Psychological Well-being of the respondents.

Table 3.1 shows that 36.2% of respondents had a high level of Psychological Well-being, while 97% had a moderate level, and none had a low level. The standard deviation is high, suggesting the values are from the mean.

This study compared mental health results among pre-K–12 teachers and professionals, finding that teachers reported a greater incidence of anxiety symptoms and remote teachers reported higher levels of distress than those teaching in person.

No. 11 had a WM of 1.56 and a VI of Somewhat Agree (SWA), while No. 12 had a WM of 1.52 and a VI of Somewhat Agree (SWA). No. 13 had a WM of 4.01.

No. 14 got a WM of 2.86 and with VI of A Little Agree (ALA), while No. 15 got a WM of 2.01 and with VI of SWA. No. 16 got a WM of 2.26 and with VI of SWA. No. 17 got a WM of 3.22 and with VI of A Little Agree (ALA), while No. 18 got a WM of 2.03 and with VI of SWA. No. 20 got a WM of 1.29 and with VI of Strongly Agree (SA). No. 23 got a WM of 3.99 and with VI of NAD. No. 24 got a WM of 1.91 and with VI of SWA.

The Composite Mean had a weighted mean of 2.53 with the Variable Index of A little Agree (ALA). Results showed that all six sub-scales had positive outcomes, agreeable Variable Index from Strongly Agree, Somewhat Agree, and A little Agree.

4. Differences in the level of mental health and psychological well-being when grouped according to profile.

The results show that there is a significant difference in the Level of Mental Health of Teacher-respondents based on age. Teachers aged 26-35 had a mean score of 22.09, while those aged 36-45 had a mean score of 14. Teachers aged 35-45 had a mean score of 21.39 and those 45 years older had a mean score of 18.68.

The Computed ANOVA Value of 2.442 showed no significant difference when grouped according to Age on the Level of Mental Health of the Respondents. Older people aged 60 and above are at risk of developing mental illnesses, neurological disorders, and other health conditions. Mental health has an impact on physical health, with older adults with physical health conditions such as heart disease having higher rates of depression than those who are healthy. Untreated depression can negatively affect their outcome. Gender has a significant impact on the level of Psychological Well-Being and Mental Health, with female teachers having a mean score of 91.43 and male teachers having a mean score of 86.58.

The Computed ANOVA showed that gender had a significant difference in the level of Psychological Well-Being and Mental Health when grouped according to Profile. Coveney (2022) argues that socially created differences in roles and responsibilities, status, and power between men and women contribute to mental health differences. Adult men and women are better understood than youth and children, and the occurrence of depression and anxiety is higher in women. In cases of mental disorders such as schizophrenia and bipolar depression, there are no consistent sex differences in incidence, but men have an earlier onset of schizophrenia and women are more likely to exhibit serious forms of bipolar depression.

5. Relationship Between the Level of Mental Health and Psychological Well-being.

Mental health and psychological well-being have a significant relationship with a p-value of 0.034, but the null hypothesis is rejected as the p-value is less than the Computed Pearson r. Psychological well-being and mental health are correlated, meaning either having psychological well-being will improve one's mental health or having good mental health will lead to it.

Teachers with good mental health are upbeat, outgoing, jovial, and emotionally stable, taking on challenges and helping students grow. Positive interpersonal relationships and better environmental adequacy can be established with the aid of psychological well-being.

Mental health is a major concern around the world, with one in five students showing signs of mental illness. To prevent burnout, educators and mentors must practice self-care and employ strategies to cope with institutional difficulties, performance pressures, and high workload demands.

Conclusions

1. Demographics of the respondents.

Most teachers are Teacher I, with 66.4% being Teacher I, 10.6% being Teacher III, 40.3% being Teacher II, and 0.7% being head teacher. DepEd has 836,193 teachers representing the elementary, junior high school, and senior high school, representing 88% of its human resources. The majority of teachers in the Philippines have been teaching for one to five years, while the least number has been teaching for twenty-six years or more. The retiree must have at least 15 years of service and be at least 60 years of age upon retirement, and not be a permanent total disability pensioner. The majority of teachers are married, with 57.9% being married and 40.1% being unmarried or single. Most teachers have a bachelor's degree, while the lowest number has a doctoral degree, and 17.2% have a master's degree. Post-graduate programs in Education are also available.

2. Level of Mental Health of the Respondents/ Work Stress

The average mental health of teacher-respondents was 21.20 out of 152, with a high standard deviation. The Kasiglahan Village National High School population scored 21.20, with a mean score of 21.20. The score distribution by score interval showed that those with low levels had 84.9%, while those with moderate levels had 21.8% and those with high levels had 2.3%.

3. Level of Psychological Well-being of the respondents.

Based on the outcome of the research, respondents had a high level of Psychological Well-being, while 97% had a moderate level, and none had a low level. The standard deviation is high, suggesting the values are from the mean. No. 11 had a WM of 1.56 and a VI of Somewhat Agree (SWA), while No. 12 had a WM of 1.52 and a VI of Somewhat Agree (SWA). No. 13 had a WM of 4.01, No. 14 had a WM of 2.86 and with a VI of A Little Agree (ALA), No. 16 had a WM of 2.26 and with a VI of SWA, No. 17 had a WM of 3.22 and with a VI of A Little Agree (ALA), No. 18 had a WM of 2.03 and with a VI of SWA, No. 20 had a WM of 1.29 and with VI of Strongly Agree (SA), No. 23 had a WM of 3.99 and with VI of NAD.

4. Differences in the level of mental health and psychological well-being when grouped according to profile.

The results show that there is a significant difference in the Level of Mental Health of Teacher-respondents based on age. Teachers aged 26-35 had a mean score of 22.09, while those aged 36-45 had a mean score of 14. Teachers aged 35-45 had a mean score of 21.39 and those 45 years older had a mean score of 18.68. Gender has a significant impact on the level of Psychological Well-Being and Mental Health, with female teachers having a mean score of 91.43 and male teachers having a mean score of 86.58. The Computed ANOVA showed that gender had a significant difference in the level of Psychological Well-Being and Mental Health when grouped according to Profile.

5. Relationship Between the Level of Mental Health and Psychological Well-being.

Mental health and psychological well-being have a significant relationship with a p-value of 0.034, meaning either having psychological well-being will improve mental health or good mental health will lead to it.

Recommendation

A Psychoeducational Program designed to address the needs of teachers with low levels of Psychological Well-being. School-based mental health programs can focus on promoting mental wellness, preventing mental health problems, and providing treatment.

Ethical Considerations

The researchers declare that this is an original study and that research ethics were strictly followed which include acquiring the necessary official permissions to conduct the study, obtaining informed consent, freedom of the respondents to withdraw and the anonymization of the respondents' identities. Furthermore, the data obtained through this study was used solely for research purposes and that there was no conflict of interest in the conduct of the study.

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