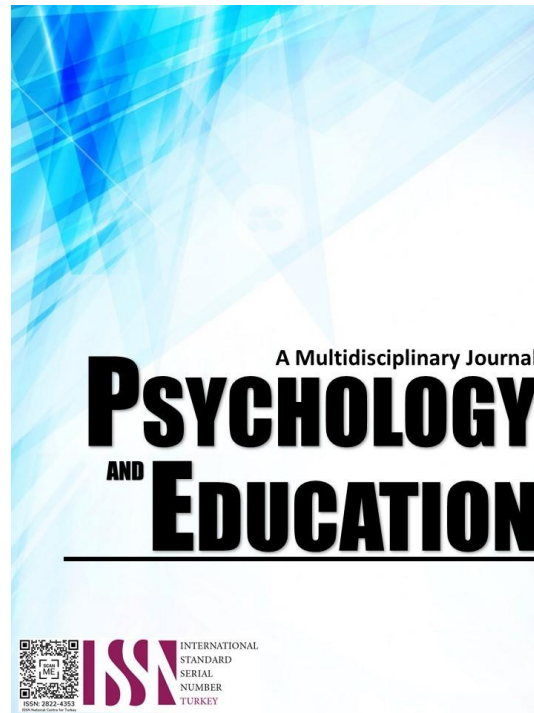


**TRANSITIONING TO FULL FACE-TO-FACE
INSTRUCTION: CHALLENGES MET, COPING
MECHANISMS AND TEACHER'S MENTAL
HEALTH AND WELL-BEING**



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Transitioning to Full Face-To-Face Instruction: Challenges Met, Coping Mechanisms and Teacher's Mental Health and Well-Being

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Abstract

This study mainly focused on teachers' challenges, coping mechanisms, and mental health during transitioning of full face-to-face classes in education, and deal with the most critical information needed in providing safety for teachers and quality education to students. This study used descriptive correlational survey. The study was conducted at San Andres District, San Andres, Quezon, during this school year 2022-2023. It was limited to the participation of 219 schoolteachers as respondents. The findings reveal that most teachers are Millennials, 26-41 years old, female, married, and have Baccalaureate educational qualifications. They need help designing activities based on the needs of their students during the transition from modular to in-person classes. Social support, positive well-being, openness to change, and job awareness are all important factors in the success of teachers. Emotional Wellbeing of teachers during the transition was found to have high levels of anxiety, stress, and depression. Professional learning that targets the teacher's social well-being should reduce stress and burnout. The relationship between the level of teacher's mental health and the Challenges met by the teachers is partially sustained, so the null hypothesis is accepted. The relationship between the level of teacher's mental health and the coping mechanisms utilized during the transition to full face-to-face classes is partially sustained, therefore the null hypothesis is accepted. Recommendations were advanced to address the challenges faced by Gen-X teachers in terms of utilizing technology, designing, and implementing a continuous program for face-to-face classes, and presenting the results to the school head for intervention programs.

Keywords: *teachers' challenges, coping mechanisms, and mental health*

Introduction

The difficulties and issues in the Philippine educational system are met with a focus on learning recovery and continuity. Considering this new normal, educators are more aware of the importance of mental health. The effects of the COVID-19 pandemic were detrimental to educators' physical and mental well-being (Rabacal et al., 2020). In addition, "Mental Health" refers to a person's "emotional, psychological, and social well-being." It's essential to our ability to function as social beings capable of thought, perception, reaction, emotion, engagement, activity, work, play, and enjoyment. A person in good mental health knows their capabilities and limitations. They can utilize these tools to overcome obstacles, grow professionally, and make a difference in their communities (WHO 2020).

Teachers should be well-versed in the subject because they have a unique position to influence their pupils' mental health and to spot the early warning signs of a mental health crisis. This information can also be used to take advantage of strategies that limit exposure to stress, burnout, and even suicidal ideation and behavior. According to Holmes et al.'s (2020) study, the global spread of the COVID-19 pandemic has impacted people's emotional well-being. The Enhanced Community Quarantine (ECQ) was first

introduced on March 16, 2020, and was extended until April 30, 2020, in response to increased COVID-19 infections in the Philippines. (WHO, 2020).

Prolonged social isolation causes loneliness, anxiety, and depression. It can even lead to a post-traumatic stress disorder, as stated by Leite et al. (2020), who determined that this health risk arose from the public health crisis of all Filipinos affected nationwide. Teachers' mental health has suffered due to rising student enrollment and stagnant budgets (Kim & Asbury, 2020). Like everyone else, teachers have lives beyond the classroom they need to attend to. Many teachers' emotional well-being has suffered due to the sudden change in their profession (Kraft et al., 2020).

Klapproth et al. (2020), who conducted many foundational studies on educators' mental health, found that the shift from traditional classroom instruction to modular, online learning presented new challenges for educators. There are many things teachers have to deal with these days, and many of them cause stress and mental health problems. Instructional delivery, student engagement, parental involvement, and the creation of lesson plans all played a role in identifying these educators' difficulties. Teachers still need to put in extra time and effort to complete everything daily, even if lesson planning and module requirements increase in difficulty. Teachers' stress and burnout have increased due to the increased effort brought on

by the modular learning modality (Robosa et al., 2021).

Furthermore, teachers employ coping strategies to manage stress and difficult situations. In terms of Lazarus' Theory (1996), coping is essentially a process of perspective as an ongoing identified cognitive and behavioral attempt to process and control the specific external and internal pressures judged as surpassing the person's resources. Zhang et al. (2020) agreed that people everywhere have learned to adapt and aid themselves by developing new skillsets in the workplace. Teacher well-being, social support, adaptability to change, and work awareness of the new normal ways of education are only some of the coping strategies teachers today initiate and apply in response to students' difficulties when using the modular distance learning modality.

To cultivate a coping mechanism, Most Filipino educators, according to Talidong & Toquero (2020), spend their free time on social media, trying out new activities, learning new skills, or connecting with friends and family, while others turn to religion or spirituality. Guidelines for implementing mental health and psychosocial support services in preparation for the start of the current school year can be found in DepEd Memorandum No.98 s.2020. These methods are unique in that they are designed to help public school educators weather the storm. In light of the current COVID-19 pandemic, Bagood (2020) stressed the importance of teachers as first responders in the educational system, singling out those educators who have participated in and completed a variety of training, seminars, and webinars to become better prepared to provide a quality education despite the outbreak.

This study determines the challenges, coping mechanisms, and teachers' mental health awareness in implementing a blended learning modality. To assess the level of teachers' mental health awareness, challenges encountered, and coping mechanisms during the implementation of the blended learning modality, the researcher conduct surveys and interviews to learn about the teacher's level of mental health. Furthermore, the findings of this study serve as the basis for formulating an action plan for teachers' mental health awareness.

Methodology

Research Design

This study used a Descriptive correlational survey, with questionnaires serving as the data collection tool. McCombes (2020) states that descriptive research aims to "provide a comprehensive and accurate description of a population, situation, or phenomena." It is open to a wide range of research strategies for exploring a range of factors. In observational studies, the researcher does not intervene in any way, other than to take notes and make measurements. This research method entails more than just gathering and tabulating data; it also includes proper analyses, interpretation, comparisons, and identifying trends and relationships.

The descriptive survey method is concerned with the characteristics of the entire sample, not just the characteristics of individuals. The entire sample was the population of elementary teachers in San Andres District. Descriptive design was primarily used in this study to assess the respondent's demographic profile, level of teacher's mental health awareness, challenges encountered by the teachers and the coping mechanism of teachers during the implementation of blended learning modality. The study's findings served the basis of formulating an action plan on teachers' mental health awareness, challenges and coping mechanism under blended learning.

Respondents of the Study

Two hundred nineteen (219) elementary teachers served as the respondents from the Schools in San Andres District, Schools Division of Quezon, for the school year 2022-2023. To build strong results for the study, total enumeration technique was employed in the study.

Research Instrument

According to Ary, et al. (2018), a survey is the process of collecting data on a defined population using a combination of survey instruments and other forms of information elicitation. The information is compiled into measurable data sets before being analyzed. Quantitative information like numbers and statistics may need to be organized. Quantitative variables may also be derived from qualitative replies (such as those that are more descriptive or emotive). These compiled data sets are then subjected to a comprehensive analysis. Analysis of the data gathered can yield useful information. These discoveries shed light on a specified target audience's possible actions and

emotions. The questionnaire utilizes by the researcher for data collection (James, et. al., 2016). Teachers from the respondent-schools and the Panel of Evaluators from the Graduate School where the researcher was enrolled reviewed the initial draft for content validity. On the validation of the research instrument, the researcher sought help from the school heads and master's teachers to validate the tool for further improvement of the research instrument.

The questionnaire consists of four parts: Part I of the research instrument consists of the profile of the teachers' respondents in terms of age, sex, marital status, educational attainment, and seminar attended. In contrast, Part II is about respondents perception on the following challenges encountered by the teachers during the implementation of face- to-face learning modality in terms of delivery of instructions, connecting to the pupils, parental support and development of instructional materials. Part III, dwells on the extent of teachers' use of the following coping mechanisms during the implementation of face-to-face learning modality in terms of positive wellbeing, openness to change, social support and job awareness. Then part IV, consists of level of teacher's mental health awareness in terms of emotional, psychological and social wellbeing. The interviews and observations conducted include guides to supplement, validate, and enrich the discussions, presentations, and interpretations of the data in Chapter 4.

Research Procedure

The researcher sought permission to conduct the study in San Andres District where elementary teachers teach. Letters were addressed to the school district supervisor and to the school heads of 13 school of San Andres District purposely to float the survey questionnaire to the respondents.

Upon approval to conduct the study the researcher personally administered the questionnaire to the respondents and retrieved the same instrument at a more appropriate time possible. The researcher collaborated with the school heads to have a scheduled time for the teachers to be met face to face to conduct the survey. The researcher used survey questionnaire as the primary data gathering instrument. It passed through construction, validation, administration, retrieval, and scoring.

Construction. The researcher used a survey questionnaire as the main instrument for gathering the data. The researcher made questionnaires to describe the respondent's responses and collect information

needed in the study. The contents of the questionnaire were modified and revised accordingly after validation. The comments and suggestions were highly considered for the final structuring of the questionnaire and subsequently distributed to the respondent.

Validation. The constructed questionnaire presented to evaluator for comment and suggestion, and it was validated by school head, a guidance counselor, psychometrician and master teacher. After incorporating the suggestions and recommendations the researcher presented the final copy to the evaluator.

Administration. The researcher asked permission from the Office of the District Supervisor to conduct the study. The assistance of the school principal was requested to ensure the success of the distribution of the research instrument. The informed consent of the respondents was also be attached to the first page of survey questionnaire as the request of participation to all the respondents if they are willing to be part of the conduct of study or not. This attachment contains conditions about their right to withdraw, the confidentiality and handling of data". Where in the respondents will be informed and decide participatively. Moreover, the researcher utilized survey questionnaires, including a checklist, to assess interpersonal skills as an effective strategy leading to classroom performance. The researcher personally administered the survey questionnaire and were given to the selected teachers and answered within the day.

Retrieval. After the survey administration, the researcher personally retrieved the instrument immediately after the respondent answered the questionnaire.

Scoring. After the collection, the survey questionnaire results encoded in the data matrix. With the help of a researcher statistician, the data gathered were organized, tabulated, and treated statistically for analysis and interpretation of each development. The researcher used the five-point Likert scale to score the respondents' perception of challenges encountered by the teachers under the face-to-face instruction. The researcher used also the following Likert scale: 5- Always, 4- Very Often, 3- Sometimes, 2- Rarely and 1- Never for the extent of use of the coping mechanisms in the transitioning to full face-to-face instruction. The researcher used the following Likert scale as well: 5- Always, 4- Very Often, 3- Sometimes, 2- Rarely and 1- Never. For perceives level of teacher's mental health and wellbeing.

Reliability Testing. According to Taherdoost (2016),

the questionnaire was presented to the adviser and panels who reviewed the study as to their views and ideas on its contents. Their excellent contributions were considered to improve, refine, and enrich the instruments. The questionnaire was found valid as the items elicited the appropriate data to answer the research's unique challenges. The researcher used the Cronbach Alpha to test the reliability of the research instrument.

Statistical Treatment of Data

After retrieving the questionnaire, the responses compiled and tallied under the study's specific problems. The data were organized into appropriate tables, including all variables' items, numerical values, statistical limits, descriptive equivalents, and symbols. The mean and standard deviation calculated to determine the level of respondent response on the study's significant variables, which were: the demographic profile of the teachers' respondents in terms of age, sex, marital status, educational attainment and seminar attended, level of teacher's mental health awareness in terms of emotional, psychological and social wellbeing, respondents perceive the following challenges encountered by the teachers during the implementation of the face-to-face instruction in terms of delivery of instructions, connecting to the pupils, parental support and development of instructional materials, coping mechanism of teachers during the implementation of face-to-face instruction in terms of positive wellbeing, openness to change, social support and job awareness. Pearson -r Correlation and Coefficient was used to determine the relationship between the variables of the study.

Results and Discussion

Profile Of The Respondents

Respondents are described in age, gender, civil status, plantilla positions, and educational classification.

Table 1 shows the Retest Method in Validity of the Research Instrument, using Cronbach alpha indicator 1 "Challenges Met in Face-to-Face Instruction," with 40 items that got 0.966% with excellent internal consistency. While on indicator 2, "Coping Mechanism in Transitioning to Full Face-to-Face Instruction, 40 items got 0.94% with excellent internal consistency, and indicator 3, "Mental Health and Wellbeing," with 36 items with excellent internal consistency of 0.97%. This indicates that the research

instrument with higher validity.

Table 1. *Test-Retest Method in Validity of the Research Instrument*

Indicators	Items	Sum of Variance	Variance of Total Score	Cronbach Alpha
Challenges Met in Face-to-Face Instruction	40	28.36	488.04	0.966
Coping Mechanism in Transitioning to Full Face-to-Face Instruction	40	29.40	341	0.94
Mental Health and Wellbeing	36	16.40	310	0.97

Table 2. *Distribution of the Respondent's Age*

Age	Frequency	Percentage
Gen-X 42-57 Years Old	60	27.40
Gen-Z 10-25 Years Old	19	8.70
Millennials 26-41 Years Old	140	63.90
TOTAL	219	100.00

Table 2 shows the age of the respondents; for the Gen-X 42-57 Years Old, there are 60 with 27.40 percent. Polat, Çelik & Okçu (2019) cited that generation X teachers are known to be determined, responsive, collaborative, loyal, and problem solvers, according to the school administrators, which are powerful features that can be positive for schools.

While respondents Gen-Z 10-25 Years Old, there were 19, with 8.70 percent. Cilliers (2021) stated that Gen Z teachers are entering the workforce and have 5 attributes that are important for the classroom: digital savviness, inclusivity, mental health understanding, advocacy, and a great work ethic. Digital savviness is the first generation to grow up in a world that is fully online, and Gen Z teachers are using it to integrate tech into the classroom. Inclusivity is the top priority for Gen Z candidates entering the workforce, and Gen Z teachers can lead the way in building a school culture that is conscious of mental health and create change.

Moreover, Millennials 26-41 Years Old, there are 140 respondents with 63.90 percent. The data above shows that most respondents are Millennials, while the lowest frequency is in Gen-X 42-57 Years Old. The data indicates that most teacher respondents are 26-41 years



old. According to G. (2015), millennial educators are more likely to advocate for flexible learning schedules, proficiency demonstration, social learning opportunities, and teacher-student cooperation.

Table 3. *Distribution of the Respondent's Gender*

Gender	Frequency	Percent
Female	165	75.30
LGBTQ	1	0.50
Male	53	24.20
TOTAL	219	100.00

Table 3 shows the distributions of the respondents in terms of gender. There are 165 female teachers with 75.03%. While the Male teachers with 53 or 24.20% and 1 or 0.50 percent in LBGTQ. The data indicates that most of the teachers are female teachers. According to World Bank Data (2019) stated that most of the teachers are female, in the Philippines 87.54% of teachers at the primary level are females as of 2016.

Table 4. *Distribution of the Respondent's Civil Status*

Civil Status	Frequency	Percent
Married	140	63.90
Single	70	32.00
Widower	9	4.10
TOTAL	219	100.00

Table 4 shows the respondent's civil status; for the Married teachers, there are 140 with 63.90%. While single, there are 70 or 32.00% and widowers with nine teachers with 4.10%. The data indicates most of the teacher respondents are Married. Based on the Philippine statistics, the total number of registered marriages in the country, about one in every four involved males and females were aged 25 to 29 (79,860 or 22.4% share). Around four in 10 men (136,613 or 38.3% share) married at these ages, and about the same proportion was observed for women (142,617 or 40.0% share).

Table 5. *Distribution of the Respondent's Plantilla Position*

Plantilla Position	Frequency	Percent
MT1	4	1.80
MT2	1	0.50
T1	172	78.50
T2	23	10.50
T3	19	8.70
TOTAL	219	100.00

Table 5 shows the respondents plantilla position; for the Master teacher 1 there are 4 with 1.80%. While Master Teacher 2, only one with 0.50%.172 for teacher 1 with 78.50%. While 23 for teacher 2 with 10.50% and 19 for teacher 3 with 8.70%. The data indicates that most of the teachers are teachers 1. Based on Total Number of Teachers by Position Title and Level of Education as of SY 2019-2020 the total number position in Dep Ed there are 125,104 out of 836,193 are teacher 1.

Table 6. *Distribution of the Respondent's Educational Qualification*

Educational Qualification	Frequency	Percent
Baccalaureate Only	111	50.68
Master's degree	21	9.59
W/Units in Doctorate Program	1	0.46
With Units master's Course	86	39.27
TOTAL	219	100.00

Table 6 shows the Distribution of the Respondent's Educational Qualification; 111 or 50.68% are Baccalaureate Only. 21 or 9.59 have a master's degree. One or 0.46% with units in the Doctorate program and 86 with units in the master's course or 39.27%. Most of the teachers are Baccalaureate, which indicates that teachers are not yet pursuing professional development programs. The data is aligned to the number of teachers in the plantilla position, where most teachers are teacher 1. According to Ragel (2020), most teachers only have a Bachelor's degree in education since they are recently hired and find it difficult to pursue a Master's degree, which prevents them from being promoted. Another factor contributing to their contentment with life on the plantation.



Teacher’s Challenges Met In Face-To-Face Instruction

Table 7. Mean Perception on Delivery of Instruction

Statements	Mean	SD	VI
1. Implementing in-person classes where I can meet the skills based on the students' most essential learning competencies (MELCs).	4.31	.974	A
2. Crafting my lesson as I'm obliged to use the given MELCS in instructional materials.	4.36	.836	A
3. Promoting collaborative learning for my students to feel at ease in interacting with others as I deliver instructions since they are from a distance learning modality.	4.42	.887	A
4. Catering for the learning gap of my students by giving profound and dynamic teaching and learning process.	4.38	.908	A
5. Designing suitable collaborative activities ensure that all students, even those who struggle, play an essential role.	4.08	.947	VO
6. Paying attention to time constraints throughout the distribution of the learners' activities and facilitating instructions in face-to-face classes aligned to the essential learning competencies.	4.31	.880	A
7. Accessibility to printed instructional materials as my resources for in-person classes.	4.48	.895	A
8. Communicating with parents with regards to the academic performance of their child/ren.	4.11	.883	VO
9. Adhering to the established timetable for the learning process and in-person instruction.	4.13	.902	VO
10. Assisting my students to quickly access the learning materials relevant to the topic based on the MELCs.	4.04	.858	VO
Overall	4.26	0.90	A

Table 7 shows the challenges the teachers met regarding the delivery of instructions. Statement 7, “Accessibility to printed instructional materials as my resources for in-person classes,” has the highest mean of 4.48 or always. This indicates that teachers lack access to instructional materials as resources during in-person classes. Teachers find printing instructional materials difficult since it is time-consuming, and teachers have insufficient training to develop them.

On the other hand, statement 10, “Assisting my students to quickly access the learning materials relevant to the topic based on the MELCs,” got the lowest mean of 4.04 or very often. This indicates that most teachers assist their students in accessing the learning materials quickly. However, there is challenging to access learning materials relevant to the essential learning competencies to gain skills because of the limited resources available.

The overall mean of 4.26 or always indicates that in the delivery of instructions during the transition from modular to in-person classes, much more problems in assisting their students due to the lack of education needed to gain skills aligned with the essential learning competencies. Another thing is the teachers need help designing activities and instructional materials based on the needs of the students. Planning activities is important in learning to ensure that all learners cater to their needs.

In support, Granthorn (2020) stated that the delivery of instructions is a key component in the transfer of learning modalities, where teachers must supply resources depending on the abilities that students must obtain. Teachers should have access to printed instructional materials to generate a relevant learning activity inside the classroom.

Table 8. Mean Perception on Connecting to the Pupils

Statements	Mean	SD	VI
1. Establish a good rapport with the students to have a peaceful and motivating atmosphere on the first 2-3 days of classes.	4.36	.857	A
2. Asking learners about their experiences during the pandemic.	4.51	.738	A
3. Making my students feel valued, which makes them more academically motivated	4.37	.811	A
4. Doing authentic teaching builds relationships through instructional conversations and activities that invite learners into teachers' worlds and take teachers into students' worlds.	4.35	.851	A
5. Teaching efficacy boosts the ability to help learners be successful.	4.51	.732	A
6. Having free and accessible communication with the parents/guardian helps the learners develop more.	4.37	.810	A
7. Having free and accessible communication with the student/s to help them with their academic concern/s and update them regarding their academic standing.	4.36	1.05	A
8. Encourage my students to express their concern/s and problems to me during in-person classes.	4.36	.853	A
9. Providing supplemental learning materials for my students tailored to the learner's aptitude for learning.	4.51	.732	A
10. Fostering willingness to take the lesson because of face-to-face classes.	4.37	.815	A
Overall	4.41	0.825	A

Table 8 shows the challenges met by the teachers in terms of connecting with pupils. Statement 2, "Asking learners about their experiences during the pandemic," Statement 9, "Providing supplemental learning materials for my students tailored to the learner's



aptitude for learning," and statement 5, "Teaching efficacy boosts the ability to help learners be successful," with highest mean of 4.51 or always. This indicates that teachers find difficulty in asking learners about their experiences during the pandemic to connect with their pupils. Sharing learners' experiences is a great factor in communicating with their teachers and peers. Meanwhile, in providing supplemental learning materials to improve learners' performance. Since the teachers need to have sufficient knowledge in creating supplemental materials.

While statement 4, "Doing authentic teaching builds relationships through instructional conversations and activities that invite learners into teachers' worlds and take teachers into students' worlds." with the lowest mean of 4.35 or always. The results indicate that teachers must have instructional conversations to build relationships with learners and develop authentic teaching. After the pandemic, teachers find it challenging to engage learners in doing activities inside the classroom. At this point, there is a need for collaboration between teachers and students to develop instructional conversations for the learners to acquire the necessary skills based on the essential learning competencies.

An overall mean of 4.41 or always indicates that connecting with pupils regarding the instructional conversation is much needed to give attention. An instructional discussion is a great way for the learners to express themselves. By providing students with opportunities to engage in interactions that promote analysis, reflection, and critical thinking, instructional conversations suggest a way to help redress the imbalance of a curriculum heavily weighted toward skills and knowledge acquisition.

In support, Castroverde and Acala (2020) cited that instructional conversation plays a significant role in teachers' way of providing quality education during a pandemic. However, because of certain factors such as internet connectivity, health risks, and lack of gadgets, it becomes hard for teachers to inform the parents and learners about their concerns. Like, in case of a failure to contact and announce some important school matter due to the unavailability of phones or other gadgets for means of communication, teachers will conduct a home visitation or ask help from other parents and learners to call the attention and to message the concerned parents or learners.

Table 9. *Mean Perception on Parental Support*

Statements	Mean	SD	VI
1. Parents/Guardian's awareness of the needed requirements of their child/children.	4.52	1.10	A
2. Parents participation in meetings to represent their children for further instructions.	4.19	.542	VO
3. Establishing a communication network among stakeholders, such as parents, for support at home.	4.00	.393	VO
4. Establish standard rules for my students' parents in doing their schoolwork.	4.15	.591	VO
5. Maintaining constant communication with parents/guardians regarding their child/children's activities at school.	4.12	.838	VO
6. Expressing the parent's enthusiasm and commitment in guiding their children to read and answer the reinforcement activities.	4.11	.803	VO
7. Encourage parents/guardians to consult/ask their child/children from time to time what they have learned in school.	4.17	.875	VO
8. Motivating children to attend class in the opening of face-to-face classes.	4.10	.660	VO
9. Allotted time to answer the reinforcement activities at home.	4.31	.694	A
10. Parents' attendance at PTA conferences for the latest development of their child during the in-person classes.	4.39	.606	A
Overall	4.20	0.71	A

Table 9 shows the challenges met by the teachers in terms of parental support. statement 1, "Parents/Guardian's awareness of the needed requirements of their child/children." With the highest mean of 4.52 or always. This indicates that teachers find it challenging on the part of parents/guardians' awareness of their child's needed requirements because most parents are working and need more time to assist their children in enrichment activities at home.

While statement 3, "Establishing a communication network among stakeholders, such as parents, for support at home," with the lowest mean of 4.00 or very often. Teachers find it challenging to communicate with parents and stakeholders to strengthen collaborations. The reason behind this is that most of the parents are working the whole day to support the needs of their children. However, teachers create a channel to communicate with the parents to inform their child's behavior at school.

An overall mean of 4.20 or always indicates that parental support is challenging in transitioning modalities from modular to in-person classes because of the underlying factors like parents working the

whole day and finances to support their child's school requirements. This led to poor parental support during the transition to face-to-face classes since parents are not fully participating in PTA meetings discussing their child's performance at school.

In support, Wilder (2020) found the following parental consent: parent-child communication about school; home supervision; checking homework; homework assistance; education expectations and aspirations; attendance and participation in school activities; reading with children; communication with schools; parenting style; and parental attitudes toward education. To support children's school activities nowadays, parents will dedicate much time and effort which is operationalized.

Table 10. Mean Perception on Development of Instructional Materials

Statements	Mean	SD	VI
1. Preparing teaching materials due to needing more supplies.	4.38	.811	A
2. Limited access of the students to digital educational resources.	4.52	.900	A
3. The limited supply in the production of e-learning materials.	4.10	.867	VO
4. Printing of teaching materials takes up too much of my time.	4.10	.735	VO
5. The student requires to have access to the learning resources.	4.52	.910	A
6. Weak internet connectivity to search possible-fitted materials in a specific topic aligned to the essential learning competencies.	4.50	.930	VO
7. Categorizing the learner's knowledge based on their level of thinking will be my basis for developing instructional materials.	4.79	.546	A
8. Attending capacity building due to limited access to seminar workshops in developing instructional materials.	4.14	.920	VO
9. Leveraging the existing instructional materials in school as I need technical assistance from the principal.	4.54	.698	A
10. Establishing differentiated instructional materials for all learners to engage actively in the teaching and learning process.	4.23	.598	A
Overall	4.38	0.79	A

Table 10 shows the challenges met by the teachers in terms of the Development of Instructional Materials. Statement 7, "Categorizing the learner's knowledge based on their level of thinking will be my basis for developing instructional materials," with the highest mean of 4.79 or always. This indicates that teachers

find it challenging to develop instructional materials based on the learner's knowledge level of thinking. Since there are different learners' knowledge levels, teachers find difficulty in the suitable materials. As a result, teachers need more time to contextualize instructional materials.

Meanwhile, statement 3, "Limited access of the students to digital educational resources." and statement 4, "Printing of teaching materials takes up too much of my time." with the lowest mean of 4.10. This indicates that students lack digital educational resources and a limited supply of e-learning materials since not all students have cellular phones to search for digital resources online. By this, teachers need to print materials to stimulate students to learn. Using printed materials in the classroom can help the teacher explain new concepts clearly, resulting in a better student understanding of the concepts being taught. However, teachers need more time to print teaching materials resulting in poor instruction since most of the time is allocated to printing.

An overall mean of 4.38 or always indicates that developing instructional materials is one of the challenges met by the teachers in the transition of modalities from modular to face-to-face classes. Teachers categorize learners by creating instructional materials that fit the needs of the learners based on their abilities. In developing instructional materials, support and supplement the content of a lesson, help students learn new concepts, and provide practice opportunities. It is also very challenging to create teaching materials suited to the level of learners' knowledge. By this, teachers need more time to develop differentiated teaching materials. In addition, teachers have more time for the printing of teaching materials, which causes the delivery of instructions to be compromised.

In support, RD Carino stated that the Department of Education had provided a set of SLMs for each region for contextualization, prepared for distribution nationwide, including learners in coastal and far-flung areas, and the activities we placed in the SLMs will be appropriate for learners with special needs, too. He reiterated that learners the same kind of care we gave them while doing face-to-face classes.

Table 11. *Summary of the Mean Perception on the Challenges Met in Face-to-Face Instruction*

Indicators	Mean	SD	VI
Delivery of Instruction	4.26	0.90	A
Connecting to the Pupils	4.41	0.85	A
Parental Support	4.20	0.71	A
Development of Instructional Materials	4.38	0.79	A
Grand Mean	4.31	0.92	A

Table 11 shows the Summary of the Mean Perception of the Challenges Met in Face-to-Face Instruction in terms of Delivery of Instructions got a total weighted mean of 4.26, which denotes a verbal equivalent of "always." Connecting to the Pupils obtained a 4.41 mean or always, Parental Support with a 4.20 mean or "always," and the Development of Instructional Materials received a mean of 4.38 or "always." The grand norm was 4.31, interpreted as always.

The grand mean of 4.31 or always indicates that the delivery of instructions is a key component in the transition of learning modality, where teachers must supply resources based on the abilities required by the students. Teachers need access to printed instructional materials to design relevant learning activities in the classroom. Additionally, connecting with pupils regarding instructional conversation is necessary to provide quality education during a pandemic. Teachers will conduct a home visitation or ask for help from other parents and learners. Regarding parental support, transitioning modalities from modular to face-to-face classes requires communication, home monitoring, homework aid, education expectations, attendance, reading, school communication, parenting style, and views toward education. Additionally, teachers must provide materials that meet the needs of students depending on their skills, complement and augment the content of a class, assist students in learning new concepts, and provide chances for practice.

In support, Castroverde and Acala (2020) cited that to maintain high standards of education during a pandemic, teachers must engage in instructional dialogue. However, it is challenging for teachers to notify parents and students about their worries due to internet access issues, health dangers, and a shortage of devices. Teachers will make house calls or enlist the aid of fellow parents and students to alert and notify those involved.

Coping Mechanism Of Teachers

These refer to the strategies and activities used and applied in dealing with the challenges encountered in the course of face-to-face instructions.

Table 12. *Extent of Use of Coping Mechanism as to Social Support*

Statements	Mean	SD	VI
1. Have colleagues/friends whom I can ask for help.	4.59	.501	A
2. Receive warm, friendly treatment, and love from my friends and colleagues.	4.92	.409	A
3. By working alone rather than asking for help from my colleagues/friends.	4.46	1.13	A
4. I have a positive relationship with my family, and I maintain high motivation when working.	4.56	.566	A
5. If the school administrators support us concerning our mental health and self-care.	4.19	.818	VO
6. I have a good number of people who work with me with the same outlook on life as I do.	4.78	.702	A
7. I don't care if people do not believe in my competence in my activities.	4.39	.663	A
8. It is better to refrain from receiving assistance from my co-workers about my issues.	4.24	.761	A
9. Finding answers to all my questions and concerns.	4.37	.673	A
10. I have feedback from my family and colleagues to identify the things I need to work out with.	4.30	.559	A
Overall	4.48	0.68	A

Table 12 shows the teachers coping mechanism in the transition to face-to-face classes regarding social support. Statement 2, "Receive warm, friendly treatment, and love from my friends and colleagues," got the highest mean of 4.92 or always. This indicates that the teachers receive warm, friendly treatment and love from their friends and colleagues. Support from colleagues and friends is highly needed to cope with the challenges from modular to face-face classes.

While statement 5, "If the school administrators support us concerning our mental health and self-care." got the lowest mean of 4.19 or very often. This indicates that school mental health and self-care are essential for teachers to maintain good mental health and prevent or treat teacher stress, which can lead to burnout and contribute to the high turnover rate in education. By eating well, sleeping enough, exercising, and finding other ways to take care of themselves, self-care can help teachers reach their potential in the classroom and help their students succeed.



An overall mean of 4.48, or always, indicates that teachers have social support from their friends and colleagues. Teachers who receive sufficient social support have a higher level of understanding and use of social support resources, and experience higher life satisfaction after experiencing more positive emotions. This can reduce stress in stressful events and have a more positive attitude toward seeking a professional.

In support, Castroverde and Acala (2020) cited that one of the modular distance learning tactics that will help teachers address school problems and challenges is coordinating with colleagues and other school-distinguished authorities on what to do when a problem arises. Discussing with an immediate supervisor so that they can bring them up during their executive meeting opens teamwork and unity in solving several issues regarding the students' well-being and quality of learning.

Table 13. *Extent of Use of Coping Mechanism as to Positive Well Being*

Statements	Mean	SD	VI
1. Always consider and look at the brighter/positive side in every situation.	4.43	.990	A
2. Feel hopeless about the circumstances that we are experiencing right now.	4.74	.690	A
3. Have a positive mindset about schoolwork and personal responsibilities.	4.83	.486	A
4. Gain interest in trying out some new activities.	4.72	.576	A
5. Learn to enjoy discovering new educational platforms.	4.73	.523	A
6. Have a purposeful and meaningful life.	4.14	.969	VO
7. Be energized and inspired in doing all the daily activities in my life.	4.20	1.01	VO
8. Have peace of mind and a loving heart in serving others.	4.18	.960	A
9. Love and care for my body (Self-care).	4.37	1.07	A
10. Entertain most of the negative thoughts and disregard the positive ones.	4.21	1.07	A
Overall	4.45	0.83	A

Table 13 shows the teachers coping mechanism in the transition to face-to-face classes in terms of positive well-being. Statement 3, "Have a positive mindset about schoolwork and personal responsibilities.", got

the highest mean of 4.83 or always. This indicates that teachers always have a positive mindset about homework and personal responsibilities. Positive thinking is essential for teachers because they could not achieve their teaching goals without it. Positive thinking can be developed by focusing on good things in life.

While statement 6 " Have a purposeful and meaningful life." with a mean of 4.14 or very often. This indicates that teachers are important in our lives, teaching us wisdom, moral support, and encouraging us to live equally and treat everyone equally.

An overall mean of 4.45 or agree indicates that teachers have positive well-being and helps ensure teachers can flourish; this can promote better classroom climates and enable high-quality teaching that leads to student success.

In support, Castroverde and Alcala (2020) cited that positivity contributes to teachers' peaceful outlook on the challenges brought by the changes in the educational landscape. Being positive lessens the burdens of teachers, showing them what to focus on and how to deal with things calmly without causing mental stress.

Table 14 shows the teachers coping mechanism in the transition of face-to face classes in terms of openness to change. Statement 5 "Not open/interested in participating in short educational courses that present opportunities for completing my schoolwork in an orderly way" with mean of 4.81 or always. This indicates that teachers are not interested in participating educational courses because they have a lot of tasks to accomplish. To cope with the challenges teachers, establish priorities is necessary to complete everything that needs to be done. Prioritization is important because it will allow you to give your attention to tasks that are important and urgent so that you can later focus on lower priority tasks.

While statement 2 "Discover new strategies to provide learners with educational content that does not involve direct interaction with learners" with mean of 4.08 or very often. This indicates that teachers provide new teaching strategies play an important role in classroom instruction. Without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered.



Table 14. Extent of Use of Coping Mechanism as to Openness to Change

Statements	Mean	SD	VI
1. Utilize cutting-edge educational resources such as Google classroom, zoom online library, and other similar resources.	4.10	.687	VO
2. Discover new strategies to provide learners with educational content that does not involve direct interaction with learners.	4.08	1.05	VO
3. Not participating in training and webinars. There is no room for improvement for me.	4.23	.992	A
4. Apply the appropriate teaching and learning platforms in the proper contexts.	4.53	.785	A
5. Open/interested in participating in short educational courses that present opportunities for completing my schoolwork in an orderly way.	4.81	.621	A
6. Enjoy being in an environment composed of different people.	4.30	1.16	A
7. Find myself pondering the underlying significance of various topics in my lesson.	4.31	1.12	A
8. Be open to new learnings and discoveries.	4.40	.955	A
9. Accentuate positive attitudes toward teachings.	4.49	1.05	A
10. Create an environment where students can make a difference in group discussion, processes, and decision-making and may solicit greater engagement.	4.53	.930	A
Overall	4.38	0.93	A

An overall mean of 4.38 signifies that teachers are open to change since the world is rapidly changing teachers must adapt the innovative strategies in teaching. To change is to know that learning in a school setting is a dynamic shaped by the interaction of the teacher and the student. The teacher has to adjust to the circumstances, and that means accepting change as the fundamental to being the best possible teacher.

Hart (2020) argued that teachers should learn to be strategic and figure out ways to ensure meaningful interactions and effective learning outcomes through new platforms for instructing and connecting students.

Table 15. Extent of Use of Coping Mechanism as to Job Awareness

Statements	Mean	SD	VI
1. Participate in online webinars, in-person seminars, and in-person trainings that enable new pedagogies and instructions in the new normal teaching process.	4.06	538	VO
2. Acquire new information and capabilities in the field of education.	4.43	.627	A
3. Deal with the conceptual understanding of crafted lessons.	4.47	.600	A
4. Broaden access to learning by utilizing various technologies.	4.03	1.31	VO
5. Be guided by the materials provided by DepEd to make it simpler to teach the lesson.	4.31	.683	A
6. Be able to plan my work so that it is completed on time.	4.31	.660	A
7. Keep in mind the results that were expected of me.	4.35	.722	A
8. Keep looking for new challenges in my work.	4.44	.835	A
9. Actively seek out ways in which I could improve my performance at work.	4.41	1.14	A
10. Detach me from workplace distractions and problems.	4.30	1.01	A
Overall	4.31	0.81	A

Table 15 shows the teachers coping mechanism in the transition of face-to face classes in terms of job awareness. Statement 3 “Deal with the conceptual understanding of crafted lessons” got the highest mean of 4.47 or always. This signifies to cope challenges teachers must have conceptual understanding of the lesson. Teachers must deal with the concept of the lesson and teachers must apply real life situation during the teaching and learning process. To become more proficient in the concept of the lesson teachers must attend seminar workshops dealing with the skills and concept of the lesson.

While statement 4 “Broaden access to learning by utilizing various technologies” with mean of 4.03 or very often. This indicates that utilizing technology helps the teachers to cope challenges in the transition of face-to-face learning and to broaden access in learning. Using technology in teaching it gives positive emphasis to the development of the latest methods for effective education. Using technology makes the teaching process scientific, objective, clear, simple, easy, interesting, and effective and gives proper guidance to solve teaching problems.

An overall mean of 4.30 or always indicates that teachers are aware on their job. Teachers’ awareness



on their job is one of the coping mechanisms to cope with the challenges during the transition of modalities since if the teachers know their job they were able to organized thoughts and understand situation in the classroom.

As Bagoog (2020) stated, as front-liners in the educational system, they have undergone various training and webinars to be better equipped in bringing better education amid the COVID-19 pandemic, as it is a department standard to train teachers not only for professional advancement but also to become prepared for unanticipated situations.

Table 16. *Summary Table on the Extent of Use of the Coping Mechanism in Transitioning to Full Face-to-Face Instruction*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Social Support	4.48	0.68	A
Positive Well Being	4.45	0.83	A
Openness to Change	4.38	0.93	A
Job Awareness	4.31	0.81	A
Grand Mean	4.40	0.93	A

Table 16 shows the summary table on the extent of use of the coping mechanism in transitioning to full face-to-face instruction. in terms of social support got a total weighted mean of 4.48 or always, Positive Well Being got a total weighted mean of 4.45, which denotes a verbal equivalent of "always." For Openness to Change obtained, 4.38 mean or always and for Job Awareness with mean of 4.31 or "always". The grand mean was 4.38, interpreted as always.

The grand mean of 4.38 or always indicates the amount to which the coping strategy was used in the transition to full face-to-face training. Teachers who receive adequate social support have a greater grasp of and use of social support resources and a higher degree of life satisfaction. Positive well-being supports improved classroom climates and high-quality instruction, allowing instructors to thrive. To be the best teachers possible, teachers must adapt to changing conditions, and learning in a school context is influenced by the interaction between the teacher and the student. Teachers must be aware of their responsibilities in order to deal with the issues that may arise during the changeover of modalities.

In support, Manalo (2020) stated that social support from school stakeholders is critical in the transfer of the learning modality. Despite the hurdles of moving to a new learning mode, teachers can cultivate a good environment and well-being among themselves to support improved academic performance and social and emotional improvement. On the other side, openness to change can lead to flexibility and adaptability, which are key qualities for teachers since they can adjust, change, and vary teaching approaches based on their pupils' requirements, resources, and environment. They prioritise student achievement over strict practices. Finally, teachers' job awareness is a big aid in coping with the obstacles of the transfer in learning modality.

Teacher's Mental Health

This state of mind allows teachers to cope with life's stresses to realize their abilities and contribute to their wellbeing.

Table 17 shows the teachers mental health in the transition of face-to face classes in terms of Emotional Well Being. Statement 1" I am not getting annoyed when I do not finish what I set out to do that day" with the lowest mean of 4.03 or agree. This indicates that most of the respondents are not annoyed when they do not finish their work for the day. Most of the respondents don't pressure their self to finish the work within the day to preserve the quality of the work and not compromise the work. By this having not pressure workplace teachers can manage stress and fostering positive environment.

While statement 6" Reconnecting with my purpose and enjoying reminding myself of making a difference in my learners' lives" with highest of mean of 4.97 or strongly agree. This indicates that most of the teachers having reconnections with their purpose in life and by this Teachers make a difference with their learners. Strong student-teacher relationship allows students to feel confident through exploration and taking risks in their academic tasks.

An overall mean of 4.33 or strongly agree this indicates that the emotional wellbeing of teachers during the transition from modular to face to face classes is highly positive. For the Teachers to experience emotional well-being at work, they need to feel that their personalities and identities are accepted, that their experiences are validated, and that their full humanity is acknowledged within their school culture.



According to Sutton (2018), when teachers fulfil instructional goals and students follow directions, they experience a range of emotions ranging from worry to happiness and pride. Teachers can regulate their emotions if they believe it would help them achieve their aims. Teachers' feelings are critical in the pandemic for providing pupils with the necessary support.

Table 17. *Level of Teacher's Mental Health and Wellbeing in terms of Emotional Well Being*

Statements	Mean	SD	VI
1. I am not getting annoyed when I do not finish what I set out to do that day.	4.03	1.00	A
2. Choosing to feel good about myself and believe others like me for who I am.	4.38	1.07	SA
3. Focusing on the act of appreciation or kindness produces positive emotions, stronger social connections, and improved emotional well-being.	4.30	.656	SA
4. I am enthusiastic and interested in life as I was before and enjoy many activities.	4.37	.657	SA
5. Appreciating my completed task, no matter how big or small, I get a sense of satisfaction.	4.29	.787	SA
6. Reconnecting with my purpose and enjoying reminding myself of making a difference in my learners' lives.	4.97	.177	SA
7. Adopting a growth mindset in my teaching and other endeavours of my life.	4.05	1.26	A
8. I am considering proactive ways to manage stress to build my emotional resilience.	4.17	1.13	A
9. Rewarding myself when I meet goals.	4.36	.785	SA
10. Recognizing when I am stressed and taking steps to relax through exercise, quiet time, or other activities.	4.23	.806	SA
11. Talking to others when upset and actively trying to work through my problems.	4.42	.758	SA
12. Being stable and emotionally well-adjusted person in the challenges of life.	4.34	.587	SA
Overall	4.33	0.808	SA

Table 18 shows the teachers' mental health in the transition of face-to-face classes in terms of Psychological Well Being. Statement 5 "Do things that make me feel good about myself" got the highest mean of 4.55 or strongly agree. This indicates that teachers during the transition do things that make them feel good about themselves to avoid stress and help

them healthily handle the challenges of teaching and prevent work-related stress and burnout.

While statement 1 "Sharing my thoughts and beliefs with others may help my growth and development" with the lowest mean of 4.02 or agree. This indicates that knowledge of growth and development helps teachers appropriately help students with developmental problems. By understanding the different stages that a student's life goes through, educators can more efficiently develop each learner to achieve their full potential.

An overall mean of 4.25 or strongly agree indicates that most of the teachers who have returned to face-to-face classes have reported high levels of anxiety, stress, and even depression, all of which were likely exacerbated by the emotional experience they have gone through during the lockdown period, the uncertainty about contagion in schools and managing their workload from home.

Table 18. *Level of Teacher's Mental Health and Wellbeing in terms of Psychological Well Being*

Statements	Mean	SD	VI
1. Having a work-life balance.	4.06	.590	A
2. Sharing my thoughts and beliefs with others may help my growth and development.	4.02	.716	A
3. Figure out things I can do to help me to relax.	4.12	.761	A
4. Having a clear mind in solving different life situations/challenges.	4.33	.814	SA
5. Making a solution instead of focusing on the problems.	4.38	.823	SA
6. Being ready and vigilant to life's challenges in ways that reflect thought and sound judgment.	4.24	.968	SA
7. Do things that make me feel good about myself.	4.55	.857	SA
8. Learning from my mistakes.	4.22	.742	SA
9. Talk to a friend or family member about what bothers me.	4.20	.764	SA
10. Being grateful to have people in my life who care for me.	4.27	.818	SA
11. Having self-talk (the things I tell myself) and examining the objective evidence for my perceptions and feelings.	4.52	.718	SA
12. Managing my emotions during extreme events or happenings.	4.11	.645	SA
Overall	4.25	0.768	SA

In support, According to Akour (2021), the COVID-19 epidemic has had an effect on teachers' psychological



well-being, as well as their motivation and challenges. This is due to the distance teaching method, home quarantine, tight control measures, and social isolation. Psychological knowledge is used to assess and treat mental health disorders, as well as to understand and solve problems in other areas of human activity.

Table 19. *Level of Teacher’s Mental Health and Wellbeing in terms of Social Well Being*

<i>Statements</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
1. Having a friendly and trustworthy interaction with my colleagues.	4.21	.559	<i>SA</i>
2. Being a Team Player by communicating effectively with co-teachers.	3.93	.760	<i>A</i>
3. Participating in a wide variety of social activities and enjoying being with people different from me.	4.07	.861	<i>A</i>
4. Having patience and control over my anger when others do things I strongly discourage.	4.48	.895	<i>SA</i>
5. Respecting and accepting others' points of view.	4.38	.903	<i>SA</i>
6. Treating others with kindness and equality despite their ranks in life.	4.46	.949	<i>SA</i>
7. Being a better person and working on behaviors that have caused problems in my interactions with others.	4.63	.732	<i>SA</i>
8. Being open and accessible to a loving and responsible relationship with others.	4.34	.655	<i>SA</i>
9. Getting along well with my family members and the organization I'm affiliated with.	4.10	.806	<i>A</i>
10. Consider the feelings of others and do not act hurtfully or selfishly.	4.54	.802	<i>SA</i>
11. Being not judgmental to others.	4.30	1.11	<i>SA</i>
12. Being open and honest with other people.	4.00	.890	<i>A</i>
Overall	4.29	0.827	<i>SA</i>

Table 19 shows the teacher's mental health in the transition to face-to-face classes regarding Social Well Being. Statement 4 "Being a better person and working on behaviors that have caused problems in my interactions with others", with the highest mean of 4.63 or strongly agree. This indicates that most teachers have working behavior that does not cause problems with others. This is because teachers can manage working behaviors with their co-teachers. Building positive and professional relationships with colleagues is essential for surviving and thriving in a teaching career. Be courteous and cooperative, work towards shared goals, conduct yourself professionally, collaborate, be on time, value, and respect colleagues, and try to improve.

While statement 1 “Being a Team Player by communicating effectively with co- teachers.” with lowest mean of 3.93 or agree. This indicates that most of the teachers is communicating effectively with their co-teachers. Good communication skills are essential for teachers. They need to be able to communicate effectively with their students and other teachers, and school staff. Good communication skills can help teachers to better understand their students and to build positive relationships with them.

An overall mean of 4.29 or strongly agree, signifies that social well-being is essential for teachers to avert the spread of the pandemic and to keep the teaching-learning process during emergencies. Professional learning that targets the teacher's social well-being should reduce stress and burnout. Empathy and respect for co-teachers and advanced professional approaches to stand in resilience and autonomy are important.

Cook, et al., (2017) cited that during the COVID-19 pandemic, social well-being had a social effect on the community's mental health, particularly on teachers. To prevent the spread, social distance and socialization had to be maintained. To promote social well-being, an endeavor for professional learning that focuses on the social well-being of teachers should reduce stress and burnout. Empathy and respect for co-teachers are long needed, and a focus on social well-being education for teachers is critical. Advanced face-to-face and online professional approaches, coaching in learning communities, and emotional regulation development can all help teachers improve their social well-being.

Table 20. *Summary Table on the Teacher’s Mental Health and Wellbeing*

<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>VI</i>
Emotional Well Being	4.33	0.808	<i>SA</i>
Psychological Well Being	4.25	0.768	<i>SA</i>
Social Well Being	4.29	0.827	<i>SA</i>
Grand Mean	4.29	0.827	<i>SA</i>

Table 20 shows the summary table on the teacher’s mental health and wellbeing in terms of Emotional Well Being got a total weighted mean of 4.33 or strongly agree, Psychological Well Being got a total weighted mean of 4.25, which denotes a verbal equivalent of "strongly agree." and for Social Well Being with 4.29 mean or “strongly agree”.

The grand mean of 4.29 or strongly agree indicates



that teachers' emotional wellbeing during the transition from modular to face-to-face classes is highly positive. To experience emotional well-being, teachers need to feel accepted, validated, and acknowledged within their school culture. Social well-being is essential for teachers to avert the spread of the pandemic and to keep the teaching-learning process during emergencies. Professional learning that targets the teacher's social well-being should reduce stress and burnout. Empathy and respect for co-teachers are important, as well as advanced professional approaches to stand in resilience and autonomy.

In support, Akour (2021), teachers are more likely than other professions to suffer from mental health issues such as anxiety and depression, and there are numerous approaches to improve their mental health. Making time for themselves outside of work, reaching out to their support system, and seeking professional help if anxiety or depression are interfering with their work or personal life are all examples. According to studies, teachers are more likely than other occupations to suffer from mental health issues such as anxiety and depression. Teachers should make time for themselves outside of work to maintain their mental health, reach out to their support system, and seek professional help if anxiety or depression begin to interfere with their job or personal life.

Test Of Relationship Between Variables

Table 21. *Test of Correlation Between the Level of Teacher's Mental Health and Challenges Met During the Transitioning of Face-to-Face Instruction*

	<i>Challenges Met by the Teachers Met by the Teachers</i>			
	<i>Delivery of Instruction</i>	<i>Connecting with Pupils</i>	<i>Parental Support</i>	<i>Development Of Instructional Materials</i>
	R-value	R-value	R-value	R-value
Emotional Wellbeing	-0.093	-0.073	.034	.056
Psychological Wellbeing	-0.009	-0.012	.053	.161*
Social Wellbeing	-0.063	-0.070	-0.040	-0.010

Table 21 shows the relationship between the teacher's mental health level and the challenges the teachers met during the transition to full face-to-face instruction. The emotional well-being as to challenges met the teachers met by the teachers, the most correlated variable is the delivery of Instruction with (r=0.93) indicates that effective instructional delivery entails the teacher expanding on previous knowledge,

differentiating education, and using technology in courses. The fundamental purpose of instructional delivery is to guarantee that educators have the skills and knowledge to successfully educate pupils.

In support, Castroverde and Acala (2020) teachers heralded that putting up the most appropriate instructional strategies to support the lesson in different learning modalities creates another problem. Most teachers claimed that blending the teaching strategy with distance learning modality should be established. Factors such as appropriateness, adequacy, and availability of resources should be considered.

Moreover, in terms of psychological well-being as to challenges met by the teachers met by the teachers, the most correlated variable is the development of instructional materials, with (r=0.161) indicates the development of instructional materials is important because they assist teachers and students in avoiding an overemphasis on recitation and rote learning, which may easily dominate a session. Resource materials provide learners with hands-on experiences that help them acquire skills and concepts and work in several ways.

Bagood's (2020) development of Instructional materials is important because they help teachers and students avoid overemphasizing recitation and rote learning, which may easily dominate a lesson. Resource materials provide learners with hands-on experiences that help them acquire skills and concepts and work in several ways.

Furthermore, regarding social well-being as to challenges met by the teachers met by the teachers, the most correlated variable is connecting with the pupils with (r=0.70) indicates connecting with pupils is any system or procedures intended and used effectively by an institution to support and facilitate different modalities and teaching." It also considers support services essential to helping learners overcome difficulties affecting their academic work quality. This gives learners confidence they are not left alone, but they are interested in their progress.

Castroverde and Acala (2020) found that teachers need more effective communication to monitor students' performance. This is due to students needing more gadgets and unstable internet connectivity. Teachers also use text messages, but some parents' numbers are inactive and cannot be reached. Communication plays a significant role in providing quality education during a pandemic. Still, due to internet connectivity, health risks, and lack of gadgets, it becomes difficult for teachers to inform the parents and learners about their



concerns. In case of a failure to contact and announce an important school matter, teachers will conduct a home visitation or ask for help from other parents and learners.

Table 22. *Test of Correlation Between the Level of Teacher’s Mental Health and Coping Mechanism During the Transitioning of Face-to-Face Instruction*

<i>Coping Mechanism by the Teachers During the Transitioning of Full Face-To-Face instruction</i>				
	<i>Social</i>	<i>Positive</i>	<i>Openness</i>	<i>Job Awareness</i>
	R-value	R-value	R-value	R-value
Emotional Wellbeing	-.038	.023	.048	-.048
Psychological Wellbeing	.047	-.018	.135*	.099
Social Wellbeing	-.036	-.102	-.086	.133*

Table 22 shows the Relationship between the level of teachers’ mental health and coping mechanisms the teachers during the transition to full face-to-face instruction. On the other hand, the most correlated variable is emotional wellbeing as the coping mechanism by the teachers during the transition to full face-to-face instruction, which is the openness to change and job awareness (r=0.48). This indicates that flexibility and adaptability are important qualities that every teacher must acquire. Effective teachers can adjust, change, and modify teaching methodologies depending on the student’s needs, the availability of resources, and the context of the environment. They value students’ achievement rather than rigid practices.

According to Pertuz and Sebastian (2020), openness to change is required to avoid incorrect doing or working and to maintain a healthy learning community. Great techniques, approaches, inventiveness, and providing alternatives in times of hardship can assist in alleviating stress and burnout as an effective teacher. These methods allow teachers to give their utmost.

While in terms of psychological wellbeing as to coping mechanism by the teachers during the transition to full face-to-face instruction, the most correlated variable is the openness to change (r=0.135). This indicates teachers are very open to new learning and are interested in new techniques and technology tools. Also, teachers are very adaptive to the changing teaching-learning process because to engage in never-ending learning. Every day people learn new things, and these things are helpful for us to cope with the challenges of the new normal.

In support, Talidong et al. (2020) cited that flexibility, changes, and considerations are required in this new normal based on how one understands, responds to, and manages an ever-changing world. Even under the new learning environment, educators learned to modify for students who struggle to keep up online to retain successful learning. On the other hand, regarding social wellbeing as to coping mechanisms by the teachers during the transition to full face-to-face instruction, the most correlated variable is job awareness (r=0.135). This indicates social wellbeing benefits workplaces and employees in the long run because it gives people a sense of belonging. When employees feel like they belong somewhere, you can expect them to go the extra mile and have better productivity and engagement. Additionally, a workplace can feel empty without social wellbeing, and employees won’t have a purpose or goals to work towards. So, social wellbeing is vital for workplaces if they want to further their accomplishments, maintain employees, and create a mindful working environment.

In support of Darling-Hammond et al. (2019), teachers must make and use an intervention to deliver their lectures to develop job awareness. Schools must provide workshops for the teachers to be familiar with their job and to equip necessary skills and expertise.

Conclusion

The findings gathered in the study led to the formulation of the following conclusion: (1) The relationship between the level of teacher’s mental health and the Challenges met by the teachers, as indicated by the r-value of delivery of instruction, connecting with pupils, parental support and development of instructional materials is partially sustained. (2) The relationship between the level of teacher’s mental health and the coping mechanisms utilized by the teachers during the transitioning of modular session to full face-to-face classes as indicated by the r-value of social support is partially sustained.

In the light of the preceding findings and conclusions of the study, the following recommendations are offered: (1) Future researcher may conduct a follow-up study that will focus on the of Gen- X teachers their challenges utilizing technology. (2) Administrator may design and implement a continuous program with regards to the challenges encountered by the teachers in the implementation face to face classes. (3) The researcher may present the result of the study to the school head to start planning an intervention program

on how the technical assistance can help the teachers in the transition of face-to-face classes. (4) Administrator may design and implement Learning and Development (L&D) Program for teachers with regards to mental health and wellbeing.

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