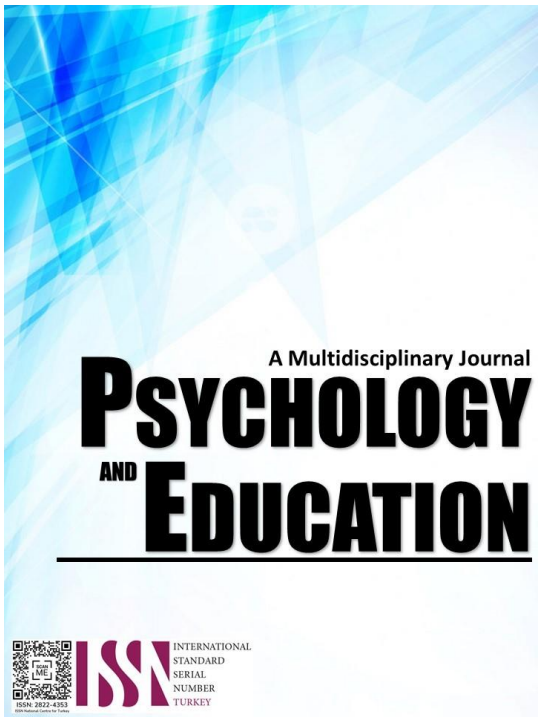
DIGITAL TRANSFORMATION IN EDUCATION: ITS EFFECT ON THE WELL- BEING OF TEACHERS AT NOTRE DAME OF MIDSAYAP COLLEGE



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Research Article

Digital Transformation in Education: Its Effect on the Well- Being of Teachers at NotreDame of Midsayap College

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Abstract

The gist of this study is the digital transformation in education and its effect on the well-being of the teachers at Notre Dame of Midsayap College. This study made use of descriptive, causal-comparative, and correlational designs. It described the personal profiles of the respondents, their level of digital transformation, and their well-being. It also determined whether there is a significant difference in the level of digital transformation and well-being of the respondents when they are grouped according to their sex and age. Additionally, it endeavored to determine if there is a significant relationship between the level of digital transformation and the respondent's well-being. The results showed that the level of digital transformation of the respondents is high, and the level of well-being of the respondents is good. Moreover, results revealed no significant difference in the level of digital transformation and well-being of the respondents when they were grouped according to their sex and age. Finally, the findings showed a weak positive correlation between digital transformation and respondents' well-being and that such a relationship is insignificant.

Keywords: Digital Transformation, Well-being, Teaching Process

Introduction

Nothing remains constant, and change is unavoidable (Alwe, 2020). This demonstrates how technology has altered almost every aspect of people's lives. (Kids News, 2017). Technology has changed the way young people have grown up and how people in society have lived day to day since the dawn of civilization. This includes facets of social behaviors such as communication, learning, convenience, and health (Wardynski, 2019).

Change is evident in the education sector, which finds varying degrees of digital transformation happening all the time. According to Baisel et al. (2020), before technology, the teaching-learning process was limited to classrooms. Classroom instruction gradually became more technologically capable as the situation evolved. Furthermore, according to Digital Class (2019), Traditional teaching methods like chalk and talk have been used for hundreds of years but are no longer suitable for modern practice. Elfaki et al. (2019) said that with the proliferation of internet technology, E-learning has become a critical method and new paradigm that educational institutions all over the world use and apply.

However, since the advent of digital technology, the world has been transforming at breakneck speed. Because of the high demand for technology, many countries around the world lack access to educational tools and resources. (World Remit Content Team, 2019). Moreover, in Germany, the COVID-19 pandemic exposed hidden challenges in the educational system, which is falling behind in digital learning. Nonetheless, teachers lack online education training and are unfamiliar with technology (Basilaia & Kvavadze, 2020).

Teachers from the Philippines face numerous challenges when teaching online. The difficulties range from adjusting to a new way of teaching to unfamiliar technology (The Filipino Times, 2021). Furthermore, a recent study by a member of the NRCP bared that access to the internet is still a major challenge among teachers across the country amidst the Covid-19 pandemic (Arayata, 2021).

In a local setting, the study of Brilliantes (2022) at Western Mindanao State University found that the teachers experienced symptoms of anxiety and depression in their online classes. Furthermore, in Cotabato City, teachers faced challenges such as problems related to learning modules that include the preparation, production, distribution, retrieval, and checking; communication problems with parents; monitoring the learners' performance; and unstable internet connectivity (Haramain et al., 2021).

The prevalent narrative in schools on mental health and well-being has generally focused on students, with teachers' experiences and needs receiving less attention (Lee, 2020). Schools all over the world have become increasingly reliant on technology to support online learning in recent years. Some obstacles,

however, prevent remote learning from reaching its full potential (Sylapheth, 2021). Besides that, Viac & Fraser (2020) stated a situation where these issues interrelate. There is an urgent need to understand better teacher well-being and its implications for the teaching-learning nexus. However, according to Passey and Don (2021), it is important to consider teacher well-being, concerns for developing digital well-being, and concerns for using digital technologies to support teaching practices. These reasons led the study to determine the effect of digital transformation in education and its effect on the well-being of teachers, and to raise awareness among students and teachers affected by digital transformation, specifically at Notre Dame of Midsayap College.

Research Questions

This study aimed to determine the digital transformation in education and its effect on the well-being of teachers at Notre Dame of Midsayap College. Specifically, it sought to answer the following:

1. What is the socio-demographic profile of the respondents based on age, sex, years of service, and college?
2. What is the respondents' digital transformation level in terms of teaching preparation, delivery of instruction, evaluation of students' performance, and academic counseling and interventions?
3. What is the respondents' well-being level in terms of emotional well-being, physical well-being, social well-being, and spiritual well-being?
4. Is there a significant difference in the level of digital transformation between male and female respondents?
5. Is there a significant difference in the level of well-being between male and female respondents?
6. Is there a significant difference in respondents' level of digital transformation in terms of age?
7. Is there a significant difference in the level of well-being of respondents in terms of age?
8. Is there a significant relationship between the level of digital transformation and the respondents' well-being?

Literature Review

Digital Transformation

Nowadays, technology is extremely important in our daily lives. People are now accessing content through smartphones, tablets, and laptop computers, which is changing how we interact, buy, and work. As these technologies have matured, the rate of adoption has accelerated, particularly in schools. Schools are completely changing how they teach and how children learn by incorporating technology into the classroom. Using technology in the classroom implies that it can be incorporated into daily learning and lesson plans, allowing for novel learning approaches. (Charley, 2017)

Additionally, according to Walden University (2022), using technology in the classroom can help students study at their own pace and retain information in a variety of ways. Students can use laptops or tablets for in-class activities or classes to read instructions, learn material, and finish tasks at their own leisure. Additionally, it frees up the teacher's time so that they can spend more time helping students who need additional direction or support. Students today have access to nearly endless amounts of information and resources thanks to educational software, search engines, videos, portable devices, and interactive exercises. A few examples of educational technology that enables 24/7 learning include online lesson plans, educational programs, interactive games, online video and graphics, and reading books and articles via tablets and e-readers.

Technology has altered how we live, and the classroom of today is very different from that of fifty or even ten years ago, claims Walden University (2022). Traditional chalkboards have been replaced by digital whiteboards, and there are now many more iPads in classrooms. Using a computer, tablet, or other type of gadget in the classroom can help turn routinely dull subjects into interactive and enjoyable experiences. Teachers have observed an increase in students helping one another when students use technology in the classroom. Many technology-based projects include multiple components that require students to ask their classmates or teachers for help. When students are divided into small groups, those who are more digitally savvy can assist those who are less skilled. Technology offers educators a way to strengthen their bonds with both their students and their colleagues.

Moreover, the Insight Editorial Team (2018) claimed that traditional instructional approaches are ineffective nowadays. Lesson plans are being developed by teachers, who may or may not select materials that are appropriate for the times and learning levels of their students. Technology in the classroom has the potential to develop into a versatile tool that supports this process. But many teachers, incorporating technology into the classroom could seem challenging. Computers, tablets, software, apps, internet access, and

other technological necessities are to blame for this. These obstacles are easily surmountable, and technology can be used in intriguing new ways to enhance the educational process.

Furthermore, computers can handle many tasks that people can no longer execute, and they're likely to change vocations soon, claim Dengler and Tisch (2020). However, it is doubtful that entire professions will disappear. The possible implications of digital transformation on aspects of work quality have not been given much thought in this context. It would be best if adjustments were made to make jobs with high exposure more pleasant.

A lot of traditional or "old-school" teachers still feel unqualified to teach in the 21st-century classroom, despite the fact that many of them have grown up in the digital age. Teachers who obtained their certifications in the 1960s, 1970s, 1980s, or even 1990s might or might not feel competent to handle and use the technology used in today's classrooms. Today's schools are being infiltrated by technology, from smart boards replacing chalkboards to iPads in the classroom loaded with programs for learning English, Math, Science, and a variety of other disciplines (Lynch, 2017).

Teaching Preparation

Teachers should stay current on new technological developments. They'll produce new things, including advancements in schooling. They will need to focus on the goals of the pupils and upcoming technologies. By using technology in the classroom, teachers can instruct pupils to have higher expectations. Technology will help special education students. There will be tutorials for every technology on how to use and navigate the assistance menu. The user will be able to find a support community where they may find manual technology work. They will receive information via the support menu in a step-by-step fashion. The user will benefit from the internet in this circumstance as well. The internet should be used to teach educators and teachers new technological abilities. They must be able to conduct appropriate web research, perform searches, and change search parameters. Additionally, educators need to learn how to use the internet and teach their students how to do the same. For their students, they should provide relevant materials and correct information. They must be able to find scholarly research online and give useful materials. (Solanki, 2017).

In the twenty-first century, every educator needs to be competent to use ICT. When educators' subject- matter expertise is paired with technology, the classroom is transformed. Technology is a key component in the teaching and learning process. Numerous studies have demonstrated that technology helps students study (Santos & Castro, 2021). In order to enhance the processes of teaching and learning, educators need also develop their information and technological skills (Kasim & Singh, 2017).

Delivery of Instruction

Technology plays a significant role in the 21st century as a tool for assisting instructors in delivering lessons and students in learning, which completes the PCK paradigm (Technology, Pedagogy, Content Knowledge) (TPACK). Educational research and technology pedagogical content understanding are influenced by context (Rosenberg & Koehler, 2015).

According to University of Kansas (n.d.), teachers should employ large screens for simultaneous viewing and small screen devices to upload content to individual students via pre-created lesson plans, fostering cooperation and involvement in a new virtual learning environment. There are now many classroom management tools (CMTs) available that have the potential to speed up learning.

According to McNulty's (2021), technology has been employed in some classrooms for many years. The majority of classrooms have data projectors or smart boards, and teachers prepare lessons and generate class presentations using laptop computers. While some teachers have adopted online assessment platforms and learning management systems to help in the classroom, McNulty hypothesizes that for those teachers who are comfortable recording classes, podcast or video lessons can also be generated. In the classroom, Presentation software will also be used. Technical proficiency will open up a wide range of beneficial presentation software development sorts in the future. Presentation formats like PowerPoint, Keynote, Prezi, and other cutting-edge ones will be employed in the future. Different kinds of screencasting applications will be used during class instruction. A new era of education will be ushered in by presentation technology. It offers fresh instructional and learning movies, which will encourage you to learn. The in-class exercise will be entertaining and lively. Teachers can help their students choose instructional apps and tools for learning lessons. They'll give instructions on where to find and how to use programs appropriately. There will be a development of apps for business as well as academic use. They must continue teaching

and learning while utilizing these applications and related resources because they will be supplying students with cutting-edge technology to help them. Students will have a clear understanding of their learning objectives. (Solanki, 2017).

Evaluation of Students' Performance

In the United States, all educational levels now use course administration software including Blackboard, Moodle, and Canvas. It may be advantageous for instructors to use these technologies to offer assessments like quizzes and examinations that are adaptable, simple to grade, and quick to complete. Computer-based exams provide a number of advantages, but teachers might be concerned about how they will affect student performance. Regardless of the method of administration, typed responses are far simpler for teachers to read, allowing for quicker grading and assessment. Additionally, typing speeds up student response times and makes editing easier, potentially leading to more detailed and accurate responses. Teachers can design versatile, simple-to-customize quizzes and examinations using computerized assessment that are also quick and simple to grade. (Ceka & O'Geen, 2019).

Additionally, Lynch (2018) argues that Excel programs, spreadsheets, and computer-assisted data collection make teaching easier thanks to technology. Computer applications can gather and evaluate student information and outcomes, saving teachers time and resources and simplifying the grading and assessment of student work. Lynch added that computer applications make it simpler for teachers to retrieve student work away from the office and that technology can be utilized for quick evaluation in a variety of ways, including tracking student progress over time. These arguments may have been more persuasive.

Higher education course options are increasingly dependent on online courses. The need for excellent course assessments and adjustments grows as these courses become more popular. On the best ways to evaluate and use evaluation data to improve online courses, there remains disagreement, nevertheless. Summative student ratings are common, but they might not be the best way to assess and enhance the caliber of online courses. One method of providing course evaluation and feedback to the instructor while the course is still being taught is through formative evaluation. Course changes could be advantageous for both present and future students (Peterson, 2016).

This digital testing is a great way to assess your students on their knowledge in a lighthearted, gamified setting during lectures. Numerous digital tools track and record grades and responses, giving you a clear picture of your academic progress. Because of the automated grading, you will have more time for critical tasks (Wanasek, 2020). Additionally, formative assessment is essential in every classroom, according to Petty (2017). The unit evaluation results shouldn't ever come as a surprise to either students or teachers. Additionally, evaluating student learning is easy thanks to the abundance of superb educational technology solutions accessible.

Academic Counseling and Interventions

In real sense, school counselors serve in a variety of capacities, including those of social and emotional educators, academic advisors, conflict mediators, wellness coaches, mental health therapists, student champions, educational collaborators, and family liaisons (Meyers, 2020). Additionally, educators will serve as more role models, mentors, and tutors, and economics teaches us that these qualities of a top-notch education won't scale up. Numerous research and innumerable individual experiences demonstrate the importance of such services for learning. Tutoring, tailored feedback, mentoring, and other personal services offered by educators are only a few examples (White, 2020).

According to Muic (2019), using digital tools can improve productivity and save time for school counselors. According to Muic, counseling sessions can continue to take place even if students are learning in a virtual environment thanks to software programs like Google Meet and Zoom. Additionally, there are a variety of educational technology systems that may generate reports in a matter of seconds to give a school counselor information to track a student's progress. These tools can help school counselors develop pupils intellectually.

The function of school counselors has changed from its traditional emphasis on scheduling and providing vocational education to one that places more of an emphasis on proactive activities involving academic, career, personal, and social development. The job of a school counselor has changed as a result of a variety of factors, including socioeconomic shifts, changes in family structures, educational innovations, and accountability (Niforos, 2016).

The potential for all students to establish a personal, ongoing relationship with a member of the institution who cares about them is arguably only provided

through academic advising. Superior stability and control are crucial, but advisers must also be able to help students make sense of their varied experiences inside the university and its curriculum. Making meaning ultimately promotes self-awareness, which leads to the discovery of special abilities and promotes degree completion. Academic counseling is now essential if institutions are to accomplish perseverance and on-time graduation as well as the noble aims of student self-realization and growth. Academic counseling has been recognized as an outstanding contribution to university life since the 1970s. Thomas (2017)

Well-being

Happiness can also be measured in other ways outside the absence of illness or disease. A person's health is influenced by a complex interplay of physical, mental, emotional, and social factors. Well-being has a direct correlation with happiness and life satisfaction. Well-being is, in a word, how you feel about yourself and your life according to Better Health (2020).

Furthermore, Ramphp (2021) asserted that our sense of well-being affects both our physical and mental health as a whole. We may overcome challenges and accomplish our life goals with the help of a strong and well- adapted sense of wellbeing. Studies show that improved physical advantages, such as a reduction in cardiovascular disease, stroke, and sleep disorders, as well as increased productivity and creativity in both work and personal life, are associated with a higher sense of well-being.

The benefits of numerous health, employment, familial, and economic factors are all related to well-being, according to the Center for Disease Control and Prevention (2018). For instance, higher levels of happiness are associated with a lower risk of disease, illness, and injury as well as a better immune system, quicker recovery, and longer life. People who are content at work are more productive and prone to volunteer in their neighborhoods.

The reaction of teachers to individual and group physical, environmental, and social events that affect how they interact with their pupils and colleagues is referred to as teacher well-being (Graham & Truscott, 2019).

Leaders must be aware of their teachers' professional experiences and comprehend their situations to the extent that it is pertinent to the classroom and student results when implementing measures to increase teacher wellbeing (Song et al., 2020).

There are various and intricate demands made on teachers' roles and responsibilities. Teachers must ensure that all pupils acquire the knowledge, skills, and attitudes essential to become successful citizens who can successfully navigate the obstacles that the twenty-first century has to offer, in addition to merely transmitting information (Guerriero, 2017). Schleicher (2018) also claims that teachers are being asked to take on a growing number of new duties, such as assisting in the development of students' social and emotional skills, addressing students' differences, and working with other educators and parents to guarantee their students' overall development. To encourage higher-order thinking in all students, they must also adjust to the technological and digital requirements of the time and implement relevant information and communication technologies in the classroom.

Emotional Well-being of Teachers

Our daily existence revolves around maintaining our emotional health. It also noted that whether we are happy, fearful, excited, or irritated, our emotions may have an affect on how we approach our daily responsibilities. Every decision we make is influenced by our emotional state, thus having excellent emotional health is essential to leading a fruitful and balanced life (Bach, 2018). Additionally, according to Cipriano and Brackett (2020), teachers who have stronger emotional intelligence like ly to experience less burnout and have better job satisfaction. These abilities include accurately identifying emotions, comprehending their causes and effects, appropriately labeling them, comfortable expressing them, and effectively regulating them.

In addition, teaching is a difficult and emotionally taxing profession. Both teachers and their pupils will gain when they seek to enhance their emotional health. Previous studies have shown that emotional intelligence (EI) has a protective effect and that the years of teaching experience variable has varying effects on both favorable and unfavorable work-related characteristics (Berrocal et al., 2017).

Teachers' emotional well-being is still widely believed to be impacted by their own emotional intelligence or ability to "stay optimistic," despite the fact that the organizations in which they work have a significant impact on teachers' emotions as well. However, some study has shown that the relationship actually works the other way around: how teachers feel about and at school affects their dispositional happiness, self-esteem, and health (Benevene et al., 2018).

Unfortunately, teachers run the risk of experiencing emotional stress (or burnout) when their tasks and obligations don't feel in line with the type of teacher they want to be. Attrition results from this (Santoro, 2019). Given the lack of teachers in high-needs roles and schools prior to the epidemic (Cross, 2017) and the increased urgency of students' academic and social-emotional development after the pandemic, we cannot risk increasing attrition by ignoring teachers' emotional wellbeing.

Due to the current state of education, teachers have been forced to change their approach to teaching, adapt their curricula, and engage their students digitally. There are thus strong demands placed on teachers' adaptability, creativity, stress management, and capacity for uncertainty and worry (Bousselot et al., 2021). In addition, tension and anxiety are two of the most typical symptoms instructors experience as a result of the demands placed on them by the use of educational technology. Professional and occupational exhaustion is brought on by teachers integrating technology into their lessons without considering how it can enhance learning, lacking education technology training, or being reluctant to use it. Both the inappropriate use of technology and its avoidance have been connected to the emergence of these symptoms. "Burnout syndrome," which is linked to fatigue and burnout as a result of raised expectations, is one of the symptoms. Burnout syndrome in teachers may reduce their level of dedication to their jobs in the educational setting (Fernández et al., 2021).

Social Well-being of Teachers

Schools, teachers, and students are all impacted significantly by the health of the teaching staff. There are numerous well-documented harmful effects of poor health, including stress or burnout linked to teacher attrition and shortages globally (Cann, 2020). Due to the great demands placed on them, instructors frequently conceal their genuine emotions in order to adhere to public standards of educational performance. As trends, social development, and education have advanced, teachers have changed from being sole educators to broad service providers. Teachers play the parts of student development and national development in their educational activities. Teachers are expected to act as role models for their pupils' learning, and their behavior is typically assessed against strict moral standards. Teachers typically hide their true feelings to meet public expectations when faced with such high standards (Wu et al., 2020).

Teachers should interact with their local communities, according to Payne and Zeichner (2017), to understand more about the residents and problems. More persuasively, (Dowd, 2022) makes the claim that teachers who have confidence in their abilities and the ability of their students to learn are said to be effective teachers. Student involvement, motivation, and performance are impacted by teachers' beliefs. But developing self-efficacy is no easy task. Even the most committed teachers might struggle with severe self-doubt in the face of oppressive class sizes, behavioral issues, declining test scores, a lackadaisical administration, and judgmental parents.

Additionally, the problems have a direct impact on both the standard of special education and general education. Prior studies have revealed that special education teachers have poor mental health and that they are more likely than other professionals to be diagnosed with mental health symptoms (such as depression) (Conley & You, 2017).

Social factors in their immediate social environment have an impact on teachers' occupational well-being. Student misbehavior, parental worries, management and leadership assistance—or lack thereof—and difficult student circumstances are among them (McCallum et al., 2017). The working conditions for educators have also been considerably changed by social confinement, according to numerous teacher union investigations. They also found that the health of teachers at all levels was being impacted by these changes. (Confederation of Workers, Employers, Education, and Republic of Argentina, 2020).

Physical Well-being of Teachers

Physical well-being is the capacity to maintain a healthy lifestyle that enables us to fully participate in our daily activities without feeling worn out or worried. It involves taking good care of our bodies and realizing the impact that our everyday habits and deeds have on our general health, well-being, and quality of life. Physical health comprises more than just being free from disease. It includes lifestyle decisions that enhance well-being, avoid illness and conditions, and enable people to maintain a balance between their physical, mental, and spiritual selves. More than simply being healthy is required for physical well-being. Whether or not we attain or disrupt optimal performance depends on our lifestyle decisions and behaviors in the areas of sleep, nutrition, physical exercise, hygiene, and relaxation. Physical health comprises more than just being free from disease. It entails making lifestyle decisions that advance wellness, fend off illness, and enable people to

maintain a healthy body, mind, and spirit (Stevenson, 2021).

Teachers were overwhelmed throughout the outbreak as they were quickly swamped with new digital tools, activities, programs, and devices to integrate into their newly constructed "virtual classrooms." In addition to being overworked by the sheer volume of technology programs, instructors were also enduring excessive screen time, which was causing headaches and eye burns. In children and adolescents, screen time has been related to a number of negative health outcomes, including obesity, aerobic fitness, quality of life, self-esteem, pro-social behavior, academic success, depression, and anxiety (2017). Students are exposed to increasing screen time as teachers are encouraged to use more technology (Strom, 2021).

Physical wellness is correlated with how secure and healthy we feel physically. Diet, physical safety and security, exercise, and preventive healthcare are all important. A healthy body is a prerequisite for optimum health (NSW Government 2022).

How physical space affects school organizational structures and learning is through the physical learning environment. This measure is utilized in the study to assess the relationship between teachers' occupational well- being and a challenging physical work environment (Viac & Fraser, 2020).

According to Mississippi College (2019), effective educators exercise critical thought. As students think about daily activities and long-term teaching and learning goals, they put the thinking skill of analyzing and evaluating into practice. They examine their resources, decide what they require, and choose how and when to gauge the development of their students. According to Davis (2019), experiencing health, happiness, and prosperity constitutes well-being. A strong sense of life satisfaction, a sense of meaning or purpose, and the capacity to handle stress are requirements. Simply said, happiness is the definition of well-being. Additionally, according to Ruggeri et al. (2020), the experience of positive emotions like happiness and contentment, the realization of one's full potential, having some degree of control over one's life, having a sense of purpose, and having healthy relationships have all been categorized as indicators of well-being. A long-term state enables a person or a population to develop and flourish.

Spiritual Well-being of Teachers

According to Mathad et al. (2019), there are four ways to gauge spiritual well-being: on a personal, societal, environmental, and God-centered level (transcendental). Sheldrake defines spirituality as the deepest meanings and values that people aim to live by, based on an understanding of the human spirit and what will allow it to realize its full potential. It is a quest for ultimate fulfillment and significance, he continues. Ascetic- monastic, mystical, active-practical, and prophetic-critical spirituality were the four divisions he made. A comprehensive worldview based on Catholic principles defines each type (Entegro & Del Castillo, 2021).

Payne and Zeichner (2017) also recommend that instructors get involved in their local communities to learn more about the people and problems there. More persuasively, (Dowd, 2022) makes the claim that teachers who have confidence in their abilities and the ability of their students to learn are said to be effective teachers. Student involvement, motivation, and performance are impacted by teachers' beliefs. But developing self-efficacy is no easy task. Even the most committed teachers might struggle with severe self-doubt in the face of oppressive class sizes, behavioral issues, declining test scores, a lackadaisical administration, and judgmental parents.

Science has demonstrated that our usage of technology alters the way our brains function. The part of our brains that governs decision-making, impulse control, attention, focus, and short-term memory is affected negatively by its use, which results in new neural connections and cognitive overload. Digital media use encourages bad habits that have an impact on our stress levels, productivity, level of busyness, reading skills, and interpersonal connections. Our spiritual life is impacted by these changes in how our brains function. Their easily distracted nature is detrimental to spiritual meditation, prayer, and reflection. Our reading habits have an impact on how we study the Bible and retain God's word in our hearts. Worship, fellowship, and our connection with God are all impacted by the ways in which we interact with one another. Most people use digital technology accidentally without comprehending how it affects their lives and brain chemistry. Let us, as creators of science and engineering, instruct ourselves and others on how to construct barriers around our spiritual lives (Dovich, 2017).

Differences in the Digital Transformation Between Male and Female

There has been a huge transformation in our planet. The economic paradigm is shifting from physical to digital as our lives and society become more digital

than ever. One way or another, COVID-19 advanced gender inequality by widening the already present digital gender gap. On the other hand, the current economic and sanitary crisis have hastened digitalization, providing a historic opportunity for the profound shift we need to make. Globally, men are 21% more likely than women to use the internet. With a host of significant, frequently fatal consequences, women who experience intersectional discrimination and reside in low-income communities have even less access to the internet and digital gadgets. "With women holding only a small percentage of significant IT occupations, we need new women-centered approaches that motivate young girls and women to participate in and lead the digital revolution" (Aoki, 2022).

Due to the increased information, opportunities, and resources that digital technologies offer, women and girls, they gain from them. But social norms, gender expectations, and deeply set gender stereotypes are also contributing factors to the digital gender gap. Because of this, many women, especially those from developing countries, still struggle to access and use digital technologies. Even when they have internet access, women and girls are commonly the targets of online abuse and harassment, including explicit or pornographic communications and cyberstalking. To encourage women to engage and lead in the digital world, we also need digital tools. To create a safer and more equitable digital future for everyone, women and girls must not only have access to technology and digital skills, but also take an active role in driving change. (Lagunas & Opp, 2022).

In addition, Sorgner et al. (2017) investigated how digitalization affected gender equality in labor market participation in a subset of G20 nations. These authors contend that the risk of computerization does not equally affect employment among men and women. They found that formal education increases for both sexes reduce the risk of computerization. However, low-skilled women are less likely to be computerized than low-skilled men.

The digital transition has great promise for economies and society. However, access to, use of, and ownership of digital technology are not gender-neutral, and the advantages of the digital transformation are not equally dispersed across socioeconomic categories and genders (Organisation for Economic Co-operation and Development OECD, 2018). Additionally, there is a chance that it will continue the current trends in gender inequality. Despite several significant initiatives, there is still a sizable gender gap in the digital world, which hinders the equitable application of the benefits of the digital transformation in high-, low-, and middle-income countries. (Wajcman et al., 2020) Furthermore, the pandemic has accelerated and opened doors for various industries' digital transformation processes. However, because they lack information technology skills and experience working in an international setting, it has also created a lot of obstacles for women. Social media and the digital environment present a number of risks that make women and girls more susceptible to technological crimes. Vietnam News (2021).

Difference in Well-being between Male and Female

In general, women are viewed as being more "emotional" and express their thoughts more than men, particularly when talking about mental health. Waghmare (2017) asserts that there is a significant difference between males and women's psychological wellbeing. Females have better levels of psychological well-being, productivity, mental health, and interpersonal interactions than males do. Male students are happier and more outgoing than female classmates.

Additionally, Carmel (2019) asserts in her research that mental health is a factor that is strongly related to subjective well-being (SWB). Disparities in mental health between men and women are a result of women's biological traits, such as hormonal changes and disadvantages in sociocultural areas of life (socioeconomic status, gender-related social roles). She claims that women are more agitated, worried, anxious, upset, and depressed than men. Numerous studies have also discovered that women experience lower levels of psychological well- being markers and coping mechanisms than men, including self-esteem, will to live, and self-efficacy.

Differences in the Digital Transformation of Teachers in terms of Age

ICT has the power to increase young people's social, cultural, and human capital by enabling them to interact and form connections, become culturally aware, and exchange resources, ideas, and opinions through educational and training opportunities (McLoughlin, 2018).

Everyone must participate with media and digital technology in a reasoned, responsible, and safe manner since digital literacy, engagement, and access to online services benefit the entire community. For kids and teenagers who are just starting to explore the internet, there are some distinct considerations. Although there

are many advantages to the digital age for kids and teens, they also run the risk of being exposed to improper content, experiencing cyberbullying, or losing their privacy. In order to offer balanced and effective advice and assistance, it is imperative to be aware of the effects of media and digital technology (Richards et al., 2015).

Young people benefit greatly from media technology in many ways. Children and young people who possess these talents can gain from the increasing reliance on technology in many jobs in Australia and New Zealand in a variety of ways that will foster their development (RANZCP, 2018). Young people can interact with their friends and family on social networking sites while also gaining technical and creative abilities. In order to better grasp global challenges, these websites give users the opportunity to communicate with a large and diverse group of people. Additionally, there is proof that social media platform experiences are generally pleasant and that media can aid children in social skill development (Australian Psychological Society, 2017).

There are several things to take into account when analyzing the impact of the digital divide on older persons. Natural decreases in short-term memory, motor skills, and vision affect how this population uses technology (Milenna Head, 2022). Over the past ten years, the proportion of older people utilizing the internet and social media has drastically increased in the United Kingdom, the United States, and Europe. However, elderly individuals use the internet and social media less frequently than younger generations do (Center of Ageing Better, 2020).

Furthermore, it was urged that older persons use technology to lift the burdens of others by providing distraction, normality, and opportunities for mental emotion expression. A lack of prior knowledge of digital technologies, fear of fines, and the effect of a low mood on readiness to engage with technology were all highlighted as barriers to adoption. Although participants were aware of websites that could improve their mental health, they were not sufficiently inspired to use them. In order to better their mental health, older people want to use digital technology, but there are still barriers that developers must get over before they can reach this demographic (Andrews et al., 2019).

Differences in the Well-being of Teachers in terms of Age

It's crucial to highlight that, in terms of age, adults over 47 reported the highest levels of stress and anxiety, despite the fact that other research have found that young people experience more pronounced symptoms (Picaza et al., 2020).

This may be the case because teachers are more prone to experience stress and anxiety due to higher levels of burnout (Corbin et al., 2019), and older people may be more severely affected by this symptomatology. Additionally, younger people may have fewer obstacles in this new world where all new technologies necessitate adaptation, whereas older adults may be less interested in ICT (Song & Chen, 2019).

On the other hand, the higher levels of stress among young people (ages 23 to 35) compared to those between 36 and 46 years old are consistent with a general pattern found in earlier study. Namely, younger people experience higher amounts of stress (Lai et al., 2020).

It is expected that older teachers will report having a long-term health problem compared to younger ones. Overall, there aren't many distinctions between instructors of different ages in terms of ongoing mental health issues. The number of young (age 21-34) and middle-aged (age 35-50) instructors reporting mental health concerns has, however, significantly increased since 2013, while elderly teachers (age 51-65) have reported less issues (Sims et al., 2021)

Relationship between Digital Transformation in Education and Well-being of Teachers

Technology has two sides when it comes to employee well-being. Thanks to technology, it is now possible to remotely access anything, including servers, conference calls, and emails, with just one click. Although this has simplified working life, it has also fostered a "always on" work culture that makes it difficult for many people to maintain a healthy work-life balance. This may have an effect on the physical and emotional health of employees, which may then have a negative effect on absenteeism, productivity, and retention. Employers should consider how they may utilize technology to support their employees in leading healthier lifestyles since it gives them the digital tools they need to take control of their health (Willis Towers Watson, 2018).

Furthermore, as all employees inside the firm must actively participate for technological reformations to be successful (Schwertner, 2017), comprehensive strategy, resources, and leadership are only a small piece of the intricate puzzle that is digitalization for

enterprises. The importance of knowing how aspects of digitalization affect well-being at work is highlighted by the fact that unhealthy employees are less willing to actively participate in new working cultures brought about by technology advancements. The most recent collaboration solutions further enable scattered workforces to exchange tasks across great distances, hold virtual meetings, and even engage in water cooler talk from their home offices, in addition to "traditional" communication tools like email, texting, and smartphones. On the one hand, this collaborative technology may promote an always-on, always- connected way of life that is linked to higher levels of stress, anxiety, and, eventually, burnout among workers. However, technology can also be a force for wellness and mental health, providing overworked employees with access to information and learning opportunities that enable them to control their stress, use their energy efficiently, and make better decisions (The Well Right Blog, 2020).

Well-being of Teachers before the Digital Transformation in Education

Frontiers in Psychology (2020) claims that teaching is a difficult, demanding job that is well-known in the literature to be stressful, lead to burnout, and have a high turnover rate. The majority of studies have concentrated on indicators of poor teacher performance. Nevertheless, in recent years, greater focus has been placed on the wellbeing of teachers, in line with the dominant positive psychology paradigm. It takes more than just staying healthy at work to be in good health. Instead, it speaks to the instructors' efficiency at work. While teacher well- being refers to the ability of teachers to establish a positive, dynamic balance between their resources and their challenges/demands, physical, psychological, and mental health refers to the absence of impairment (environmental, social, individual, and physical, mental, psychological).

Additionally, according to (Nikol Vasileiou et al., 2021), the new Eurydice report, "Teachers in Europe: Development, Progression, and Well-Being," explores teachers' perceptions of workplace stress. It has been found that educators who collaborate on projects feel less stressed. On the other hand, teachers who work in classes that they view as chaotic or who lack confidence in their ability to control students' behavior and motivate students report higher levels of stress. The first lockdown in March was also very harsh and unpleasant in terms of closing schools and switching from in-person to online instruction, as the new Digital Education Action Plan notes. Remote instruction has significantly changed the working environment for teachers.

Methodology

This study is quantitative research, and the research design used is Descriptive, Causal-Comparative, and Correlational Research Designs. Researchers utilized a Descriptive Research Design because it described the respondent's profile, level of digital transformation, and well-being. While Causal-Comparative Research Design determined whether there is a significant difference in the level of digital transformation and the respondents' well-being when grouped in age and sex. This determines whether differences in their sex or age cause such variation. Finally, the researchers employed Correlational Research Design to see whether there is a relationship between the level of digital transformation and the respondents' well-being.

Participants

The research was taken place at Notre Dame of Midsayap College, Quezon Avenue, Poblacion 5, Midsayap, Cotabato. The main sources of information were the 30 teachers from the college unit employed during the School Year 2021-2022.

Instruments of the Study

The study used a researcher-made questionnaire which is divided into three parts. Part I contains the items in the first part that collect information about the respondents' names, sex, age, years of service, and college unit. Part II contains the study instrument, an answer sheet with 25 items that indicates a digital transformation in education, specifically the teaching process. These questions are based on four variables stated in RRL: Teaching Preparation, Delivery of Instruction, Evaluation of Students Performance, and Academic Counseling & Interventions. Respondents were asked to encircle the number that reflects their rating on the Likert scale of five as the highest and one as the lowest. Part III presents the study instrument consisting of 4 variables of well-being: Emotional well-being, Social Well-being, Physical Well-being, and Spiritual Well-being. It has 23 items that assess respondents' well-being by encircling the answer that reflects their rating on a Likert scale.

Procedure

The researchers wrote a letter asking permission from the different College Deans of Notre Dame of

Midsayap College to conduct their study about Digital Transformation in Education: Its Effect on the Well-Being of Teachers at Notre Dame of Midsayap College. After writing a letter to the College Deans, the researchers surveyed on April 25, 2020. The researchers selected respondents based on their availability. All of the respondents were given a questionnaire to accomplish.

Results

This section presents the analysis and interpretation of the study on the Digital Transformation in Education: Its effect on the Well-being of Teachers at Notre Dame of Midsayap College, following the quantitative methodology. The content of this chapter are pieces of information relative to the personal profile of the respondents; level of digital transformation of the respondents; level of well-being of the respondents; the significant difference in the level of digital transformation between male and female respondents; significant difference on the level of well-being between male and female respondents; significant difference on the level of digital transformation of the respondents in terms of age; significant difference on the level of well-being of the respondents in terms of age; the significant relationship between the level of digital transformation and the well- being of the respondents.

Socio-Demographic Profile of the Respondents

The information pertaining to the socio-demographic profile of the respondents in terms of sex, age, college unit, and years of service is shown in Table 1.

Sex of Respondents. Table 1 shows the demographic profile of the respondents. As it is seen in table 1, 18 respondents or 60% of the total respondents are female and 12 respondents or 40% of the total respondents are male.

Age of Respondents. Table 1 shows that a considerable number (53.3%) of the respondents are 26 to 35 years old; 25 below, and 36 to 45 years old have (16.7%); a minimal number of (13.3%) of them are 46 and above years old.

College Unit of Respondents. Table 1 revealed that the majority of the respondents are from the CITE department (23.3%); both CED and CBA have (20.0%); a small number (16.7%) are from CN; while CAS and CCJE are both have (10.0%).

Years of Service of the Respondents. Table 1 shows that majority of the respondents served for five years and below (53.3%); while (26.3%) of the respondents served for 6 to 10 years; then (13.3%) of the respondents served for 16 and above years, and (6.7%) of the respondents served for 11 to 15 years.

Table 1. *Socio-Demographic Profile of the Respondents*

Items		*F*	*%*
Sex			
Male		12	40.0
Female		18	60.0
	Total	30	100.0
Age			
25 below		5	16.7
26-35		16	53.3
36-45		5	16.7
46 and above		4	13.3
	Total	30	100.0
College Unit			
CED		6	20.0
CBA		6	20.0
CAS		3	10.0
CN		5	16.7
CCJE		3	10.0
CITE		7	23.3
	Total	30	100.0
Years in Service			
5 years and below		16	53.3
6-10 years		8	26.3
11-15 years		2	6.7
16 and above		4	13.3
	Total	30	100.0

Level of Digital Transformations of the College Teachers at Notre Dame of Midsayap College

The information pertaining to the digital transformations of college teachers of Notre Dame of Midsayap College on their teaching processes in terms of Teaching Preparation, Delivery of Instruction, Evaluation of Students' Performance, and Academic Counseling and Interventions are condensed in tables 2a, 2b, 2c, and 2d.

Table 2a. *Level of Digital Transformation of the Respondents in terms of Teaching Preparation*

A. Teaching Preparation	*Mean*	*Sd*	*Description*	*Interpretation*
1. I create a virtual classroom for my classes in my subjects.	4.06	1.14	Almost Always	High
2. I search for learning materials using internet search engines like google.	4.66	0.61	Always	Very High
3. I prepare pre-recorded audios and/or videos that contain explanation of topics.	3.26	1.23	Oftentimes	Moderate
4. I develop my learning materials using personal computers like laptops or desktops.	4.73	0.52	Always	Very High
5. I store the content of the subjects in electronic format like PDF, DOC, and/or PPT.	4.83	0.46	Always	Very High
6. I upload learning materials through a Learning Management System like Schoology.	4.86	0.43	Always	Very High
7. I upload my pre-recorded audios and/or videos in video sharing website like YouTube.	3.16	1.34	Oftentimes	Moderate
Overall	4.22	0.82	Always	Very High

Table 2a shows that the response of the respondents is Always (OM= 4.22) on the specified items in teaching preparation. Furthermore, the respondents signified their highest rating (M=4.86 and M= 4.83) to items "*I upload learning materials through a Learning Management System like Schoology"* and *"I store the content of the subjects in electronic format like PDF, DOC, and/or PPT,"* respectively. However, the respondents signified their lowest rating (M=3.16 and M=3.26) to items "*I upload my pre-recorded audios and/or videos on video sharing websites like YouTube"* and "*I prepare pre-recorded audios and/or videos that contain explanations of topics,"* respectively.

Table 2b. *Level of Digital Transformation of the Respondents in terms of Delivery of Instruction*

A. Delivery of Instruction	*Mean*	*Sd*	*Description*	*Interpretation*
1. I teach my subject using laptop, smartphone, and/or desktop.	4.76	0.68	Always	Very High
2. I conduct my classes using online platform CLASSIN or ZOOM.	4.46	1.01	Always	Very High
3. I present my lessons to the students using Power Point Slideshows.	4.53	0.73	Always	Very High
4. I demonstrate performance of a task through the use of pre-recorded videos.	3.53	1.07	Almost Always	High
5. I send messages or information to students using Facebook or Messenger, etc.	4.30	0.88	Always	Very High
6. I share active links for students to locate sources of information in the web.	3.90	1.09	Almost Always	High
Overall	4.25	0.91	Always	Very High

Table 2b shows that the response of the respondents is Always (OM= 4.25) on the specified items in the delivery of instruction. Furthermore, the respondents signified their highest rating (M=4.76 and M=4.53) to items "*I teach my subject using a laptop, smartphone, and/or desktop"* and "*I present my lessons to the students using PowerPoint Slideshows,"* respectively. However, the respondents signified their lowest rating (M=3.53 and M=3.90) to items "*I demonstrate the performance of a task through the use of pre-recorded videos"* and "*I share active links for students to locate sources of information on the web,"* respectively.

Table 2c. *Level of Digital Transformation of the Respondents in terms of Evaluation of Students' Performance*

A. Evaluation of Students' Performance	*Mean*	*Sd*	*Description*	*Interpretation*
1. I construct my test questions in major examinations in Schoology.	4.57	0.77	Always	Very High
2. I administer major examinations to students through Schoology.	4.63	0.76	Always	Very High
3. I give quizzes using Quizizz, Kahoot! or other online assessment tools.	3.30	1.18	Oftentimes	Moderate
4. I compute the grades of my students by applying Microsoft Excel or other software.	4.53	0.90	Always	Very High
5. I assign tasks to students that will require utilization of computer applications.	4.10	0.84	Almost Always	High
6. I require students to submit their completed tasks to their Schoology accounts.	4.70	0.53	Always	Very High
7. I distribute final grades of my students through their Schoology or other media.	3.90	1.21	Almost Always	High
Overall	4.25	0.9	Always	Very High

Table 2c shows that the response of the respondents is Always (OM= 4.25) on the specified items in the evaluation of students' performance. Moreover, they signified their highest rating (M=4.63 and M= 4.70) to items "*I administer major examinations to students through Schoology"* and "*I require students to submit their completed tasks to their Schoology accounts,"* respectively. However, they signified their lowest response (M=3.30) to the item *"I give quizzes using Quizizz, Kahoot! or other online assessment tools"*.

Table 2d. *Level of Digital Transformation of the Respondents in terms of Academic Counselling and Intervention*

A. *Academic Counselling and Intervention*	*Mean*	*Sd*	*Description*	*Interpretation*
1. I identify poor-performing students using Schoology.	3.86	0.97	Almost Always	High
2. I inform poor-performing students of their standing using Schoology.	3.76	1.14	Almost Always	High
3. I confer with poor forming through ClassIn, ZOOM, or Google Meet.	3.46	1.14	Almost Always	High
4. I advise poor-performing students to comply their deficiency through Schoology.	3.96	0.85	Almost Always	High
5. I inform poor-performing students of the results of my intervention through Schoology.	3.90	1.03	Almost Always	High
Overall	3.78	1.02	Almost Always	High

Table 2d shows that the response of the respondents is Almost Always (OM= 3.78) on the specified items in academic counseling and intervention. Furthermore, the respondents signified their highest rating (M=3.96 and M=3.90) to items *"I advise poor-performing students to comply with their deficiency through Schoology"* and "*I inform poor-performing students of the results of my intervention through Schoology,"* respectively. However, the respondents signified their

lowest rating (M=3.76 and M=3.46) to items *"I inform poor-performing students of their standing using Schoology"* and "*I confer with poor-performing students through ClassIn, ZOOM, or Google Meet,"* respectively**.**

Table 2e. *Overall result of level of Digital Transformation of the Respondents*

Teaching Process	*Mean*	*Sd*	*Description*	*Interpretation*
Teaching Preparation	4.22	0.82	Always	Very High
Delivery of Instruction	4.25	0.91	Always	Very High
Evaluation of Students' Performance	4.25	0.89	Always	Very High
Academic Counselling and Intervention	3.78	1.02	Almost Always	High
Grand Mean	4.12	0.91	Almost Always	High

Table 2e shows that the overall response of the respondents is Almost Always (GM= 4.12) on the specified variables of digital transformation in education. Furthermore, the respondents signified their highest rating (M=4.25) on the "*Delivery of Instruction* and "*Evaluation of Students' Performance."* On the other hand, the respondents signified their lowest rating (M= 3.78) on the "*Academic Counseling and Intervention."*

Level of Well-being of the College Teachers at Notre Dame of Midsayap College

The information pertaining to the well-being of the college teachers of Notre Dame of Midsayap College in terms of Emotional Well-being, Social Well-being, Physical Well-being, and Spiritual Well-being are condensed in tables 3a, 3b, 3c, 3d.

Table 3a. *Level of Well-being of the Respondents in terms of Emotional Well-being*

Well-being	*Mean*	*Sd*	*Description*	*Interpretation*
Emotional well –being				
1. I am optimistic.	4.30	0.65	Strongly Agree	Very Good
2. I find true peace in me.	4.33	0.76	Strongly Agree	Very Good
3. I feel secured of myself.	4.23	0.73	Strongly Agree	Very Good
4. I can manage my temper.	4.20	0.89	Strongly Agree	Very Good
5. I am comfortable with what I am.	4.33	0.71	Strongly Agree	Very Good
Overall Mean/SD	4.28	0.75	Strongly Agree	Very Good

Table 3a shows that the respondents Strongly Agreed (OM= 4.28) on the specified items of emotional well-being. Furthermore, the respondents signified their highest agreement (M= 4.33) to the items "*I find true peace in me"* and "*I am comfortable with what I am."* On the other hand, the respondents signified their lowest agreement (M=4.23 and M= 4.20) to the items "*I feel secure in myself"* and "*I can manage my temper,"* respectively.

Table 3b. *Level of Well-being of the Respondents in terms of Physical Well-being*

Well-being	*Mean*	*Sd*	*Description*	*Interpretation*
Physical well–being				
1. I can see clearly.	4.13	0.90	Agree	Good
2. I can think vividly.	4.23	0.63	Strongly Agree	Very Good
3. I can sleep soundly.	3.67	0.71	Agree	Good
4. I am lively and dynamic.	4.10	0.71	Agree	Good
5. I perform regular exercises.	3.30	0.96	Moderately Agree	Fair
6. I take pride of my appearance.	3.93	0.83	Agree	Good
7. I maintain good eating habit.	3.70	0.70	Agree	Good
Overall Mean/SD	3.86	0.77	Agree	Good

Table 3b shows that the respondents Agree (OM= 3.86) on the specified items of physical well-being. Furthermore, the respondents signified their highest agreement (M= 4.23) to the item "*I can think vividly."* However, the respondents signified their lowest agreement (M=3.30) to the item "*I perform regular exercises.*

Table 3c. *Level of Well-being of the Respondents in terms of Social Well-being*

Well-being	*Mean*	*Sd*	*Description*	*Interpretation*
Social Well-being				
1. I can easily relate with people.	4.17	0.70	Agree	Good
2. I can get involve in the community.	4.17	0.70	Agree	Good
3. I can communicate to other people.	4.33	0.71	Strongly Agree	Very Good
4. I can cooperate with my school heads.	4.33	0.66	Strongly Agree	Very Good
5. I can coordinate with my fellow teachers.	4.50	0.57	Strongly Agree	Very Good
Overall Mean/SD	4.3	0.67	Strongly Agree	Very Good

Table 3c shows that the respondents Strongly Agreed (Overall M= 4.3) on the specified items of social well-being. Moreover, the respondents signified their highest agreement (M=4.50) to the item "*I can coordinate with my fellow teachers".* Further, the respondents signified their lowest agreement (M= 4.17) to the items "*I can easily relate with other people"* and "*I can get involve in the community,"* respectively.

Table 3d. *Level of Well-being of the Respondents in terms of Spiritual Well-being*

Well-being	*Mean*	*SD*	*Description*	*Interpretation*
Spiritual Well-being				
1. I do self-reflection.	4.07	0.83	Agree	Good
2. I put my trust in God.	4.73	0.52	Strongly Agree	Very Good
3. I seek help from God.	4.80	0.48	Strongly Agree	Very Good
4. I see the meaning of life.	4.43	0.63	Strongly Agree	Very Good
5. I talk to our church leaders.	3.60	1.22	Agree	Good
6. I participate in religious devotions.	3.73	1.08	Agree	Good
Overall Mean/SD	4.22	0.79	Strongly Agree	Very Good

Table 3d shows that the respondents Strongly Agreed (Overall M= 4.22) on the specified items of spiritual well-being. Moreover, the respondents signified their highest agreement of (M=4.73 and M=4.80) to the items "I *put my trust in God*" and "*I participate in religious devotions,"* respectively. On the other hand, the respondents signified their lowest agreement (M=3.73 and M=3.60) to the items "*I talk to our church leaders"* and "*I participate in religious devotions,"* respectively.

Table 3e. *Overall result of level of Well-being of the Respondents*

Well-being	*Mean*	*Sd*	*Description*	*Interpretation*
Emotional Well-being	4.28	0.75	Strongly Agree	Very Good
Physical Well-being	3.86	0.77	Agree	Good
Social Well-being	4.3	0.67	Strongly Agree	Very Good
Spiritual Well-being	4.22	0.79	Strongly Agree	Very Good
Grand Mean	4.16	0.74	Agree	Good

Table 3e shows that the respondents Agree (GM=4.16) on the specified well-being variables. Furthermore, the respondents signified their highest agreement (M=4.3 and M=4.28) on variables "*Social Well-being"* and *Emotional Well-being,"* respectively. On the other hand, the respondents signified their lowest agreement (M=3.86) on the "*Physical Well-being*" variable.

Difference on the Level of Digital Transformation between Male and Female Respondents

The information pertaining to the significant difference in the level of digital transformation of teachers at Notre Dame of Midsayap College when grouped according to sex is shown in Table 4.

Table 4. *Significant difference on the Digital Transformation of respondents when grouped according to sex*

Sex	*N*	*Mean*	*Mean Difference*	*Sd*	*p-value*	*Indication*	*Decision*
Male	13	4.23		0.31			
Female	17	4.09		0.54			

Entries in Table 4 show that, concerning the criterion variable digital transformation, the mean for males is
4.23 while the mean for the female is 4.09, with a mean difference of 0.15. Furthermore, the computed p-value of 0.40 is higher than the set p-value of 0.05. This value indicates that the difference is not significant. The null hypothesis, therefore, is not rejected (accepted). This is to say; there is no significant difference in the level of digital transformation of the respondents when they are grouped according to sex.

Difference on the Level of Well-Being between Male and Female Respondents

The significant difference on the level of well-being of teachers at Notre Dame of Midsayap College when they are grouped according to sex is shown in Table 5.

Table 5. *Significant Difference on the Well-being of Respondents when grouped according to Sex*

Sex	*N*	*Mean*	*Mean Difference*	*Sd*	*p-value*	*Indication*	*Decision*
Male	12	4.05		0.49			
Female	18	4.21		0.49			

Entries in Table 5 show that concerning the criterion variable well-being, the mean for males is 4.05 while the mean for females is 4.21, with a mean difference of 0.16. Moreover, the computed p-value of 0.38 is higher than the set p-value of 0.05. This value indicates that the difference is not significant. The null hypothesis, therefore, is not rejected (Accepted). There is no significant difference in the level of well-being of the respondents when they are grouped according to sex.

Difference on the Level of Digital Transformation of Respondents in terms of Age

The significant difference on the level of digital transformation of teachers at Notre Dame of Midsayap College in terms of age is shown in Table 6.

Table 6. *Significant difference on the Teaching Processes using Digital Technology when grouped interms of Age*

Age	N	Mean	Mean Difference	Sd	p-value	Indication	Decision
25 and below	5	3.90		0.68			
26 – 35	16	4.16		0.41			
36 – 45	5	4.48		0.15			
46 and above	4	4.01		0.45			

Table 6 shows that, concerning the criterion variable digital transformation, the mean for the respondents aged 25 and below is 3.90, for respondents aged 26-35 is 4.16, respondents 36-45 is 4.48. Respondents 46 and above are 4.01, with a mean difference of 0.31. The computed p-value of 0.22 is greater than the set p-value ofm0.05. This value indicates that the difference is not significant. The null hypothesis, therefore, is not rejected (Accepted). This is to say, there is no significant difference in respondents' level of digital transformation when they are grouped according to age.

Difference on the level of Well-being of Respondents in terms of Age

The significant difference in the level of well-being of teachers at Notre Dame of Midsayap College in terms of age is shown in Table 7.

Table 7. *Significant Difference on the Well – being when grouped in terms of Age*

Age	*N*	*Mean*	*Mean Difference*	*Sd*	*p-value*	*Indication*	*Decision*
25 and below	5	3.88		0.65			
26 – 35	16	4.22		0.50			
36 – 45	5	4.29		0.31			
46 and above	4	4.0		0.37			

Table 7 show that, with respect to the criterion variable well-being, the mean for the respondents aged 25 and below is 3.88, respondents aged 26-35 is 4.22, respondents 36-45 is 4.29, and respondents 46 and above is

4.0 with mean difference of 0.24. The computed p-value of 0.47 is greater than the set p-value of 0.05. This value indicates that the difference is not significant. The null hypothesis therefore is not rejected (Accepted). This is to say, there is no significant difference on the level of digital transformation of respondents when they are group according to age.

Relationship between the Level of Digital Transformation and Well-being of the Respondents

In identifying the existing relationship between digital Transformation and the respondents' well-being, correlational analysis is used, specifically the Pearson r correlation and the significance level of 0.05 (2-tailed). Significant relationships between the variables are shown in Table 8.

Table 8. *Relationship between Digital Transformation and the Well-being of the Respondents*

Variables	*Correlation Coefficient*	*r-value*	*Indication*	*p-value*	*Indication*	*Decision*
Digital Transformation	0.26	0.25				
Well-being						

Entries in Table 8 show that the computed r-value for the variable *digital transformation* in relation to the variable *well-being* is 0.25. This value indicates a weak positive correlation between the two variables. Moreover, the computed absolute p-value concerning the relationship between *digital transformation* and the variable *well- being* is 0.19, more significant than the set p-value of 0.05. This indicates that the correlation between the two variables is not significant. The fifth null hypothesis, therefore, is not rejected (Accepted).

Discussion

This section discusses and explains the results of the study relative to the personal profile of the respondents; level of digital transformation of the respondents; level of well-being of the respondents; the significant difference in the level of digital transformation between male and female respondents; significant difference on the level of well-being between male and female respondents; significant difference on the level of digital transformation of the respondents in terms of age; significant difference on the level of well-being of the respondents in terms of age; the significant relationship between the level of digital transformation and the well- being of the respondents.

Socio-Demographic Profile of the Respondents

Sex of Respondents. The results revealed that most of the respondents are females, and a significant number are males. This implies that Notre Dame of Midsayap

College caters to both male and female teachers to teach using digital technologies. Based on the latest submission of higher education institutions, as compiled by OPRKM- Knowledge Management Division, there were slightly more females (f=41,869) than males (f=40,377) in private higher educational institutions during the Academic Year 2019-2020 (CHED, 2020).

Age of Respondents. The results revealed that more than half of our respondents are 26 to 35 years old. This implies that a considerable number of the respondents are millennials. This finding coincides with the data generated by the study by Francisco (2020) that the greater number of private school teachers are between the ages of 31 to 40.

College Unit of Respondents. The results uncovered that most respondents are from the College of Information Technology and Engineering (CITE) department. There are also significant numbers of respondents from the College of Education (CED) and College of Business and Accountancy (CBA). A few of the respondents are from the College of Nursing (CN), and the least number of respondents are from the College of Criminal Justice Education (CCJE). These findings imply that a greater number of the respondents have expertise in utilizing digital technologies. As pointed out by Ching (2014), information technology has indeed greatly changed our daily lives. Moreover, such innovation has brought forth many changes not only in the industry but also in the field of education. Likewise, in the Philippines, changes have been seen all over the academe.

Years of Service of the Respondents. The results revealed that a more significant number of the respondents are five years and below in the service. These findings imply that most respondents are new to the teaching profession. Nevertheless, they had already passed the probationary period of three years (Project Jurisprudence, 2016).

Digital Transformation in Education

Teaching Preparation. Results show that the respondents are Always utilizing digital technologies in teaching preparation. Is evidenced by constantly searching for learning materials using internet search engines like Google; developing the learning materials using personal computers like laptops or desktops; storing the content of their subjects in electronic format like PDF, DOC, and PPT; and uploading the learning materials through a Learning Management System like Schoology. This implies that the respondents have a Very High digital transformation level as they integrate digital technologies into their teaching process, specifically in their teaching preparation. This finding supports McNulty's (2021) claim that technology has been used in some classrooms for decades. Most classrooms have data projectors or smart boards, and teachers use laptop computers to prepare lessons and create class presentations. McNulty speculates that while some teachers have embraced online assessment platforms and learning management systems to assist in class, podcast or video lessons can also be created for those teachers who are comfortable recording lessons.

Delivery of Instruction. Results show that the respondents are Always utilizing digital technologies to deliver instruction. Is evidenced by always teaching subjects using laptops, smartphones, and desktops; conducting classes using the online platform ClassIn or Zoom; presenting lessons to students using PowerPoint Slideshows; and sending messages or information to students using Facebook or Facebook Messenger, etc. This implies that the respondents have a Very High level of digital transformation as they integrate digital technologies into their teaching process, specifically in their delivery of instruction. This finding supports the University of Kansas (n.d.) stand that teachers use large screens for simultaneous viewing and small screen devices to post content to individual students via pre-created lesson plans—boosting collaboration and engagement in a new virtual learning environment. Several classroom management tools (CMTs) have emerged that are helping expedite learning outcomes.

Evaluation of Students' Performance. Results show that the respondents are Always utilizing digital technologies to evaluate students' performance. This is evidenced by continually constructing test questions and administering major examinations in Schoology, computing students' grades by applying Microsoft Excel or other software, and requiring students to submit their completed tasks to their Schoology accounts. This implies that the respondents have a Very High digital transformation level in evaluating students' performance. The findings support Lynch's (2018) claim that technology benefits teachers through Excel programs, spreadsheets, and computer-assisted data collection. Computer programs can compile and analyze student data and results, saving teachers time and resources and making grading and assessing student work easier. Perhaps more convincingly, Lynch further said that computer programs make it easier for educators to access student work away from the office and that technology can be used for instant

assessment in various ways, including tracking student progress over time.

Academic Counselling and Intervention. Results show that the respondents are Almost Always utilizing digital technologies in academic counseling and interventions by almost always identifying poor-performing students using Schoology. By informing poor-performing students on their standing using Schoology; by conferring with poor-performing students through ClassIn, Zoom, or Google Meet; by advising poor-performing students to comply with their deficiency through Schoology; and by informing poor-performing students of the results of their intervention through Schoology. This implies that the respondents have a High level of digital transformation as they integrate digital technologies into their teaching process, specifically in their academic counseling and intervention. This finding supports Muic's (2019) claim that digital tools make a school counselor's work-life more efficient and save time. Muic further said that technology applications like Google Meet and Zoom can ensure counseling sessions can still occur even if students are learning in virtual format. Additionally, technology tools that can assist school counselors in developing students academically consist of various educational technology programs that can produce reports in seconds to supply a school counselor with data to monitor a student's improvement.

Overall Result of Digital Transformation in Education

The results show that the "*delivery of instruction* and *evaluation of students' performance"* was rated by the respondents (Both rank 1) as the highest utilization of digital technologies; followed by the variable "*teaching preparation"* (Rank 2); and "*academic counseling and intervention"* (Rank 3). Further to that, respondents, as evidenced, are Almost Always utilizing digital technologies in their teaching process. Therefore, college teachers at Notre Dame of Midsayap College have a High level of digital transformation in education, specifically in their teaching process. This finding supports the School of Education Online Program (2020) contention that teachers can leverage technology to achieve new levels of productivity, implement useful digital tools to expand student learning opportunities, and increase student support and engagement. It also enables teachers to improve their instruction methods and personalize learning.

Furthermore, findings support the idea of Jain (2019) that digital media has become a powerful means of connecting, communicating, creating, and learning among students. Teachers can better participate in their students' studies and learning by utilizing digital technologies. Technological capabilities facilitate immense intellect of cooperation in the classroom and create good communication skills.

The overall results of the digital transformation in education, specifically the teaching process, substantiate the Unified Theory of Acceptance and Use of Technology (UTAUT) developed by Venkatesh et al. (2003). His theory assesses whether the user will accept the new technologies and the user's ability to deal with them. UTAUT has been used and applied by many educational institutions; regardless of the level of available infrastructures and support administrations, there is a concern about whether teachers are prepared to integrate available technology into practical lessons for their students.

Well-Being of Respondents

Emotional Well-being. Results show that the respondents Strongly Agree on the specified items of emotional well-being, as evidenced by their strong agreement that they are optimistic; find true peace within themselves; feel secure in themselves; and are comfortable with who they are. This implies that the respondents' level of emotional well- being is Very Good as they feel excellent about their emotional well-being. This finding supports the study of Cipriano and Brackett (2020) that teachers with more developed emotional skills tend to report less burnout and greater job satisfaction. These skills include recognizing emotions accurately, understanding their causes and consequences, labeling them precisely, expressing them comfortably, and regulating them effectively.

Physical Well-being. Results show that respondents Agree on the specified items of physical well-being, as evidenced by their excellent agreement that they can think vividly. This implies that the respondents' level of physical well-being is Good, as they feel almost excellent about their physical well-being. This finding parallels the article written by Mississippi College (2019) that stated that strong teachers think critically. They practice the thinking art of analyzing and evaluating as they consider day-to-day activities and long-term teaching and learning goals. They evaluate what they have, determine what they need, and decide how and when to assess student progress. Furthermore, this finding supports the idea of Stevenson (2021) stated that physical well-being entails far more than simply being healthy. The direct effect of our lifestyle

choices and habits regarding sleep, diet, physical activity, hygiene, and relaxation allows or hinders healthy functioning.

Social Well-being. Results show that the respondents Strongly Agree on the specified items of social well-being, as evidenced by their strong agreement that they can communicate with other people, cooperate with school heads, and coordinate with their fellow teachers. This implies that the respondents' level of social well-being is Very Good as they feel excellent about their social well-being. This finding supports the claim of Payne and Zeichner (2017) that teachers engage with their local communities and learn more about the people and issues. More convincingly, (Dowd, 2022) postulates that teachers who believe in themselves and the capacity of their students to learn are said to possess teacher efficacy. A teacher's beliefs affect student engagement, motivation, and performance. Achieving self-efficacy is no small feat, however. Even the most dedicated teachers can experience grave self- doubt in the face of large class sizes, discipline problems, slipping test scores, unsupportive administration, andadvent critical parents.

Spiritual Well-being. Results show that the respondents Strongly Agree on the specified items of spiritual well-being, as evidenced by the strong agreement that they trust God, seek help from God, and see the meaning of life. This implies that the respondents' level of spiritual well-being is Very Good as they feel excellent about their spiritual well-being. This finding support AdventHealth's (2018) assertion that spiritual wellness acknowledges our search for deeper meaning in life. Furthermore, AdventHealth asserts that being spiritually healthy causes people to feel more connected to a higher power, has clarity when making daily decisions, and becomes more consistent with beliefs and values.

Overall Well-being of the Respondents

Figures show that the variable "*social-well-being"* have sufficient agreement attained (Rank 1); followed by the variable "*emotional well-being"* (Rank 2); then "*spiritual well-being"* (Rank 3), and lastly, "*physical well- being"* (Rank 4). Furthermore, respondents Agree on specified variables pertaining to their well-being. Therefore, college teachers at Notre Dame of Midsayap College have a Good level of well-being. This finding supports the contention of Education Hub (2020) that well-being is a concept of 'feeling good and functioning well: in other words, a state where teachers perceive job satisfaction, experience positive emotions more frequently than negative emotions, and function well both as a teacher and in their other roles in life (as a parent, spouse, family member, friend and so on). Functioning well includes supportive professional relationships, professional growth, and a feeling of self-efficacy. Additionally, this finding supports the claim of Benevene et al. (2019) that when teachers acknowledge their workplace as a context in which they feel happy, the impact of dispositional happiness and self-esteem on health conditions is higher.

The overall results of teachers' well-being substantiate the PERMA Model of Dr. Martin Seligman's Wellbeing Theory (2011). This theory determines how natural it is for individuals to continuously seek what makes them happy, regardless of their age, orientation, and status in life. This PERMA Model's five core elements are what people need to achieve a healthy sense of well-being, fulfillment, and satisfaction that can lead to finding life's true meaning.

Difference in the Level of Digital Transformation between Male and Female Respondents

The result indicates no significant difference in respondents' digital transformation levels when grouped according to sex. This signifies that the gender differences of respondents did not reflect their differences in the level of digital transformation. This implies that respondents' high level of digital transformation doesn't cause such variation in their sex. Therefore, the first null hypothesis (Ho_1) is sustained.

Difference in the Level of Well-Being between Male and Female Respondents

The result indicates that there is no significant difference in respondents' well-being levels when grouped according to sex. This signifies that the gender differences of respondents did not differ from their level of well- being. This implies that respondents' good level of well-being doesn't cause such variation in their sex. Therefore, the second null hypothesis (Ho_2) is sustained.

Difference in the Level of Digital Transformation of Respondents in terms of Age

The result indicates no significant difference in respondents' digital transformation levels when they are grouped according to age. This signifies that the age differences of respondents do not reflect their level of digital transformation. This implies that

respondents' high level of digital transformation doesn't cause such variation in their age. Therefore, the third null hypothesis (Ho_3) is sustained.

Differences in the Level of Well-being of Respondents in terms of Age

The result indicates that there is no significant difference in respondents' levels of well-being when they are grouped according to age. This signifies that the age differences of respondents do not reflect their differences in the level of well-being. This implies that respondents' good level of well-being doesn't cause such variation in their age. Therefore, the fourth null hypothesis (Ho_4) is sustained.

Relationship between the Level of Digital Transformation and Well-being of the Respondents

The results reveal a weak-positive correlation between the variable digital transformations in relation to variable well-being. This finding implies that the respondents' who signified relatively high ratings for digital transformation also signified a relatively good level of agreement with well-being. Furthermore, the result indicates that the correlation between the two variables is insignificant. The fifth hypothesis is (Ho_5), therefore sustained. This is to say, there is no significant relationship between the level of digital transformation of respondents and their level of well-being.

This finding supports the contention of Çikrıkci (2016) that internet use significantly affects well-being at low levels. It revealed that the well-being components were not significant moderator variables of the effect of internet use on well-being. Furthermore, Büchi (2021) postulates that there is nothing inherent in digital media that is harmful or beneficial, yet the digitization of society and everyday life can undoubtedly impact well-being. Digital media increasingly envelope and shape human communication, which is essential for well-being—their impact is neither predetermined nor non-existent.

These results partly substantiate the theory that Moritz Buchi (2021) conceptualizes that digital well-being concerns individuals' subjective well-being in a social environment where digital media are omnipresent. It describes the connections between two key constructs: digital practices and well-being.

Conclusion

Based on the findings made, the following conclusions are drawn: The demand for digital technologies in education has risen due to the transition of education from traditional classrooms to digital classrooms, and teachers are among those affected by this dramatic change. And teachers must be given attention because they play an important role in students' learning. With the increase in demand for digital technologies in education, teachers at Notre Dame of Midsayap College have already embraced and kept up with the change as they utilize digital technologies in preparing and delivering instruction, assessing their students' performance, and counseling their students academically. And the respondents' well-being isn't greatly affected by the digital transformation in education, specifically in their teaching process. Digital transformation and their well-being have only a weak positive correlation.

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