

Mental Health Wellness Program and Elementary Teacher's Perceived Stress and Adaptability

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Abstract

Ensuring teachers' mental well-being is crucial to prevent burnout and enhance adaptability, particularly amidst educational transitions like those triggered by the pandemic. This study examines the efficacy of mental health wellness programs in bolstering teachers' adaptability and mitigating perceived stress during such transitions. Conducted among elementary teachers in the Banaybanay district, the research aimed to develop an effective program through a descriptive-correlational quantitative approach involving 147 teachers. Results revealed the perceived effectiveness of the program, moderate levels of perceived stress, and high levels of adaptability among teachers. Significant negative correlations were found between program implementation and perceived stress, suggesting reduced stress with improved implementation, while weaker positive correlations were noted between program implementation and adaptability. The study underscores the importance of tailored mental health policies for policymakers, expanded programs and support systems for school principals, and self-care initiatives for teachers. Future research should focus on longitudinal studies and comparative analyses to further understand adaptability factors, with collaborative efforts among stakeholders pivotal for effective implementation. These findings advocate for a holistic approach to support teacher well-being, emphasizing communication, resource allocation, and data-driven decision-making.

Keywords: Mental Health Wellness Program, Adaptability, Stress

1. Introduction

Maintaining mental well-being is critical for teachers to avoid burnout and improve adaptability, leading to better performance. However, the unprecedented educational transitions create difficulties for everyone, including teachers. A study by Souto-manning and Melvin (2022) showed that teachers have experienced reduced well-being and high demands due to a lack of self-care and attention to mental health.

Educational transitions can be a daunting challenge for teachers, often resulting in psychological distresses such as stress, anxiety, and depression. For instance, during the shift from traditional classroom teaching to a distance learning approach in Spain, teachers exhibited significant psychological distress due to the sudden transition (Ozamiz-Etxebarria et al., 2021). Similarly, in Argentina, the high-

stress levels among educators during the educational transition resulted in increased rates of professional burnout (Rubilar et al., 2021).

The Philippines, like many other countries, have faced unprecedented educational challenges due to the pandemic. However, some educators have demonstrated courage, collaboration, and unity to overcome difficulties (Jimenez, 2021).

Despite the challenges of distance learning, returning to face-to-face instruction can also be a source of distress for some teachers. The pandemic has caused significant uncertainty in both personal and professional lives. Transitioning to traditional teaching may be daunting for those accustomed to the remote modality (Allen et al., 2020). Teachers who have returned to onsite instruction during the COVID-19 pandemic have expressed concerns about the possibility of spreading the illness and falling behind on their teaching schedule, causing worries about their student's progress (Wakui et al., 2021).

Research studies on the impact of educational transitions on teachers' mental health have been conducted. Still, most studies focus on the shift to online learning and lack insight into teachers' difficulties when transitioning back to traditional classroom teaching. Furthermore, there is a lack of research on the effectiveness of mental health wellness programs for teachers in improving their adaptability and reducing perceived stress levels during educational transitions. The researcher aims to fill the research gap by studying the perceived stress and adaptability levels of teachers in the Banaybanay district, to develop a mental health wellness program for teachers.

Objectives of the Study

The main objective of this study was to assess the perceived stress and adaptability level of elementary teachers in the Banaybanay district, Division of Davao Oriental, during the transition from online to face-to-face learning. Specifically, it sought to answer the following objectives:

1. To describe the demographic profile of elementary teachers in Banaybanay district, Division of Davao Oriental, regarding age, gender, teaching experience, academic qualifications, position level, designations, and teaching load.
2. To assess the level of implementation of the mental health wellness program for elementary teachers in Banaybanay district during the transition from online to face-to-face learning.
3. To assess the level of perceived stress experienced by elementary teachers in Banaybanay district during the transition from online to face-to-face learning.
4. To assess the level of adaptability of elementary teachers in Banaybanay district during the transition from online to face-to-face learning.
5. To determine the correlation between the level of implementation of the mental health wellness program to the teacher's perceived stress and adaptability levels during the transition from online to face-to-face learning in the Banaybanay district, Division of Davao Oriental.

Significance of the Study

This research revealed teachers' perceived stress and adaptability during the transition from online to face-to-face teaching, leading to potential improvements in education quality and mental health programs tailored to teachers' needs. The findings helped policymakers develop targeted policies and training, assisted school principals in creating supportive interventions and strategies, and increased teachers' self-awareness and proactive stress management. Additionally, the study provided future

researchers with a foundation for exploring teacher well-being and identifying effective mental health support strategies.

Scope and Delimitations

The study focused on permanent elementary teachers within the district, excluding Local School Board Teachers, Alternative Learning Teachers, and non-teaching personnel. It was limited to the 2023-2024 school year and did not gather in-depth qualitative data on individual teacher experiences. The study also evaluated the effectiveness of existing mental health wellness programs, such as psycho-social interventions and sports and wellness programs, implemented by the Department of Education, and aimed to serve as a basis for developing similar intervention programs.

Conceptual Framework

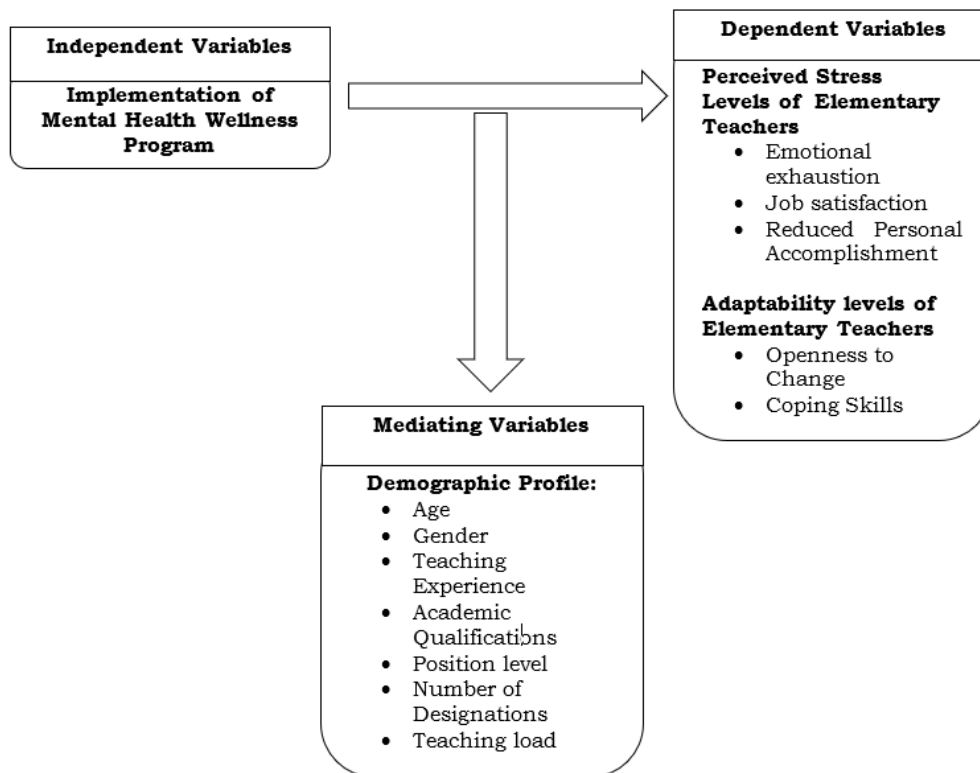


Figure 1. Conceptual Framework of the Study

Figure 1 illustrated the relationship between the implementation of a mental health wellness program (independent variable) and the perceived stress and adaptability levels of elementary teachers (dependent variables). The dependent variables included emotional exhaustion, job satisfaction, reduced personal accomplishment, openness to change, and coping skills. This relationship was mediated by demographic factors such as age, gender, teaching experience, academic qualifications, position level, number of designations, and teaching load. The framework indicated that the program's effectiveness in reducing stress and improving adaptability was influenced by these demographic factors.

6. Methods

Research Design

The study employed a descriptive-correlational quantitative approach to assess the perceived stress and adaptability of elementary teachers in the Banaybanay district, Division of Davao Oriental, during the transition from online to face-to-face learning.

A survey method was deemed most suitable for this study as it facilitated the collection of data regarding the perceived stress and adaptability of elementary teachers in the Banaybanay district. This method allowed for the inclusion of various demographic factors such as age group, gender, position, marital status, number of children, and length of service. By employing surveys, the researcher could efficiently gather information from a large number of participants in a short period, enabling the generation of quantifiable data that could be analyzed using statistical techniques.

Sampling

The sample size of 147 was calculated using Taherdoost's (2016) formula, $n = \frac{p(100-p)Z^2}{E^2}$. The study focused exclusively on permanent elementary teachers within the Banaybanay district, explicitly excluding Local School Board (LSB) teachers and non-teaching staff from the research sample. This targeted selection ensured that the data collected was specific to the experiences and perspectives of permanent teaching staff.

In selecting the respondents, the researcher used probability sampling, specifically simple random sampling through the lottery method and the distribution of sample was reflected in Table 1.

Table 1 Sampling Distribution

Barangay	School	Number of Elementary Teachers	Percent	Target Respondents
Calubihan	Piso Camp Elem. School	15	7%	10
Panikian	San Roque Elem. School	6	3%	4
	Ireneo C. Donguila Sr. Elem. School	13	6%	9
Puntalinao	Dinagsaan Elem. School	6	3%	4
	Looc Pt. Linao Elem. School	11	5%	7
Maputi	E. Angala Memorial Elem. School	6	3%	4
	Maputi Elem. School	18	8%	12
Pintatagan	Pintatagan Elem. School	21	9%	13
Poblacion	T. Patricio Elem. School	8	4%	5
	Banay-Banay Central Elem. School	38	17%	25
San Vicente	San Vicente Elem. School	13	6%	9
Caganganan	Caganganan Elem. School	12	5%	7
Cabangcalan	Cabangcalan Elem. School	11	5%	7
Mahayag	Mahayag Elem. School	7	3%	4

Mogbongcogon	Mogbongcogon Elem. School	17	7%	10
Rang-ay	Rang-ay Elem. School	8	4%	6
Causwagan	Causwagan Elem. School	7	3%	4
Piso	Hadji Aton Bangal Elem. School	11	5%	7
Total		228	100%	147

Research Instrument

The study used two questionnaires to assess elementary teachers' perceived stress and adaptability in Banaybanay district: The Adaptability Scale (Martin et al., 2012) and the Perceived Stress Scale (Cohen et al., 1983). Participants used Likert scales (0-4 for stress, 1-5 for adaptability) to rate their responses (see Appendix A).

Participants indicated consent and provided demographic details. The stress section included 14 questions about recent thoughts (0=never to 4=very often). The Perceived Stress Scale (PSQ) showed high reliability (Cronbach's alpha = 0.9) and validity in a Greek population survey.

The adaptability questionnaire had 9 items rated on a scale from 1 (Strongly disagree) (see Appendix A). Factor analyses confirmed reliable cognitive-behavioral and affective factors. Multi-group analysis showed consistent results across demographics. External validity was supported by correlations with personality traits, beliefs about abilities, resilience, and educational outcomes.

Data Collection

In this study, the researcher assessed perceived stress and adaptability among elementary teachers in the Banaybanay district using a questionnaire for efficient data collection (Kristina, 2016). Approvals were obtained from relevant authorities, and informed consent was secured from participants.

To ensure questionnaire reliability, a pilot test was conducted among teachers in Mati City (see Table 2). Data collection spanned June to July 2023, employing both online and in-person surveys. Identical versions of the questionnaire were used to avoid bias.

Table 2. Reliability Test Result based on the Pilot Data

Variables	Cronbach's Alpha
Level of Implementation	.921
Level of Perceived Stress	.791
Level of Adaptability	.926
Overall	.894

Table 2 displays reliability test results using Cronbach's Alpha coefficient to assess internal consistency of the questionnaire items. Three variables were evaluated: Level of Implementation (.921), Level of Adaptability (.926), and Level of Perceived Stress (.791). These coefficients indicate high internal consistency for implementation and adaptability, and acceptable consistency for perceived stress. Additionally, the researcher engaged personally with participants, emphasizing confidentiality and providing clear instructions. Regular communication and a pilot test ensured accurate responses and enhanced study validity.

Data Analysis

This study analyzed elementary teachers' perceived stress and adaptability levels during the shift from online to face-to-face teaching in Banaybanay district. Descriptive statistics and graphs summarized teachers' demographic profiles. Inferential tests, such as t-tests and ANOVA, assessed differences in stress and adaptability among teacher subgroups. Correlation analysis gauged the relationship between stress and adaptability, while SPSS was used for thorough statistical analysis, providing detailed insights due to its robust features.

Ethical Consideration

Ethical guidelines were strictly followed throughout the study. Informed consent was obtained from all participating teachers, and the survey's purpose was clearly explained to ensure their understanding and respect. To ensure participants' well-being and confidentiality, the researcher respected their decisions and removed identifying details from the questionnaire. Philippine laws, including the Data Privacy Act of 2012 (Republic Act No. 10173), were upheld to protect participants' privacy and personal information.

7. Results and Discussion

7.1 Determining the Demographic Profile of the Respondents

The demographic profile of the elementary teachers in the Banaybanay district is detailed through various tables, providing insights into their age, gender, teaching experience, academic qualifications, positions, and number of designations.

Table 3. Frequencies of Age

Age	Counts	% of Total	Cumulative %
26-35	38	25.9 %	25.9 %
over 55	21	14.3 %	40.1 %
36-45	49	33.3 %	73.5 %
46-55	39	26.5 %	100.0 %

Table 3 depicted the age distribution of respondents. The largest group, aged 36-45 (33.3%), typically represented mid-career teachers balancing experience with adaptability. Following were those aged 46-55 (26.5%), bringing significant mentoring experience but possibly showing resistance to new methods. Teachers aged 26-35 (25.9%) were younger and likely more adaptable to new technologies but with less experience. The smallest group, over 55 (14.3%), comprised the most experienced educators, potentially facing challenges in adopting new teaching methods due to ingrained habits and possible reluctance toward technology. Understanding this distribution aids in tailoring mental health and professional development programs to address specific needs. Younger teachers may require more support in areas such as classroom management, while older teachers could benefit from training in technology integration (Aylin, 2019).

Table 4. Frequencies of Gender

Gender	Counts	% of Total	Cumulative %
FEMALE	136	92.5 %	92.5 %
MALE	11	7.5 %	100.0 %

Table 4 presented the gender distribution among participants, showing a predominantly female workforce (92.5%), which aligns with the broader trend in elementary education. The smaller number of males (7.5%) suggests potential impacts on diversity of perspectives within the teaching staff. The gender distribution can influence workplace dynamics, emphasizing the need for mental health programs tailored to address gender-specific stressors and support systems. In the Philippines, where the teaching force is predominantly female, this consideration is crucial for addressing unique challenges faced by women in the profession (Bongco & Abenes, 2019).

Additionally, table 5 presented the teaching experience distribution among respondents. More than half (53.1%) had over 15 years of experience, indicating deep institutional knowledge and strong classroom management skills, though potentially less adaptable to rapid changes. Teachers with 5-10 years of experience comprised 38.1%, demonstrating effective teaching strategies and moderate adaptability. Those with less than 5 years of experience constituted 8.8%, likely facing higher stress due to inexperience and adapting to changing teaching methods. Stratified professional development and wellness programs were recommended to cater to these varying experience levels (Büke et al., 2018). Previous studies have highlighted the substantial number of educators with over 15 years of experience, underscoring their institutional knowledge and refined teaching abilities (Vangrieken et al., 2015).

Table 5. Frequencies of Teaching Experience

Teaching Experience	Counts	% of Total	Cumulative %
LESS THAN 5	13	8.8 %	8.8 %
OVER 15 YRS	78	53.1 %	61.9 %
5 - 10 YRS	56	38.1 %	100.0 %

Table 6 illustrated the educational qualifications of the teachers surveyed. The majority held bachelor's degrees (76.2%), indicating a standard level of qualification. A significant portion had pursued master's degrees (19.0%), suggesting greater openness to innovative teaching practices. A small group possessed doctoral degrees (4.8%), potentially influencing educational leadership and policy changes.

Encouraging further education among teachers was suggested to enhance adaptability and stress management. Previous research has consistently shown that professional development opportunities improve teachers' capabilities, confidence, and well-being (Weng & Cheok, 2023). Additionally, studies have highlighted the impact of teachers' qualifications on various aspects of education. Higher professional qualifications correlate with more positive perceptions of early childhood education training

(Nair & Yassin, 2017) and influence the adoption of innovative teaching strategies (Tukimin et al., 2019).

Table 6. Frequencies of Academic Qualification

Academic Qualification	Counts	% of Total	Cumulative %
BACHELOR	112	76.2 %	76.2 %
MASTERAL	28	19.0 %	95.2 %
DOCTORAL	7	4.8 %	100.0 %

Table 7. Frequencies of Position

Position	Counts	% of Total	Cumulative %
T1	67	45.6 %	45.6 %
T3	43	29.3 %	74.8 %
MT1	11	7.5 %	82.3 %
T2	22	15.0 %	97.3 %
MT2	4	2.7 %	100.0 %

Table 7 categorized the teaching positions of the respondents. The most common position was Teacher I (45.6%), indicating many teachers were at the entry-level stage of their careers. Mid-level positions such as Teacher III (29.3%) and Teacher II (15.0%) reflected a mix of experience and career advancement. Senior positions like Master Teacher I (7.5%) and Master Teacher II (2.7%) represented a smaller group of highly experienced educators. Previous research has highlighted the significant impact of teachers' years of experience on their self-efficacy, job satisfaction, and stress levels (Klassen & Chiu, 2010). This distribution suggests a mentorship dynamic within the teaching community, where experienced teachers can support and guide those who are less experienced (Smith & Ingersoll, 2018).

Table 8. Frequencies of No of Designations

No of Designations	Counts	% of Total	Cumulative %
1	16	10.9 %	10.9 %
MORE THAN 5	21	14.3 %	25.2 %
5	21	14.3 %	39.5 %
3	50	34.0 %	73.5 %
2	26	17.7 %	91.2 %

Table 8. Frequencies of No of Designations

No of Designations	Counts	% of Total	Cumulative %
4	13	8.8 %	100.0 %

Table 8 provided details on the number of roles or designations held by teachers. The majority held 2-3 designations (51.7%), indicating a balanced workload with additional responsibilities contributing to both stress and professional growth. A significant portion held 4-5 or more designations (23.1%), likely resulting in higher stress levels due to increased workload. Teachers managing multiple roles may struggle to maintain balance, potentially leading to stress and burnout. High workloads can diminish job satisfaction, increase absenteeism, and impact teacher engagement in classroom activities and professional development (Karanfil & Khatami, 2021).

7.2 Level of Implementation of the Mental Health Wellness Program

Table 9 shows the level of implementation of the mental health wellness program for elementary teachers in the Banaybanay district during the transition from online to face-to-face learning. This assessment uses a detailed questionnaire to gather teachers' perceptions, analyzing their responses through means and standard deviations to determine the effectiveness of the program. The results, interpreted through the established interpretation table, provide valuable insights into various aspects of the program.

Table 9. Level of Implementation of MHWP

Level of Implementation	Mean	Standard Deviation	Level	Interpretation
1. How effective do you perceive the overall implementation of mental health programs for elementary teachers in your school?	0.89	0.37	Mod-erate	The implementation is perceived as average, with some aspects working well, but overall effectiveness can be enhanced.
2. To what extent are you aware of the mental health programs available to elementary teachers in your school?	0.81	0.48	High	The implementation is perceived as effective, with most aspects working well and contributing positively to mental health.
3. How accessible are the resources and support services provided by the mental health programs in your school?	0.90	0.06	High	The implementation is perceived as effective, with most aspects working well and contributing positively to mental health.
4. To what degree do you feel adequately trained and supported by the mental health programs in addressing your well-being?	0.96	0.26	Mod-erate	The implementation is perceived as average, with some aspects working well, but overall effectiveness can be enhanced.

5. How well do you think collaboration and communication are established among elementary teachers regarding mental health programs?	0 .75	3. 72	Hi gh	The implementation is perceived as effective, with most aspects working well and contributing positively to mental health.
6. To what extent do students actively engage in mental health awareness activities facilitated by the programs?	0 .83	3. 44	Hi gh	The implementation is perceived as effective, with most aspects working well and contributing positively to mental health.
7. How well do the mental health programs adapt to the changing needs and challenges faced by elementary teachers?	0 .86	3. 22	M od era te	The implementation is perceived as average, with some aspects working well, but overall effectiveness can be enhanced.
8. Considering all aspects, how satisfied are you with the level of implementation of mental health programs for elementary teachers in your school?	0 .76	4. 00	Hi gh	The implementation is perceived as effective, with most aspects working well and contributing positively to mental health.
Overall	0 .57	3. 57	Hi gh	The implementation is perceived as effective, with most aspects working well and contributing positively to mental health.

The overall implementation of the mental health programs (Q1) was perceived as average, with a mean score of 3.17 and a standard deviation of 0.89, indicating areas for improvement to enhance effectiveness. While some aspects showed strength, the variability in perceptions suggested a need for consistency and overall enhancement.

Teachers demonstrated high awareness of available mental health programs (Q2), with a mean score of 4.08 and a standard deviation of 0.81, indicating effective communication and dissemination. Accessibility to resources and support services (Q3) received a high rating, with a mean score of 4.06 and a standard deviation of 0.90, positively impacting teachers' well-being. However, training and support (Q4) were perceived as average, with a mean score of 2.86 and a standard deviation of 0.96, suggesting room for improvement in addressing teachers' well-being.

Collaboration among teachers regarding mental health programs (Q5) was effective, reflected in a mean score of 3.72 and a standard deviation of 0.75, fostering a supportive environment. Students' engagement in mental health activities (Q6) received a high score of 3.44 with a standard deviation of 0.83, indicating effective implementation benefiting the school community. The adaptability of programs to changing needs (Q7) was moderate, with a mean score of 3.22 and a standard deviation of 0.86, highlighting the need for responsiveness and flexibility improvements.

Overall satisfaction with program implementation (Q8) was high, with a mean score of 4.00 and a standard deviation of 0.76, indicating positive perceptions among teachers about effectiveness. The mental health wellness program for elementary teachers in Banaybanay district was perceived as effective overall, with a mean score of 3.57 and a standard deviation of 0.85. While many aspects functioned well, opportunities for enhancement were identified in training, adaptability, and consistency.

The successful implementation of the mental health wellness program indicated its effectiveness in meeting teachers' needs (Marshall et al., 2022). Recommendations include improving training programs to better prepare and support teachers (Dewaele et al., 2018), aligning with research on emotional competencies enhancing professional well-being (Dewaele et al., 2018). Additionally, enhancing program adaptability to address evolving challenges is crucial (Kwon et al., 2022), especially in response to changing educational landscapes (Code et al., 2020).

7.3 Level of Level of Perceived Stress

Table 10 showed the assessment of perceived stress levels among elementary teachers in the Banaybanay district that provides valuable insights into their psychological well-being amidst the transition from online to face-to-face learning environments.

Table 10. Level of Perceived Stress

Level of Perceived Stress	D	S	M e L e v e l	Description	
Emotional Exhaustion (Q1,Q2,Q3, Q10)					
1. In the last month, how often have you been upset because of something that happened unexpectedly?	0 7	1 5 6	1 5 6	Very Low w	Indicates very low perceived stress levels, suggesting minimal impact on daily life and well-being.
2. In the last month, how often have you felt that you were unable to control the important things in your life?	0 6	1 9 1	1 8 1	Low w	Suggests low perceived stress levels, with occasional challenges that are generally manageable.
3. In the last month, how often have you felt nervous and "stressed"?	0 6	2 8 0	2 0 0	Low w	Suggests low perceived stress levels, with occasional challenges that are generally manageable.
10. In the last month, how often have you been angered because of things that happened that were outside of your control?	0 7 1	4 6 7	4 6 7	Very High gh	Indicates very high perceived stress levels, with severe impact on daily life and well-being, requiring immediate attention and support.
Job Satisfaction (Q4,Q5,Q6,Q7,Q9)					
4. In the last month, how often have you dealt successfully with irritating life hassles?	0 3	3 8 7	3 6 7	High gh	Reflects high perceived stress levels, with significant impact on daily functioning and well-being, necessitating effective coping mechanisms.
5. In the last month, how often have you felt that you were effectively coping with important changes that were occurring in your life?	0 7 2	4 1 9	4 1 9	Very High gh	Indicates very high perceived stress levels, with severe impact on daily life and well-being, requiring immediate attention and support.

6. In the last month, how often have you felt confident about your ability to handle your personal problems?	0 . 5 6	3 . 9 7	Hi gh	Reflects high perceived stress levels, with significant impact on daily functioning and well-being, necessitating effective coping mechanisms.
7. In the last month, how often have you felt that things were going your way?	0 . 9 3	2 . 3 9	M od era te	Indicates moderate perceived stress levels, with noticeable effects on well-being requiring some coping strategies.
9. In the last month, how often have you been able to control irritations in your life?	0 . 7 5	2 . 1 9	Lo w	Suggests low perceived stress levels, with occasional challenges that are generally manageable.
Reduced Personal Accomplishment (Q8,Q11)				
8. In the last month, how often have you found that you could not cope with all the things that you had to do?	0 . 7 4	2 . 0 3	Lo w	Suggests low perceived stress levels, with occasional challenges that are generally manageable.
11. In the last month, how often have you found yourself thinking about things that you have to accomplish?	0 . 7 7	2 . 3 1	Lo w	Suggests low perceived stress levels, with occasional challenges that are generally manageable.

The survey findings indicated varying levels of perceived stress among teachers across different dimensions. Emotional exhaustion (Questions 1, 2, and 3) showed generally low levels of stress, with mean scores of 1.56, 1.81, and 2.00 respectively, suggesting minimal impact on daily life and well-being. However, Question 10 highlighted significant stress levels (mean=4.67) due to anger and frustration over uncontrollable situations, necessitating targeted interventions.

Job satisfaction presented a mixed picture. Questions 4, 5, and 6 indicated high levels of perceived stress (mean scores: 3.67, 4.19, and 3.97), affecting daily functioning and requiring effective coping mechanisms. Question 7 showed moderate stress levels (mean=2.39) related to positive experiences, while Question 9 indicated low stress (mean=2.19) in managing life irritations. Regarding reduced personal accomplishment, Questions 8 and 11 showed lower stress levels (mean scores: 2.03 and 2.31), suggesting manageable challenges without significant stress.

To sum it up, the aggregate mean score of 3.05 indicated moderate perceived stress levels among elementary teachers in the Banaybanay district. Areas such as emotional exhaustion require attention and support to enhance teachers' resilience. Studies underscore the benefits of well-being programs in reducing stress and improving outcomes for both teachers and students (Carroll et al., 2021; Yang et al., 2022). Prioritizing teachers' emotional well-being fosters dedication and effectiveness (Abrol et al., 2022; Stark et al., 2022; Kuo, 2022).

7.4 Level of Adaptability

Table 11 shows the adaptability levels among elementary teachers in the Banaybanay district during the transition from online to face-to-face instruction highlights their ability to effectively adjust to new

situations and challenges. The survey focused on various aspects of adaptability, including problem-solving, emotional regulation, and seeking support, with each question evaluated to understand teachers' overall adaptability.

Table 11 Level of Adaptability

Adaptability	S	M	L	Description
Openness to Change (Q1,Q2,Q3,Q4,Q5,Q6)				
1. I am able to think through a number of possible options to assist me in a new situation.	069	439	Hig	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
2. I am able to revise the way I think about a new situation to help me through it.	067	406	Hig	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
3. I am able to adjust my thinking or expectations to assist me in a new situation if necessary.	065	431	Hig	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
4. I am able to seek out new information, helpful people, or useful resources to effectively deal with new situations.	069	425	Hig	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
5. In uncertain situations, I am able to develop new ways of going about things (e.g., a different way of asking questions or finding information) to help me through.	062	428	Hig	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
6. To assist me in a new situation, I am able to change the way I do things if necessary.	062	428	Hig	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
Coping Skills (Q7,Q8,Q9)				
7. I am able to reduce negative emotions (e.g.,	0	4		Indicates high adaptability, with effective

fear) to help me deal with uncertain situations.	. 6 5	. 3 6	H i g h	adjustment to new situations and proactive approach in seeking solutions and managing emotions.
8. When uncertainty arises, I am able to minimise frustration or irritation so I can deal with it best.	0 . 6 5	4 . 2 8	H i g h	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
9. To help me through new situations, I am able to draw on positive feelings and emotions (e.g., enjoyment, satisfaction).	0 . 5 7	4 . 3 3	H i g h	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.
Overall	0 . 6 4	4 . 2 8	H i g h	Indicates high adaptability, with effective adjustment to new situations and proactive approach in seeking solutions and managing emotions.

The survey results highlight the high level of adaptability among elementary teachers in the Banaybanay district, focusing on two main dimensions: Openness to Change and Coping Skills. Questions 1 to 6, assessing Openness to Change, consistently received high mean scores ranging from 4.06 to 4.39, with strong agreement among respondents indicated by low standard deviations. This indicates teachers' high adaptability in thinking through options, revising approaches, adjusting expectations, seeking resources, developing new methods, and changing strategies as needed. For example, Question 1, evaluating the ability to consider multiple solutions in new situations, received a mean score of 4.39, demonstrating effective problem-solving skills.

Questions 7 to 9, focusing on Coping Skills, also received high mean scores ranging from 4.28 to 4.36, highlighting teachers' proficiency in managing negative emotions, minimizing frustration, and drawing on positive feelings to navigate uncertainty. This resilience underscores their ability to handle professional and personal challenges effectively.

The aggregated mean score of 4.28 across all questions reflects the overall high adaptability of teachers in the district, characterized by proactive problem-solving, flexibility in adapting to new circumstances, and strong emotional resilience. These findings align with research emphasizing teachers' stages of adaptation in new educational environments (Aisha et al., 2022), highlighting their capacity for innovative problem-solving and adaptation. High adaptability not only enhances teachers' professional effectiveness but also supports educational quality and fosters a supportive environment for both teachers and students. This resilience is crucial for navigating changes in educational settings, as noted in educational psychology studies (Aisha et al., 2022).

7.5 Correlation between the level of implementation of the mental health wellness program to the teacher’s perceived stress and adaptability levels

Table 12. Correlation Analysis of the Study Variables

Correlation Matrix

			Level of Implementation	Level of Perceived Stress	Adaptability
Level of Implementation	Spearman's rho		—		
	df		—		
	p-value		—		
Level of Perceived Stress	Spearman's rho		-0.465 ***	—	
	df		146	—	
	p-value		< .001	—	
Adaptability	Spearman's rho		0.234 **	0.027	—
	df		145	145	—
	p-value		0.004	0.749	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

The study found a moderately negative correlation (Spearman's rho = -0.465, $p < 0.001$) between the implementation level of the mental health wellness program and teachers' perceived stress levels, indicating that as program implementation improved, perceived stress decreased. This highlights the effectiveness of mental health literacy interventions in supporting teacher well-being (Bichoualne, 2023; Agyapong et al., 2023).

Conversely, the correlation between program implementation and adaptability was positive but weaker (Spearman's rho = 0.234, $p = 0.004$), suggesting that higher implementation levels were associated with greater teacher adaptability. Effective mental health programs enable teachers to adapt more efficiently to changes (McLuckie et al., 2014; Cappella et al., 2012).

The study also found a negligible correlation (Spearman's rho = 0.027, $p = 0.749$) between perceived stress and adaptability, indicating no direct relationship. This suggests that while stress and adaptability are independent factors, effective mental health support can mitigate stress without hindering adaptability.

8. Conclusion

In conclusion, the mental health wellness program implemented for elementary teachers in the Banaybanay district was deemed effective in managing stress and enhancing adaptability during the

transition to face-to-face learning. Teachers reported moderate levels of perceived stress, with targeted support needed in specific areas to further reduce stress and bolster resilience. The study highlighted teachers' high levels of adaptability, demonstrating their capability to adjust to new situations and regulate emotions effectively. Significant findings included a negative correlation between program implementation and perceived stress levels, indicating that improved program implementation was linked to lower stress. Additionally, a positive but weaker correlation existed between program implementation and adaptability, underscoring the program's role in fostering adaptability among teachers. Notably, the negligible correlation between perceived stress and adaptability suggests that stress levels did not directly impede teachers' ability to adapt. These insights emphasize the importance of robust mental health support programs in sustaining teacher well-being and professional efficacy.

9. Recommendations

Based on the findings of this study, several recommendations were identified to enhance the quality of education and promote the mental health wellness of teachers:

For policymakers, it was recommended to develop comprehensive mental health policies tailored to teachers' specific needs, including regular mental health check-ups, stress management workshops, and resilience-building programs. Allocating specific funding for these programs and integrating stress management and adaptability training into annual professional development sessions were crucial steps. School principals were advised to enhance existing mental health wellness programs by expanding session frequency and diversifying activities. Establishing support systems and peer networks within schools, implementing regular assessments, and using feedback to improve program effectiveness were also recommended.

Teachers were encouraged to actively engage in mental health programs, promote self-awareness of stress levels, and develop personalized stress management plans. Creating a work environment supportive of work-life balance through enjoyable activities outside of work was highlighted as beneficial.

For future researchers, longitudinal studies to evaluate the long-term impact of mental health programs on stress levels and adaptability among teachers were recommended. Exploring other factors influencing adaptability, such as personal traits and organizational culture, through comparative studies across different educational contexts was also suggested.

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