Global Scientific JOURNALS

FACTORS CONTRIBUTING TO STRESS AND MENTAL HEALTH CONDITIONS AMONG TEACHERS AMIDST THE COVID-19 PANDEMIC, MISAMIS ORIENTAL
By:

Alex Labial Señara, D.M, Cheryl Ann A. Matela, D.M, Engr. Romeo A. Matela
Tagoloan Community College, Tagoloan Misamis Oriental, Philippines 9001

Abstract: *This paper examines the factors contributing to stress concerning mental health amidst the pandemic. This is carried out using quantitative research and includes the descriptive correlational design. It aims to describe the relationship among variables that are factors contributing to stress and mental health condition. This study uses 237 samples as a source of information about the study conducted. It also demonstrates the salient sources of information and the use of different statistical tools to process the intended result. As the study progresses, the overall outcome reveals that several significant variances support that to some degree, stress is built up through the modern learning approach specifically the modality. It came across that some contributory causes are the teaching experience wherein capital adjustment and adherence to the new learning trend require a lot of energy and effort for teachers. The mental health condition of teachers faced a tremendous challenge and is somewhat heavy as it demands the right, appropriate qualifications, and educational attainment to submerge into the new and extraordinary learning arena and has strong significant relationships that draw some unfavorable impact to their health conditions. With this, the modern learning approach although it is temporary in nature forces teachers to leave in abeyance for the moment their usual mode of learning delivery and prefer the new modality attune to the changing time despite facing the challenge considering that the traditional classroom setting is transformed to synchronous and asynchronous mode. This is done to guarantee continuous access to educational knowledge and adopt the new normal. The avoidance of stress which results in teachers experience that affects their mental health embraces different elements such as working conditions, fear of contagion, and economic status and should therefore be controlled through an effective intervention plan designed to aid the teachers to cope with stress.*

Keywords: Factors contributing to stress about mental health conditions among teachers

Introduction

The advent of COVID-19 pandemic is a world health crisis that brought drastic changes to the general population. The World Health Organization (WHO) announced COVID-19 as a pandemic On March 11, 2020. The unforeseen occurrence of COVID-19 has undeniably interrupted the normalcy of life, now referred to as the new normal. There is a notable decline in physical and other meaningful undertakings, including activities of daily living. People's movements are limited. Anxiety for fear of contamination is experienced by consumers when buying basic needs. Pursuing leisure time such as travel with family and friends and other non-essential journeys has been minimized. Large social gatherings such as conferences, seminars, festivals, concerts, large weddings, and parties are prohibited. Instead, only small gatherings or special celebrations with intimate close friends and family are allowed. Furthermore, there are protocols to be followed, such as the requirement to wear a face mask and face shield, constant hand washing, and use of alcohol to disinfect. Physical or social distancing has been implemented subsequently, especially in public areas.

The Philippine national government responded and outlined various quarantine measures through its Inter-Agency Task Force on Emerging Infectious Diseases. The quarantine measures include forced home isolation or city/municipal/barangay isolation treatment facilities if detected positive for the SARS-CoV-2 variant to tackle the contagion of the deadly virus. The idea of being isolated longer and away from family conveys loneliness and worry to people. For a family member to be confined in the hospital and diagnosed with a severe or critical condition may mean the inability to be with them physically. Only the medical practitioners are present to assist and attend to their medical needs. Worst case scenario, the family is unable to be with a loved one when they die or unable to mourn someone's death in person because of the restrictions designed to stop the contagion. The grief over unexpected death is already affecting the mental health condition of people.

There is strict implementation of the different quarantine measures for each level has a corresponding degree of rigidity, from keeping only the essential businesses open to allowing all establishments to operate at a specific capacity. Thereby, it affects slowing down the economy. Also, this is why some people are worried about the uncertainty of their current jobs as it results from too little reduction of working hours or loss of employment. Other measures also involve prohibiting individuals in a certain age bracket from going outside their homes. There is an observation of the policy of stay-at-home orders. Limited people in public and open places means lower chances of infection. However, there is still the fear of the unknown and unforeseen enemy. People are forced to stay at home but still get infected by the coronavirus. Moreover, the education sector is greatly affected as it disrupts classes and the temporary closure of school premises. Traditional classroom or face-to-face class setting is mandated to suspend. There is a management of remote teaching, and virtual classes can be synchronous and asynchronous online or blended learning. Distance learning is a combination of either modular or online courses. The students have the liberty to prefer the most viable modality. For teachers, this is sudden and challenging how to familiarize themselves with new ways of interaction. Understandably, not all teachers are prepared, willing, or adapt to online classes immediately. As a result of this unprecedented situation, teachers have accumulated stress since the beginning of the pandemic, affecting their mental health. Mental health has

become front and center in the workplace with COVID-19. It all naturally brings about more anxiety and stress as well.

A Master of Arts in Psychology strengthens and expands on knowledge and abilities learned in an undergraduate psychology degree. This program aims to teach numerous scientific theories, methodologies, procedures, and principles of human behavior and mental processes. This study is relevant to the Master of Arts in Psychology as teachers' stress and mental health conditions concern cognitive functions. The teaching profession experiences stress; working in schools during this pandemic affects the teachers' mental health conditions. The pandemic brings uncertainty and further undermines the professionalism and confidence of many hard-working teachers.

Today, several people are now vaccinated, but this is not the reason to be complacent about the current situation. The pandemic is not over yet. Nonetheless, there is a further spread of the pandemic. The COVID-19 pandemic may cause excessive panic and anxiety, especially after the delta variant, a new variant named omicron, appears. This study aims to determine the factors contributing to stress about mental health conditions among teachers amidst the COVID-19 pandemic. Specifically, it seeks to identify the factors contributing to the stress experienced by the teachers and its influence on the mental health conditions of teachers. The proposed output for this study is to develop an intervention plan that would help the teachers cope with stress concerning mental health. An intervention plan includes strategies to allow teachers to build specific skills and monitor progress after that.

Methods

The type of study that was carried out for this study is quantitative research, specifically descriptive-correlational design. It described the variables and the relationships that occur naturally between and among them. Descriptive correlational research aimed to describe the relationship among variables (factors contributing to stress and mental health condition) rather than infer cause-and-effect relationships.

Environment

The research environment for this study included three municipalities and two- component cities of the province of Misamis Oriental, which has an existing Local College. Misamis Oriental is a Philippine province in the Philippines' Northern Mindanao area. Cagayan de Oro is the province's capital, largest city, and administrative center. (CDO), which is governed independently from the province. The following Local Colleges are Opol Community College in Opol, Misamis Oriental (2nd class municipality) 11 km West of Cagayan de Oro City proper; Initao College (3rd class municipality) and is 51.7 km West of (CDO) City right; Tagoloan Community College (1st class municipality) and is 17.8 km East of (CDO) City right; City College of El Salvador (Component City) and is 19.2 km West of (CDO) City proper and Community College of Gingoog City (Component City) and is 94 km East of (CDO) City proper.

Site Map
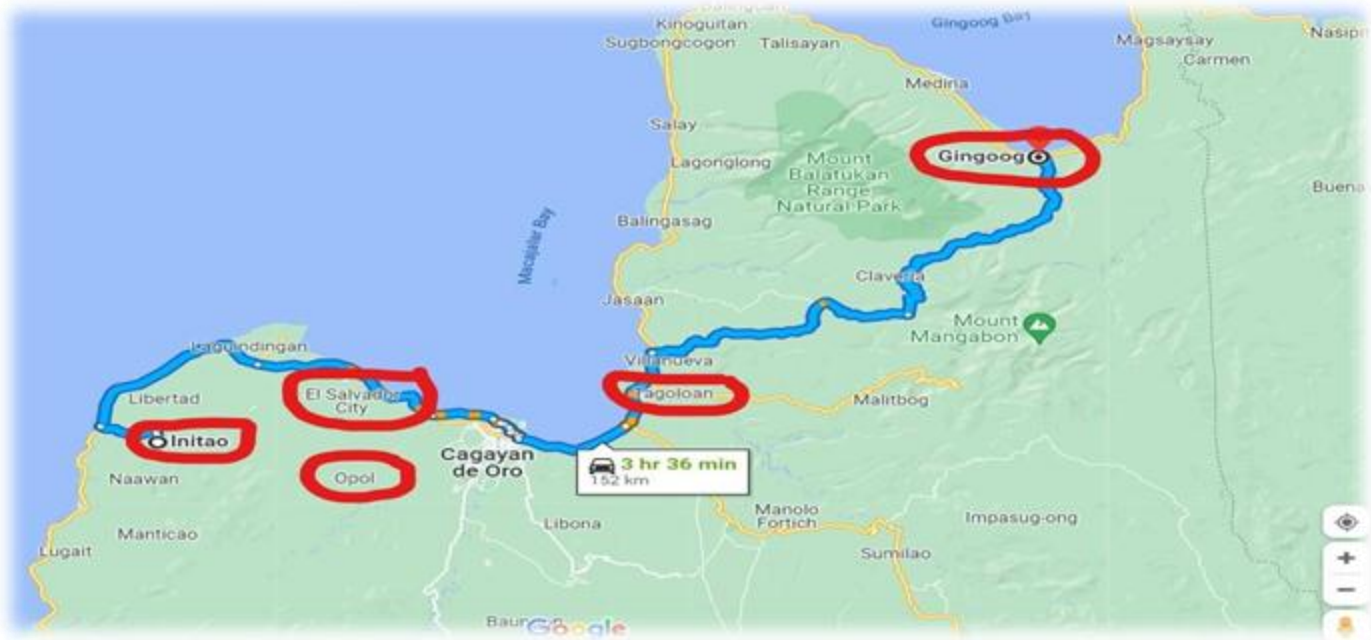
Respondents

The research respondents were the college teachers at the Local College of the three Misamis Oriental provincial municipalities and two-component cities. A total of 582 full-time and part-time teachers in the said schools participated in the study. Using Slovin's formula, the sample size for the study was 237

participants. The inclusion criteria include only those respondents aged 23-60 years old, with years of teaching experience in current school two years above, and have job status of part-time teacher and full-time teacher. At the same time, the exclusion criteria include respondents aged 61 years old and above, with below two years of teaching experience in their current school. The table below shows the distribution of the respondents. Table 1Distribution of Respondents N=237.

Name of Academic Institution	Population Size	Sample Size	Percentage
Initao College	114	46	**40.35%**
City College of El Salvador	77	31	**40.25%**
Opol Community College	76	31	**40.78%**
Tagoloan Community College	213	87	**40.84%**
Community College of Gingoog City	102	42	**41.17%**
Total	**582**	**237**	

Instrument

The self/research instrument was anchored on the Hardiness theory by Suzanne C. Kobasa in 1979 and the PERMA theory of well-being by Dr. Martin Seligman in 2011. It consists of three parts. Part I of the research instrument contains items that gather respondents' profiles such as age, sex, civil status, educational attainment, years of teaching experience, and learning modalities adapted. Part II of the research instrument contains the tool to determine the factors contributing to stress and the extent of the COVID-19 pandemic to the respondents. The type of psychometric scale used is the Likert scale. It has a 4-point scale, four means highly affecting, 3- is moderately affecting, 2- is less affecting and 1- is not affecting. Also, to determine the mental health condition of the COVID-19 pandemic the respondents and to what level. The 4-point scale is used; 4(four) means poor, 3 (three) is fair, 2 (two) is good, and 1 (one). The said questionnaires were subjected to pilot testing for respondents who were not part of the actual gathering of the said research data. The data gathered during the pilot test were subjected to Cronbach's Alpha test to ensure validity and reliability are very good.

Data Gathering Procedures

Phase 1: A formal written permission to conduct the research study was addressed to the Dean of the Graduate School, Vice-President for Academic Affairs, and School Presidents of the Local Colleges of the five municipalities and two-co cities of the province of Misamis Oriental via electronic mail. Phase 2: An informed consent form was given before the conduct of the study. The data relevant to the study was through primary sources using online surveys through Google Forms sent directly to the respondents. The respondent was responsible to provide correct and complete information and thereby accomplishing all the items of the survey questionnaire. The duration of the respondent's involvement in the study was approximately ten to fifteen minutes only. Phase 3; It was ascertained that it was completed and returned. Phase 4: After gathering the responses, it was tallied and collated in tabular form for analysis and interpretation. Phase 5: After which, it will be subjected to statistical treatment to test the hypothesis.

Ethical Considerations

The protection of the respondents through appropriate ethical considerations was essential in the research study. The interaction with them was done personally through electronic mail or cell phone calls that did not invade their privacy. Care was ensured that the respondents understood the nature of the study and that participation was voluntary. They had the right to withdraw from the study at any time if they wished to do so. Informed consent was also provided to the respondents. The principle of informed consent involves the researcher providing sufficient information and assurances about taking part to allow respondents to understand the implications of participation in the research study. A statement was made that the respondent's information that was collected from this research was kept private and confidential. An assurance of utmost confidentiality that all personal data retrieved was only seen and accessed by the researcher and was not duplicated or posted anywhere to ensure data privacy. It was disposed of after the research was completed.

Statistical Treatment

The study made use of the following statistical treatment to obtain the information required to interpret the result of this study successfully:

Simple Percentage. The profile variables of the respondents were analyzed using the simple percentage with the following formula.

Weighted Mean. This statistical tool computed the weight of the responses in the questionnaire assigned by the respondents during the actual data-gathering procedure.

Chi-square Test. This statistical test was used when comparing observed and expected results, and this method was employed. The goal of this test was to figure out if a disparity between experimental and desired data was the result of chance or a connection between the variables you're looking into.

Pearson product-moment correlation or Pearson r is set at 0.05 alpha level of significance. This test was used to determine or measure the strength of a linear association or the significant relationship between two variables and is denoted by r.

T-test. A t-test is a type of inferential statistics used to see whether there was a substantial discrepancy between two groups' means related to certain features.

ANOVA or (analysis of variance). It is a statistical test of the hypothesis that compared the two or more independent comparison groups' means of a continuous variable.

Normality test

The gathered data will be subjected to a normality test to determine the appropriate statistical tools employed. If the data were typically distributed, it used the parametric. Meanwhile, if the data were skewed, non-parametric tools were used. All the survey data were entered into the **statistical analysis program SPSS**. SPSS software performs quantitative analysis as a complete statistical package based on a point and clicks interface.

Results and Discussions

Table 8
Factors Contribute to Stress in Terms of Working Condition
n= 246

A. Working Conditions	Mean	Std. Deviation	Interpretation	Rank
1. Work-from-home scheme	3.09	0.78	Moderately Affecting	3
2. Internet connections inside the school campus/connectivity load for remote teaching	3.20	0.81	Moderately Affecting	2
3. Readily available module	2.96	0.79	Moderately Affecting	6
4. Peer and superior relationship and school climate	2.97	0.83	Moderately Affecting	5
5. Collaboration with peers and superiors	3.02	0.82	Moderately Affecting	4
6. Response of students in the chosen modality	3.23	0.69	Moderately Affecting	1
Composite Mean	**3.08**	**0.50**	**Moderately Affecting**	

Parameter
3.26 - 4.00   Highly Affecting
2.51 - 3.25   Moderately Affecting
1.76 - 2.50   Less Affecting
1.00 - 1.75   Not Affecting

The table above reflects the data which arrived at the composite mean of 3.08 which is a descriptive rating of moderately affecting. All six items have the same descriptive value of moderately affecting. Item 6, the response of students in the chosen modality got the highest rating with a mean of 3.23. It is followed by item 2, internet connections inside the school campus/connectivity load for remote teaching with a mean of 3.20. Next is item 1, work from the home scheme with a mean of 3.09, then item 5, and collaboration with peers and superiors with a mean of 3.02. It is followed by item 4, peer and superior relationship and school climate with a mean of 2.97; and lastly is item 3, a readily available module with a mean of 2.96.

Health Status. Table 9 indicates the health status factor that contributes to stress.

Table 9

Factors Contribute to Stress in Terms of Health Status

n= 246

B. Health Status	Mean	Std. Deviation	Interpretation	Rank
1. Personal and family safety is at risk.	3.07	0.83	Moderately Affecting	1
2. Quality of life is lower than before.	2.90	0.84	Moderately Affecting	5
3. Physical health may deteriorate.	3.03	0.80	Moderately Affecting	3
4. Mental health has deteriorated.	3.07	0.82	Moderately Affecting	1
5. Long-term health problem/condition	3.06	0.81	Moderately Affecting	2
6. Belief and trust towards COVID-19 vaccination	2.96	0.79	Moderately Affecting	4
Composite Mean	**3.01**	**0.58**	**Moderately Affecting**	

All the items listed above in the health status factor got a descriptive rating of moderately affecting. It resulted in a composite mean of 3.01 interpreted as moderately affecting. The highest rating of 3.07 was earned by both item 1, personal and family safety is at risk & item 4, mental health has deteriorated. It is followed by item 5, long-term health problem/condition with a mean of 3.06. Next is item 3, physical health may deteriorate with a mean of 3.03. Belief and trust towards COVID-19 vaccination are after with a mean of 2.96 and finally, quality of life is lower than before with a mean of 2.90.

Fear of Contagion. Table 10 reveals fear of contagion factor that

Contribute to stress.

Table 10

Factors Contribute to Stress in Terms of Fear of Contagion

n= 246

C. Fear of Contagion	Mean	Std. Deviation	Interpretation	Rank
Practice physical/social distancing and observance of proper hygiene	3.11	0.81	Moderately Affecting	5
Concern for the welfare of the family, relatives, and friends	3.34	0.62	Highly Affecting	1
Anxious if criticized and discriminated against when infected with COVID-19	3.15	0.80	Moderately Affecting	4
Anxious if someone near is infected with COVID-19	3.24	0.68	Moderately Affecting	2
Presence of COVID-19 cases near the residence	3.09	0.77	Moderately Affecting	6
Presence of a medical condition	3.17	0.71	Moderately Affecting	3
Composite Mean	3.18	0.52	Moderately Affecting	

Parameter

3.26	-	4.00	Highly Affecting
2.51	-	3.25	Moderately Affecting
1.76	-	2.50	Less Affecting
1.00	-	1.75	Not Affecting

The table above reflects the data which arrived at the composite mean of 3.18 which is a descriptive rating of moderately affecting. All six items have the same descriptive value moderately affecting. Item 2, concern for the welfare of the family, relatives, and friends mean of 3.34 is the highest rank. It is followed by item 4, anxious if someone near is infected with COVID-19 with a mean of 3.24; next is item 6, presence of a medical condition with a mean of 3.17, then item 3, anxious if criticized and discriminated against when infected with COVID-19 has a mean of 3.15. It is followed by item 1, the practice of physical/social

distancing and observance of proper hygiene has a mean of 3.11, and lastly item 5, the presence of COVID-19 cases near residence with a mean of 3.09

Relationship. Table 11 depicts the relationship factor that contributes to stress

Table 11
Factors Contribute to Stress in Terms of Relationship
n= 246

D. Relationship	Mean	Std. Deviation	Interpretation	Rank
Perceived relationship with superiors during the pandemic	2.90	0.75	Moderately Affecting	3
Perceived relationships with peers during the pandemic	2.91	0.75	Moderately Affecting	2
Perceived relationship with family during the pandemic	2.88	0.79	Moderately Affecting	4
Perceived relationships with relatives during the pandemic	2.87	0.80	Moderately Affecting	5
Perceived Relationships with students during the Pandemic	3.14	0.71	Moderately Affecting	1
Composite Mean	2.94	0.66	Moderately Affecting	

Parameter
3.26	-	4.00	Highly Affecting
2.51	-	3.25	Moderately Affecting
1.76	-	2.50	Less Affecting
1.00	-	1.75	Not Affecting

The composite mean in the relationship factor is 2.94 interpreted as moderately affecting. All items in this dimension garnered the same descriptive rating. Item 5, perceived relationship with students during the pandemic got a mean of 3.14; it is followed by item 2, perceived relationship with peers during the pandemic with a mean of 2.91; item 1, perceived relationship with superiors during the pandemic has a mean of 2.90; next in rank is item 3, perceived relationship with family during pandemic which has a mean of 2.88; lastly is item 4, perceived relationship with relatives during pandemic has a mean of 2.87.

Economic Status. Table 12 discloses the data on the economic factor that contribute to stress.

Table 12
Factors Contribute to Stress in Terms of Economic Status
n= 246

E. Economic Status	Mean	Std. Deviation	Interpretation	Rank
1. Anxiety in the reduction of work hours	2.92	0.83	Moderately Affecting	4
2. Anxiety about losing the job	2.84	0.95	Moderately Affecting	5
3. Trade disruption	2.99	0.76	Moderately Affecting	3
4. Economic adversities	3.15	0.66	Moderately Affecting	1
5. Not able to work efficiently	3.02	0.77	Moderately Affecting	2
Composite Mean	**2.99**	**0.63**	**Moderately Affecting**	

Parameter
3.26	-	4.00	Highly Affecting
2.51	-	3.25	Moderately Affecting
1.76	-	2.50	Less Affecting
1.00	-	1.75	Not Affecting

Moderately affecting is the same interpretation for all the items. First in rank is item 4, economic adversities has a mean of 3.15; second rank is item 5, not able to work efficiently has a mean of 3.02; third is item 3, trade disruption has a mean of 2.99; fourth is item 1, anxiety in reduction of work hours has a mean of 2.92 and lastly item 2, anxiety in losing a job has a mean of 2.84.

Summary of Factors Contributing to Stress. Table 13 unravels the summary of the factors that contribute to stress

Table 13

Factors Contribute to Stress amidst the COVID-19 Pandemic of Respondents Summary

Factors Contribute to Stress Amidst the COVID-19 Pandemic of Respondents	Mean	Std. Deviation	Interpretation	Rank
A. Working Conditions	3.08	0.78	Moderately Affecting	2
B. Health Status	3.01	0.81	Moderately Affecting	3
C. Fear of Contagion	3.19	0.73	Moderately Affecting	1
D. Relationship	2.94	0.76	Moderately Affecting	5
F. Economic Status	2.99	0.79	Moderately Affecting	4
Over-All Composite Mean	**3.04**	**0.77**	**Moderately Affecting**	

As reflected in the above, the overall composite mean of the factors that contribute to stress is 3.04 which is moderately affecting. All items have an interpretation of moderately affecting. Out of the six factors, fear of contagion got the highest composite mean of 3.19; it is followed by working conditions with a composite mean of 3.08; next is health status, and has a composite mean of 3.01; then comes next is the economic status with a composite mean of 2.99. Lastly, relationships have a composite mean of 2.94.

Mental Health Condition

The succeeding tables unravel the data on the mental health condition in the following aspects namely: anxiety, helplessness, disappointment, and irritability. Anxiety. Table 14 shows the mental health condition in terms of anxiety.

Table 14
Mental Health Condition in Terms of Anxiety
n= 246

Anxiety	Mean	Std. Deviation	Interpretation	Rank
Worry if self or loved one is infected with COVID-19/death of a loved one	2.96	0.82	Fair	1
Worry about the effect of COVID-19 vaccination	2.87	0.74	Fair	2
Worry about how unable to join family gatherings	2.87	0.80	Fair	2
Worry about limitations of travel	2.87	0.81	Fair	2
Worry that relatives abroad can't go home anytime	2.87	0.81	Fair	2
Worry about lockdown intensity	2.76	0.81	Fair	3
Composite Mean	2.87	0.49	Fair	

Parameter
3.26	-	4.00	Poor
2.51	-	3.25	Fair
1.76	-	2.50	Good
1.00	-	1.75	Very Good

All the items in mental health condition in terms of anxiety earned a descriptive rating of fair. It has a composite mean of 2.87. Worry if self or loved one is infected with COVID-19/death of a loved one earned which is item 1 is first rank with a mean of 2.96. Four items are equally second in rank with a mean of 2.87, namely item 2, worry about the effect of COVID-19 vaccination; 3, worry about how unable to join family gatherings; 4, worry about limitation of travel & 5, worry that relatives abroad can't go home anytime, and last rank is item 6, worry on lockdown intensity with a mean of 2.76

Helplessness. Table 15 indicates the mental health condition in terms of helplessness.

Table 15
Mental Health Condition in Terms of Helplessness
n= 246

Helplessness	Mean	Std. Deviation	Interpretation	Rank
Access to a fast internet connection in the area	2.81	0.78	Fair	3
Complex and diverse learning needs of individual students	2.83	0.73	Fair	1
Addressing behavioral challenges with large class size	2.82	0.69	Fair	2
Natural calamities	2.61	0.78	Fair	5
Sleeplessness	2.81	0.71	Fair	3
Feeling helpless as the pandemic continues	2.80	0.74	Fair	4
Composite Mean	2.78	0.49	Fair	

Parameter

3.26	-	4.00	Poor
2.51	-	3.25	Fair
1.76	-	2.50	Good
1.00	-	1.75	Very Good

All items in terms of helplessness have a descriptive rating of fair with a composite mean of 2.78. The complex and diverse learning needs of individual students are the highest rank with a mean of 2.83. Next in rank is addressing behavioral challenges with a large class size with a mean of 2.82. It is followed by item 1, access to a fast internet connection in the area, and item 5, sleeplessness. Both items have a mean of 2.81. It is followed by, item 6, feeling helpless as the pandemic continues with a mean of 2.80. Natural calamities or item 4 is the last rank with a mean of 2.61.

Disappointment. Table 16 presents the mental health condition in terms of disappointment.

Table 16
Mental Health Condition in Terms of Disappointment
n= 246

Disappointment	Mean	Std. Deviation	Interpretation	Rank
Disruptive student behavior (lack of effort)	2.87	0.74	Fair	1

Cancelled holidays; separation from loved ones; delayed work.	2.71	0.69	Fair	5
Heavy workload	2.83	0.69	Fair	2
Inconsistent implementation of policies	2.72	0.68	Fair	4
Infection risk perception	2.74	0.64	Fair	3
Composite Mean	2.77	0.48	Fair	

Parameter

3.26	-	4.00	Poor
2.51	-	3.25	Fair
1.76	-	2.50	Good
1.00	-	1.75	Very Good

All items in terms of disappointment have a descriptive rating of fair with a composite mean of 2.77. Item 1, disruptive student behavior (lack of effort) ranks first with a mean of 2.87. Item 3, the heavy workload is the second rank with a mean of 2.83. It is followed by item 5, infection risk perception with a mean of 2.74; next is item 4, inconsistent implementation of policies with a mean of 2.72 and lastly, item 2, cancelled holidays; separation from loved ones; delayed work with a mean of 2.71.

Irritability. Table 17 presents the mental health condition in terms of irritability.

Table 17
Mental Health Condition in Terms of Irritability
n= 246

Irritability	Mean	Std. Deviation	Interpretation	Rank
Presence of anti-vaccination individuals	2.59	0.70	Fair	3
Angered because of things that were outside of your control	2.54	0.74	Fair	5
I felt difficulties were piling up so high	2.55	0.71	Fair	4
Decrease access to activities that help cope with stress	2.64	0.78	Fair	1
Requirement of quick adaptation of work	2.55	0.68	Fair	4
Engage activities perceive as unsafe	2.60	0.73	Fair	2
Composite Mean	2.58	0.56	Fair	

Parameter

3.26	-	4.00	Poor
2.51	-	3.25	Fair
1.76	-	2.50	Good
1.00	-	1.75	Very Good

As shown in the table above, the mental health condition in terms of irritability, the composite mean of 2.58 which is interpreted as fair. All six irritability factors earned the descriptive value of fair which comprise the following as ranked: decrease access to activities that help cope with the stress 2.64; engaged activities perceive as unsafe with a composite mean of 2.60; the presence of anti-vaccination individuals with a composite mean of 2.59. Two factors have the same composite mean of 2.55, one is It is followed

by felt difficulties were piling up and the other factor is a requirement of quick adaptation. Lastly, angered because of things that were outside of your control with a composite mean of 2.54.

Summary on Mental Health Condition. Table 18 unravels the summary of mental health conditions.
Table 18
Mental Health Condition of Respondents Summary

Mental Health Condition of Respondents	Mean	Std. Deviation	Interpretation	Rank
A. Anxiety	2.87	0.78	Fair	1
B. Helplessness	2.78	0.74	Fair	2
C. Disappointment	2.77	0.69	Fair	3
D. Irritability	2.58	0.73	Fair	4
Over-All Composite Mean	2.75	0.73	Fair	

As revealed in the table above, the mental health condition garnered an overall composite mean of 2.75 which is interpreted as fair. All four mental health conditions earned the descriptive value of fair which comprise the following as ranked: anxiety with a composite mean of 2.87; helplessness with a composite mean of 2.78; disappointment with a composite mean of 2.77. Lastly, irritability with a composite mean of 2.58.

Correlation between Age and Factors Contributing to Stress
Table 19 shows the correlation between age and factors contributing to stress
Table 19

Correlation between the Age and Factors Contributing to Stress

Correlation			
		Age	Factors Contributing to Stress
Spearman's rho	Correlation Coefficient	1.000	-0.039
	Sig. (2-tailed)		**0.538**
	N	246	246

p = 0.538
Result: Insignificant
Ho: Failed to Reject

To determine if there is a significant degree of correlation between age and factors contributing to stress, the data were subjected to Spearman's rho test. The result shows that the p-value is 0.5383 which is greater than the 0.05 level of significance. It indicates that there is no significant degree relationship between age and factors contributing to stress. It implies that the age of respondents did not influence the factors contributing to stress.

Relationship between Sex and Factors Contributing to Stress
Table 20 shows the relationship between sex and factors contributing to stress
Table 20

Relationship between Sex and Factors Contributing to Stress

		Factors Contributing to Stress				Total
		Not Affecting	Less Affecting	Moderately Affecting	Highly Affecting	
Sex	Male	1	14	95	13	123
	Female	1	9	104	9	123
Total		2	23	199	22	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	2.221[a]	3	0.528		
Likelihood Ratio	2.234	3	0.525		
Linear-by-Linear Association	0.019	1	0.891		
N of Valid Cases	246				

p = 0.528
Result: Insignificant
Ho: Failed to Reject

The result of the computation on the relationship between sex and factors contributing to stress obtained a Chi-square value is 0.528 which is greater than the 0.05 level of significance. It implies that there is no significant relationship between sex and factors contributing to stress. Thus, the null hypothesis is accepted. This further signifies that the sex profile of the respondents did not affect the factors contributing to stress

Relationship between the Civil Status and Factors Contributing to Stress
Table 21 displays the relationship between civil status and factors contributing to stress
Table 21
Relationship between the Civil Status and Factors Contributing to Stress

		Factors Contributing to Stress				Total
		Not Affecting	Less Affecting	Moderately Affecting	Highly Affecting	
Civil Status	Single	0	12	114	12	138
	Married	1	11	75	10	97

	Divorced	0	0	2	0	2
	Separated	0	0	4	0	4
	Widowed	1	0	4	0	5
Total		2	23	199	22	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	27.041[a]	12	**0.008**		
Likelihood Ratio	12.014	12	.445		
Linear-by-Linear Association	2.138	1	.144		
N of Valid Cases	246				

p = 0.008
Result: Significant
Ho: Rejected

This table shows that the computed Chi-square-value was 0.008 which is less than the 0.05 level of significance. The data disclosed that there is a significant relationship between the civil status profile and factors contributing to stress. Thus, the null hypothesis is rejected. This implies that civil status has a significant effect on factors contributing to stress.

Relationship between the Highest Educational Attainment and Factors Contributing to Stress

Table 22 depicts the relationship between the highest educational attainments and factors contributing to stress
Table 22

Relationship Between the Highest Educational Attainment and Factors Contributing to Stress

		Factors Contributing to Stress				Total
		Not Affecting	Less Affecting	Moderately Affecting	Highly Affecting	
Highest Educational Attainment	Baccalaureate Degree	1	14	110	12	137
	Master's Degree	1	7	70	9	87
	Doctorate Degree	0	2	19	1	22
Total		2	23	199	22	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		

Pearson Chi-Square	1.344[a]	6	**.969**		
Likelihood Ratio	1.608	6	.952		
Linear-by-Linear Association	.019	1	.889		
N of Valid Cases	246				

p = .969
Result: Insignificant
Ho: Failed to Reject

The table above shows that the computed Chi-square value which is 0.969 is greater than the 0.05 level of significance. It can be inferred that there is no significant relationship between the highest educational attainment and factors contributing to stress. Thus, the null hypothesis is accepted. It means the highest educational attainment did not significantly affect the distress tolerance of the respondents.

Relationship between the Years of Teaching Experience and Factors Contributing to Stress
Table 23 shows the relationship between the years of teaching experience and factors contributing to stress
Table 23

**Relationship between the Years of Teaching Experience
and Factors Contributing to Stress**

Correlation				
		Years of Teaching Experience	Factors Contributing to Stress
Spearman's rho	Correlation Coefficient	1.000	-0.081
	Sig. (2-tailed)		**0.205**
	N	246	246

p=0.205
Result: Significant
Ho: Failed to Reject

To determine if there is a significant degree of correlation between the years of teaching experience and factors contributing to stress, the data was subjected to Spearman's rho test. The result shows that the p-value is 0.205 which is greater than the 0.05 level of significance. It indicates that there is no significant degree relationship between the years of teaching experience and factors contributing to stress. It implies that the years of teaching experience of respondents did not influence the factors contributing to stress.

Relationship between the Learning Modalities and Factors Contributing to Stress

Table 24 presents the relationship between the learning modalities and factors contributing to stress

Table 24
Relationship between the Learning Modalities and Factors Contributing to Stress

		Factors Contributing to Stress				Total
		Not Affecting	Less Affecting	Moderately Affecting	Highly Affecting	
Learning Modalities	Modular	0	1	9	0	10
	Synchronous	0	2	5	1	8
	Asynchronous	1	4	20	4	29
	Blended	1	16	165	17	199
Total		2	23	199	22	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	8.791[a]	9	**.457**		
Likelihood Ratio	7.956	9	.529		
Linear-by-Linear Association	1.084	1	.298		
N of Valid Cases	246				

p = .457
Result: Insignificant
Ho: Failed to Reject

Based on the chi-square test result between learning modalities and factors contributing to stress as shown in the table, the computed p-value which is 0.457 is greater than the 0.05 level of significance. It indicates that there is no significant degree of relationship between learning modalities and factors contributing to stress. Thus, the null hypothesis is accepted. This can be inferred that learning modalities did not influence factors contributing to stress. Regardless of the learning modalities, the factors contributing to stress are not affected

Relationship between the Age and Level of Mental Health Conditions

Table 25 discloses the relationship between the age and level of mental health conditions.

Table 25
Relationship between the Age and Level of Mental Health Conditions

Correlation			
		Age	Level of Mental Health Conditions
Spearman's rho	Correlation Coefficient	1.000	610
	Sig. (2-tailed)		**<.01**
	N	246	246

p <.01

Result: Significant
Ho: Rejected

It can be observed in the table that the obtained p-value which Is 0.01 is lesser than the 0.05 level of significance. It indicates that there is a significant correlation between the age and mental health conditions of the respondents. Thus, the null hypothesis is rejected. This further signifies that age is a determinant factor for the mental health conditions of the respondents.

Relationship between the Sex and Level of Mental Health Conditions

Table 26 shows the relationship between the sex and level of mental health conditions.
Table 26
Relationship between the Sex and Level of Mental Health Conditions

		Level of Mental Health Conditions				Total
		Very Good	Good	Fair	Poor	
Sex	Male	4	96	21	2	123
	Female	0	94	27	2	123
Total		4	190	48	4	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	4.771[a]	3	**.189**		
Likelihood Ratio	6.318	3	.097		
Linear-by-Linear Association	1.747	1	.186		
N of Valid Cases	246				

p = .189
Result: Insignificant
Ho: Failed to Reject

The table above shows that the computed Chi-square value which is 0.189 is greater than the 0.05 level of significance. It can be inferred that there is no significant relationship between the sex and level of mental health conditions Thus, the null hypothesis is accepted. It means that sex did not significantly affect mental health conditions.

Relationship between the Civil Status and Level of Mental Health Conditions
Table 27 displays the relationship between civil status and the level of mental health conditions
Table 27
Relationship between the Civil Status and Level of Mental Health Conditions

		Level of Mental Health Conditions				Total
		Very Good	Good	Fair	Poor	

Civil Status	Single	2	132	4	0	138
	Married	2	56	37	2	97
	Divorced	0	2	0	0	2
	Separated	0	0	2	2	4
	Widowed	0	0	5	0	5
Total		4	190	48	4	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	133.953[a]	12	**<.01**		
Likelihood Ratio	94.492	12	<.01		
Linear-by-Linear Association	68.888	1	<.01		
N of Valid Cases	246				

p <.01
Result: Significant
Ho: Rejected

The result of the computation on the relationship between civil status and level of mental health conditions obtained a Chi-square value of 0.01 which is lesser than the 0.05 level of significance. It implies that there is a significant relationship between civil status and mental health conditions. Thus, the null hypothesis is rejected. This further signifies that civil status affects the level of mental health conditions.

Relationship between the Highest Educational Attainment and Level of Mental Health Conditions

Table 28 shows the relationship between the highest educational attainment and the level of mental health conditions.

Table 28

Relationship between the Highest Educational Attainments

and Level of Mental Health Conditions

		Level of Mental Health Conditions				Total
		Very Good	Good	Fair	Poor	
Highest Educational Attainment	Baccalaureate Degree	4	128	5	0	137
	Master's Degree	0	58	27	2	87
	Doctorate Degree	0	4	16	2	22
Total		4	190	48	4	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	84.551[a]	6	**<.01**		
Likelihood Ratio	83.439	6	<.01		
Linear-by-Linear Association	76.596	1	<.01		
N of Valid Cases	246				

p <.01
Result: Significant
Ho: Rejected

It can be observed in the table that the obtained p-value which is 0.01 is lesser than the 0.05 level of significance. It signifies that there is a significant relationship between the highest educational attainment and the mental health conditions of the respondents. Thus, the null hypothesis is rejected. This further signifies that the highest educational attainment is a determinant factor for the mental health conditions of the respondents.

Relationship between the Years of Teaching Experience and Level of Mental Health Conditions

Table 29 displays the relationship between the years of teaching experience and the level of mental health conditions

Table 29
Relationship between the Years of Teaching Experience and Level of Mental Health Conditions
p = 0.157
Result: Significant
Ho: Rejected

Correlation

		Years of Teaching Experience	Level of Mental Health Conditions
Spearman's rho	Correlation Coefficient	1.000	679
	Sig. (2-tailed)		**<.01**
	N	246	246

p <.01
Result: Significant
Ho: Rejected

To determine if there is a significant degree of correlation between years of teaching experience and level of mental health conditions, the data is subjected to the Spearman rho test. It is indicated in the result that the p-value obtained is 0.01 which is lesser than the 0.05 level of significance. It denotes that there is a significant degree of relationship between years of teaching experience and level of mental health conditions. It signifies that years of teaching experience affect the level of mental health conditions.

Relationship between the Learning Modalities and Level of Mental Health Conditions

Table 30 shows the relationship between the learning modalities and the level of mental health conditions.

Table 30

Relationship between the Learning Modalities and Level of Mental Health Conditions

		Level of Mental Health Conditions				Total
		Very Good	Good	Fair	Poor	
Learning Modalities	Modular	1	9	0	0	10
	Synchronous	1	6	1	0	8
	Asynchronous	2	22	5	0	29
	Blended	0	153	42	4	199
Total		4	190	48	4	246

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)		
Pearson Chi-Square	21.980[a]	9	**0.009**		
Likelihood Ratio	19.869	9	0.019		
Linear-by-Linear Association	8.430	1	0.004		
N of Valid Cases	246				

p = 0.009
Result: Significant
Ho: Rejected

The table above shows that the computed Chi-square value which is 0.009 is lesser than the 0.05 level of significance. It can be inferred that there is a significant relationship between the learning modalities and the level of mental health conditions. Thus, the null hypothesis is rejected. It means the learning modalities significantly affect the level of mental health conditions.

Summary of Results

Table 31 presents the summary of the results of the profile of the respondents and their level of mental health conditions.

Table 31

Summary of Results

Variables	p-value	Result	Decision
1. Relationship Between the Age and Factors Contributing to Stress	0.538	Insignificant	Failed to Reject
2. Relationship Between the Sex and Factors Contributing to Stress	0.528	Insignificant	Failed to Reject
3. Relationship Between the Civil Status and Factors Contributing to Stress	0.008	Significant	Reject

	Result	Significance	Decision
4. Relationship Between the Highest Educational Attainment and Factors Contributing to Stress	0.969	Insignificant	Failed to Reject
5. Relationship Between the Years of Teaching Experience and Factors Contributing to Stress	0.205	Insignificant	Failed to Reject
6. Relationship Between the Learning Modalities and Factors Contributing to Stress	0.457	Insignificant	Failed to Reject
7. Relationship Between the Age and Level of Mental Health Conditions	<.01	Significant	Reject
8. Relationship Between the Sex and Level of Mental Health Conditions	0.189	Insignificant	Failed to Reject
9. Relationship Between the Civil Status and Level of Mental Health Conditions	<.01	Significant	Reject
10. Relationship Between the Highest Educational Attainment and Level of Mental Health Conditions	<.01	Significant	Reject
11. Relationship Between the Years of Teaching Experience and Level of Mental Health Conditions	<.01	Significant	Reject
12. Relationship Between the Learning Modalities and Level of Mental Health Conditions	0.009	Significant	Reject

As stipulated in the above result, some of the items namely item 3, the relationship between civil status and factors contributing to stress; item 7, the relationship between the age and level of mental health conditions; 9, the relationship between the civil status and level of mental health conditions; 10, relationship between the highest educational attainment and level of mental health conditions; 11, the relationship between the years of teaching experience and level of mental health conditions; 12, the relationship between the learning modalities and level of mental health conditions have a significant relationship with the level of mental health conditions. The other items namely item 1, the relationship between age and factors contributing to stress; 2, the relationship between sex and factors contributing to stress;4, the relationship between the highest educational attainment and factors contributing to stress;5, the relationship between the years of teaching experience and factors contributing to stress; 6, the relationship between the learning modalities and factors contributing to stress; and 8, the relationship between the sex and level of mental health conditions do not have a significant relationship with the level of mental health conditions.

Relationship between the Extents of Factors Contributing Stress
Table 32 displays the relationship between the extent of factors contributing to stress.
Table 32
Relationship between the Extents of Factors Contributing Stress

Correlation Matrix		1	2	3	4	5
1. Working Conditions	Pearson's r	—				
	p-value	—				
2. Health Status	Pearson's r	0.464	—			
	p-value	< .001	—			

Correlation Matrix		1	2	3	4	5
3. Fear of contagion	Pearson's r	0.309	0.328	—		
	p-value	< .001	< .001	—		
4. Economic status	Pearson's r	0.306	0.129	0.373	—	
	p-value	< .001	0.043	< .001	—	
5. Relationship	Pearson's r	0.409	0.321	0.335	0.517	—
	p-value	< .001	< .001	< .001	< .001	—

All p <.05
Result: Significant
Ho: Rejected

The above table shows a significant degree of correlation between the extent of factors contributing to stress. As shown in the table, the p-value of all variables is less than the alpha value of 0.05. Thus, the null hypothesis is significantly correlated.

Relationship between the Levels of Mental Health Conditions

Table 33 reveals the relationship between the levels of mental health conditions.
Table 33
Relationship between the Levels of Mental Health Conditions

Correlation Matrix		1	2	3	4
1. Anxiety	Pearson's r	—			
	p-value	—			
2. Helplessness	Pearson's r	0.321	—		
	p-value	< .001	—		
3. Disappointment	Pearson's r	0.262	0.520	—	
	p-value	< .001	< .001	—	
4. Irritability	Pearson's r	0.161	0.292	0.396	—
	p-value	0.011	< .001	< .001	—

All p <.05
Result: Significant
Ho: Rejected

The above table shows a significant degree of correlation between levels of mental health conditions variables. As shown in the table, the p-value of all variables is less than the alpha value of 0.05. Thus, the null hypothesis is significantly correlated.

Difference Between the male and females towards the Extent of Factors Contributing to Stress

Table 34 shows the difference between males and females regarding the extent of factors contributing to stress.
Table 34
Difference Between the male and Females towards the Extent of Factors Contributing Stress

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Factors Contributing Stress	Equal variances assumed	2.220	0.138	-0.137	244	0.891	-0.008	0.059	-0.125	0.109
	Equal variances not assumed			-0.137	237.19	0.891	-0.008	0.059	-0.125	0.109

p = .891
Result: Insignificant
Ho: Failed to Reject

It can be gleaned from the table that the result of the computation between the male and female towards the extent of factors contributing to stress reveals a p-value of 0.891 which is greater than the 0.05 level of significance. It means that there is no significant degree of difference between the male and females regarding the extent of factors contributing to stress, thus the null hypothesis is accepted. It implies that the responses of male and female respondents are of the same level and did not significantly differ.

Difference between the Males and Females regarding the Level of Mental Health Conditions
Table 35 shows the difference between the male and females regarding the level of mental health conditions
Table 35
Difference between the Males and Females regarding the Level of Mental Health Conditions

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
Mental Health Conditions	Equal variances assumed	1.137	0.287	-1.324	244	**0.187**	-0.081	0.061	-0.202	0.040
	Equal variances not assumed			-0.137	243.623	**0.187**	-0.081	0.061	-0.202	0.040

p = .187
Result: Insignificant
Ho: Failed to Reject

The table shows that there is a p-value of 0.187, which is greater than the 0.05 level of significance, in the computation between the male and female about the difference between males and females towards the level of mental health conditions. The null hypothesis is accepted since there is no discernible difference between males and females in the severity of the level of mental health conditions. It suggested that there are no appreciable differences in the responses provided by male and female respondents.

Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Grouped According to Age
Table 36 reveals the factors contributing to stress and mental health condition of the respondents when grouped according to age
Table 36
Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Grouped According to Age

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
WORKING CONDITIONS	Between Groups	.553	3	.184	.740	.529
	Within Groups	60.319	242	.249		
	Total	60.872	245			

HEALTH STATUS	Between Groups	2.944	3	.981	2.971	**.032**
	Within Groups	79.932	242	.330		
	Total	82.876	245			
FEAR OF CONTAGION	Between Groups	.239	3	.080	.294	.830
	Within Groups	65.618	242	.271		
	Total	65.857	245			
ECONOMIC STATUS	Between Groups	.610	3	.203	.516	.672
	Within Groups	95.374	242	.394		
	Total	95.984	245			
RELATIONSHIP	Between Groups	3.712	3	1.237	2.949	**.033**
	Within Groups	101.541	242	.420		
	Total	105.253	245			
ANXIETY	Between Groups	.302	3	.101	.417	.741
	Within Groups	58.488	242	.242		
	Total	58.790	245			
HELPLESSNESS	Between Groups	.964	3	.321	1.345	.260
	Within Groups	57.813	242	.239		
	Total	58.777	245			
DISAPPOINTMENT	Between Groups	.673	3	.224	.988	.399
	Within Groups	54.921	242	.227		
	Total	55.593	245			
IRRITABILITY	Between Groups	1.964	3	.655	2.130	.097
	Within Groups	74.396	242	.307		
	Total	76.360	245			

Health Status p = .032 and Relationship p = .033
Result: Significant
Ho: Rejected

Table 36 shows the significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to age. As shown in the table, the p-value of the health status (0.032) and relationship (0.033) is less than the alpha value of 0.05, thus the null hypothesis should be rejected.

Normality Test
Table 37 shows the normality test
Table 37

Normality Test (Shapiro-Wilk)

Age	W	p
Working Conditions	0.986	0.019
Health Status	0.970	< .001
Fear of Contagion	0.957	< .001
Economic Status	0.975	< .001
Relationship	0.948	< .001
Anxiety	0.952	< .001
Helplessness	0.968	< .001
Disappointment	0.954	< .001
Irritability	0.945	< .001

Lilliefors Significance Correction
Result: Rejected
Ho: Normally Distributed, if p >.05

The table above shows the normality test between factors contributing to stress and the mental health condition of the respondents when grouped according to age. As shown in the table, the p-value of all variables is less than the alpha value of 0.05. Thus, the null hypothesis is not significantly normally distributed.

Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Grouped According to Civil Status
Table 38 reveals test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to age.
Table 38
Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Group According to Civil Status

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
WORKING CONDITIONS	Between Groups	2.414	4	0.603	2.487	**0.044**
	Within Groups	58.459	241	0.243		
	Total	60.872	245			
HEALTH STATUS	Between Groups	2.592	4	0.648	1.945	0.104
	Within Groups	80.284	241	0.333		
	Total	82.876	245			
FEAR OF CONTAGION	Between Groups	0.523	4	0.131	0.482	0.749
	Within Groups	65.334	241	0.271		
	Total	65.857	245			
ECONOMIC STATUS	Between Groups	1.449	4	0.362	0.923	0.451
	Within Groups	94.535	241	0.392		
	Total	95.984	245			
RELATIONSHIP	Between Groups	2.743	4	0.686	1.612	0.172
	Within Groups	102.511	241	0.425		
	Total	105.253	245			
ANXIETY	Between Groups	0.104	4	0.026	0.107	0.980
	Within Groups	58.685	241	0.244		
	Total	58.790	245			
HELPLESSNESS	Between Groups	0.853	4	0.213	0.888	0.472
	Within Groups	57.924	241	0.240		
	Total	58.777	245			
DISAPPOINTMENT	Between Groups	0.335	4	0.084	0.365	0.834
	Within Groups	55.259	241	0.229		
	Total	55.593	245			
IRRITABILITY	Between Groups	1.282	4	0.321	1.029	0.393
	Within Groups	75.078	241	0.312		
	Total	76.360	245			

Working Condition p = .044
Result: Significant
Ho: Rejected

Table 38 shows the significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to civil status. As shown in the table, the p-value of the working condition is 0.044 is less than the alpha value of 0.05, thus the null hypothesis is rejected.

Normality Test

Table 39 shows the normality test

Table 39

Normality Test (Shapiro-Wilk)

Civil Status	W	p
Working Conditions	0.984	0.009
Health Status	0.966	< .001
Fear of Contagion	0.951	< .001
Economic Status	0.971	< .001
Relationship	0.944	< .001
Anxiety	0.947	< .001
Helplessness	0.962	< .001
Disappointment	0.949	< .001
Irritability	0.947	< .001

Lilliefors Significance Correction
Result: Rejected
Ho: Normally Distributed, if p >.05

For each civil status group, a normalcy test is performed on elements that contribute to stress, as well as their mental health. The p-values of all variables are smaller than the alpha value of 0.05, as indicated in the table. As a result of this, the null hypothesis is not normally distributed.

Table 40
Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Grouped According to Highest Educational Attainment
Table 40 reveals test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to highest educational attainment.
Table 40

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
WORKING CONDITIONS	Between Groups	0.006	2	0.003	0.012	0.988
	Within Groups	60.866	243	0.250		
	Total	60.872	245			

HEALTH STATUS	Between Groups	0.178	2	0.089	0.261	0.771
	Within Groups	82.698	243	0.340		
	Total	82.876	245			
FEAR OF CONTAGION	Between Groups	0.130	2	0.065	0.241	0.786
	Within Groups	65.727	243	0.270		
	Total	65.857	245			
ECONOMIC STATUS	Between Groups	0.434	2	0.217	0.551	0.577
	Within Groups	95.550	243	0.393		
	Total	95.984	245			
RELATIONSHIP	Between Groups	0.669	2	0.334	0.777	0.461
	Within Groups	104.585	243	0.430		
	Total	105.253	245			
ANXIETY	Between Groups	0.181	2	0.091	0.375	0.687
	Within Groups	58.609	243	0.241		
	Total	58.790	245			
HELPLESSNESS	Between Groups	0.373	2	0.186	0.775	0.462
	Within Groups	58.405	243	0.240		
	Total	58.777	245			
DISAPPOINTMENT	Between Groups	0.006	2	0.003	0.012	0.988
	Within Groups	55.588	243	0.229		
	Total	55.593	245			
IRRITABILITY	Between Groups	0.113	2	0.056	0.179	0.836
	Within Groups	76.248	243	0.314		
	Total	76.360	245			

P > .05
Result: Insignificant
Ho: Failed to Reject

Table 40 shows the significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to civil status. As shown in the table, the p-value of the working condition is 0.05 is equal to the alpha value of 0.05, thus the null hypothesis failed to reject.

Table 41

Normality Test (Shapiro-Wilk)

Highest Educational Attainment	W	p
Working Conditions	0.980	0.002
Health Status	0.967	< .001
Fear of Contagion	0.958	< .001
Economic Status	0.971	< .001
Relationship	0.942	< .001
Anxiety	0.951	< .001
Helplessness	0.962	< .001
Disappointment	0.944	< .001
Irritability	0.940	< .001

Lilliefors Significance Correction
Result: Rejected
Ho: Normally Distributed, if p >.05

The table above shows the normalcy test between variables leading to stress and the respondents' mental health state when grouped by highest educational attainment. As seen in the table, the p-value for all variables is smaller than the alpha value of 0.05. As a result, the null hypothesis is not substantially regularly distributed.

Table 42

Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Grouped According to Years of Teaching Experience

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
WORKING CONDITIONS	Between Groups	0.327	4	0.082	0.325	0.861
	Within Groups	60.546	241	0.251		
	Total	60.872	245			
HEALTH STATUS	Between Groups	2.364	4	0.591	1.769	0.136

	Within Groups	80.511	241	0.334		
	Total	82.876	245			
FEAR OF CONTAGION	Between Groups	0.426	4	0.107	0.392	0.814
	Within Groups	65.431	241	0.271		
	Total	65.857	245			
ECONOMIC STATUS	Between Groups	1.393	4	0.348	0.887	0.472
	Within Groups	94.591	241	0.392		
	Total	95.984	245			
RELATIONSHIP	Between Groups	2.152	4	0.538	1.258	0.287
	Within Groups	103.101	241	0.428		
	Total	105.253	245			
ANXIETY	Between Groups	0.600	4	0.150	0.621	0.648
	Within Groups	58.189	241	0.241		
	Total	58.790	245			
HELPLESSNESS	Between Groups	3.438	4	0.859	3.743	**0.006**
	Within Groups	55.339	241	0.230		
	Total	58.777	245			
DISAPPOINTMENT	Between Groups	1.367	4	0.342	1.519	0.197
	Within Groups	54.226	241	0.225		
	Total	55.593	245			
IRRITABILITY	Between Groups	2.056	4	0.514	1.667	0.158
	Within Groups	74.305	241	0.308		
	Total	76.360	245			

Helplessness p = .044
Result: Significant
Ho: Rejected

Table 42 shows the significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to years of teaching experience. As shown in the table, the p-value of the working condition is 0.044 less than the alpha value of 0.05, thus the null hypothesis is rejected.
Table 43.

Normality Test (Shapiro-Wilk)

Years of Teaching Experience	W	p
Working Conditions	0.988	0.032
Health Status	0.970	< .001
Fear of Contagion	0.965	< .001
Economic Status	0.976	< .001
Relationship	0.933	< .001
Anxiety	0.957	< .001
Helplessness	0.969	< .001
Disappointment	0.964	< .001
Irritability	0.945	< .001

Lilliefors Significance Correction
Result: Rejected
Ho: Normally Distributed, if p >.05

The preceding table illustrates the normalcy test between stress-inducing causes and the mental health state of respondents categorized by years of teaching experience. As seen in the table, the p-value for each variable is less than 0.05. Therefore, the null hypothesis is not regularly distributed.

Table 44
Test on a Significant Degree of Variance in the Factors Contributing to Stress and Mental Health Condition of the Respondents when Grouped According to Learning Modalities Adapted

ANOVA		Sum of Squares	df	Mean Square	F	Sig.
WORKING CONDITIONS	Between Groups	1.467	3	0.489	1.991	0.116
	Within Groups	59.406	242	0.245		

	Total	60.872	245			
HEALTH STATUS	Between Groups	2.479	3	0.826	2.487	0.061
	Within Groups	80.397	242	0.332		
	Total	82.876	245			
FEAR OF CONTAGION	Between Groups	1.251	3	0.417	1.562	0.199
	Within Groups	64.606	242	0.267		
	Total	65.857	245			
ECONOMIC STATUS	Between Groups	1.036	3	0.345	0.880	0.452
	Within Groups	94.947	242	0.392		
	Total	95.984	245			
RELATIONSHIP	Between Groups	1.858	3	0.619	1.449	0.229
	Within Groups	103.396	242	0.427		
	Total	105.253	245			
ANXIETY	Between Groups	0.938	3	0.313	1.309	0.272
	Within Groups	57.851	242	0.239		
	Total	58.790	245			
HELPLESSNESS	Between Groups	0.381	3	0.127	0.527	0.664
	Within Groups	58.396	242	0.241		
	Total	58.777	245			
DISAPPOINTMENT	Between Groups	0.402	3	0.134	0.588	0.624
	Within Groups	55.191	242	0.228		
	Total	55.593	245			
IRRITABILITY	Between Groups	1.996	3	0.665	2.165	0.093

Within Groups	74.364	242	0.307		
Total	76.360	245			

P >.05
Result: Insignificant
Ho: Failed to Reject

Table 44 shows the significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to learning modalities adapted. As shown in the table, the p-value of the working condition is greater than the alpha value of 0.05, thus the null hypothesis failed to reject.

Table 45

Normality Test (Shapiro-Wilk)

Learning Modalities Adapted	W	p
Working Conditions	0.985	0.013
Health Status	0.969	<.001
Fear of Contagion	0.966	<.001
Economic Status	0.968	<.001
Relationship	0.942	<.001
Anxiety	0.954	<.001
Helplessness	0.959	<.001
Disappointment	0.950	<.001
Irritability	0.946	<.001

Lilliefors Significance Correction
Result: Rejected
Ho: Normally Distributed, if p >.05

The above table shows the normality test for the relationship between stress-causing factors and the mental health of the respondents when they were grouped by age. All the variables' p-values are less than the alpha value of 0.05, as shown in the table. So, the null hypothesis isn't distributed normally.
Table 46

Summary of Results

Variables	p-value	Result	Decision

Test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to age	Health Status p = .032 and Relationship p = .033	**Significant**	**Reject**
Test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to civil status	Working Condition p = .044	**Significant**	**Reject**
Test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to highest educational attainment	>.05	**Insignificant**	**Failed to Reject**
Test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents when grouped according to years of teaching experience	Helplessness p = .044	**Significant**	**Reject**
Test on a significant degree of variance in the factors contributing to stress and mental health condition of the respondents, when grouped according to learning modalities, adapted	>.05	**Insignificant**	**Failed to Reject**

Based on the above-mentioned result, it was found that the test on a significant degree of variance in the factors contributing to stress namely age, civil status, and teaching experience showed a significant relationship with the mental health condition of the respondents. While the factor's highest educational attainment and learning modalities adapted did not show a significant relationship with the mental health condition of the respondents.

Table 47
Analysis of Variance on the Different Dimensions of Factors Contributing to Stress

Friedman Test	
	Mean Rank
Anxiety	3.18
Helplessness	2.84
Disappointment	3.35
Irritability	2.90
Relationship	2.73

Test Statistics	
N	246
Chi-square	27.730
df	4
Asymp. Sig	**<.01**

p <.01

Result: Significant
Ho: Reject

The Friedman Test yields a p-value of less than.01, which is significantly less than the 0.05 threshold of significance. As a result, the null hypothesis is rejected since there is a large amount of variation across the many dimensions of components that contribute to stress. It means that the various aspects of the things that contribute to stress differ significantly.

Table 48
Analysis of Variance in the Different Dimensions of Mental Health Conditions

Friedman Test	
	Mean Rank
Anxiety	2.76
Helplessness	2.53
Disappointment	2.57
Irritability	2.15

Test Statistics	
N	246
Chi-square	33.589
df	3
Asymp. Sig	**<.01**

p <.01
Result: Significant
Ho: Reject

The calculation using the Friedman Test generates a p-value of.01, which is less than the significance threshold of 0.05. Consequently, the null hypothesis is rejected due to the existence of a large degree of variation among the many characteristics of mental health conditions. It means that the varied aspects of mental health conditions differ significantly.

Conclusion and Recommendations

The factors that contribute and affect teachers resulting to experience stress in their mental health conditions are brought about by some different elements. Different theories are used to connect and provide judgment on the applicability of those theories. In the findings, it came out that there are significant variances that support the findings that to some degree, stress is through the modern learning approach specifically the learning modality. It came across that some contributory causes are the teaching experience wherein capital adjustment and adherence to the new learning trend require a lot of energy and effort from teachers. The mental health condition of teachers facing a tremendous challenge is somewhat heavy as it demands the right and appropriate qualifications and educational attainment to submerge into the new and extraordinary learning arena and has strong significant relationships that draw some unfavorable impact to their health conditions. The stress-causing factors that possibly build up the accumulated strain are found

to be not in a normal state and hence, the delivery of learning quality as a requirement could somehow be affected as reflected in different methods of calculating results.

The modern learning approach though it is temporary in nature forces teachers to leave in abeyance for the moment their usual mode of learning delivery and prefer the new modality attune to the changing time despite facing the challenge considering that the traditional classroom setting is transformed into synchronous and asynchronous mode. This is done to guarantee continuous access to educational knowledge and adopt the new normal. The avoidance of stress which results in teachers experiencing stress and affects their mental health embraces different elements such as working conditions, fear of contagion, and economic status and should therefore be controlled through an effective intervention plan designed to aid teachers in coping with stress.

References

Ahorsu, D.K., Lin, CY., Imani, V. et al. (2020)The Fear of COVID-19 Scale: Development and Initial Validation. *Int J Ment Health Addiction*. https://doi.org/10.1007/s11469-020-00270-8

Al Lily, A. E., Ismail, A. F., Abunasser, F. M., & Alhajhoj Alqahtani, R. H. (2020). Distance education as a response to pandemics: Coronavirus and Arab culture. Technology in society, 63, 101317.https://doi.org/10.1016/j.techsoc.2020.101317

Anjum, S., Ullah, R., Rana, M. S., Khan, H. A., Memon, F. S., Ahmed, Y., Jabeen, S., & Faryal, R. (2020). COVID-19 Pandemic: A Serious Threat for Public Mental Health Globally. *Psychiatria Danubina*, *32*(2), 245–250. https://doi.org/10.24869/psyd.2020.245

Arthur, Y. D., Asiedu-Addo, S., & Appiah, S. K. (2017). Gender Stereotype and Motivation in Learning Statistics among Tertiary Students in Ghana. International Electronic Journal of Mathematics Education, 12(3), 599-608.
https://doi.org/10.29333/iejme/636

Banerjee D. (2020). The COVID-19 outbreak*: Crucial role the psychiatrists can play. Asian Journal of* Psychiatry, 50, 102014. https://doi.org/10.1016/j.ajp.2020.102014
Banerjee D. (2020). The COVID-19 Outbreak: Crucial Role the psychiatrists can play

Asian Journal of Psychiatry, *Volume 50*, 2020, 102014, ISSN 1876-2018, https://doi.org/10.1016/j.ajp.2020.102014 (https://www.sciencedirect.com/science/article/pii/S1876201820301258)

Begeny, C. T., Ryan, M. K., Moss-Racusin, C. A., & Ravetz, G. (2020). In some professions, women have become well represented, yet gender bias persists— Perpetuated by those who think it is not happening: Science Advances, 6(26), eaba7814.

Besser, A., Lotem, S., & Zeigler-Hill, V. (2020). Psychological Stress and Vocal Symptoms Among University Professors in Israel: Implications of the Shift to Online Synchronous Teaching During the COVID-19 Pandemic. *Journal of Voice: official journal of the Voice Foundation*, S0892-1997(20)30190-9. Advanced online publication. https://doi.org/10.1016/j.jvoice.2020.05.028

Bostan S, Akbolat M, Kaya A, Ozata M, Gunes D. (2020). Assessments of Anxiety Levels and Working Conditions of Health Employees Working in COVİD-19 Pandemic Hospitals. *Electron J GenMed.;17*(5):em246. https://doi.org/10.29333/ejgm/8228

Bülow, Anne & Keijsers, Loes & Boele, Savannah & Roekel, Eeske & Denissen, Jaap. (2021). Parenting adolescents in times of a pandemic: Changes in relationship quality, autonomy support, and parental control? Developmental Psychology. 57. 1582-1596. 10.1037/dev0001208.

Burke, J. (2020). Primary School Leaders' Concerns about reopening schools after the COVID-19 Closure. Maynooth University, Maynooth

Calvo, R. A., Deterding, S., & Ryan, R. M. (2020). Health surveillance during a covid-19 pandemic. *BMJ (Clinical research ed.)*, *369*, m1373. https://doi.org/10.1136/bmj.m1373

Cantarero, K., van Tilburg, W. A. P., & Smoktunowicz, E. (2021). Affirming Basic Psychological Needs Promotes Mental Well-Being During the COVID-19 Outbreak. *Social Psychological and Personality Science*, *12*(5), 821– 828. https://doi.org/10.1177/1948550620942708

Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, *287*, 112934 https://doi.org/10.1016/j.psychres.2020.112934

Chatterjee, S. S., Chakrabarty, M., Chatterjee, S. S., & Dan, U. (2020). The mental health of healthcare workers during the early phase of COVID-19: Variable performance on different factors of stress. medRxiv.

Chirico, F., Nucera, G., & Magnavita, N. (2021). Protecting the mental health of healthcare workers during the COVID-19 emergency. BJPsych International, 18(1).

Crescenza, Giorgio & Fiorucci, Massimiliano & Rossiello, Maria & Stillo, Lisa. (2021). Education and the Pandemic: Distance Learning and the School-Family Relationship. Research in Education and Learning Innovation Archives. 73. 10.7203/realia.26.18078.

Dai, W., Zhou, J., Li, G., Zhang, B., & Ma, N. (2021). Maintaining standard sleep patterns, lifestyles and emotion during the COVID-19 pandemic: The stabilizing effect of daytime napping. *Journal of sleep research*, *30*(4), e13259. https://doi.org/10.1111/jsr.13259

Department of Health. (2022). Inter-Agency Task Force for the Management of Emerging Infectious Diseases.

Devitt, A., Bray, A., Banks, J., & Ni Chorcora, E. (2020). Teaching and learning during school closures: Lessons Learned. Irish second-level teacher perspective. Trinity, Dublin.

Diab-Bahman, Randa & Al-Enzi, Abrar. (2020). The impact of the COVID-19 pandemic on conventional work settings. International Journal of Sociology and Social Policy. ahead-of-print. 10.1108/IJSSP-07-2020-0262.

Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985). The Satisfaction With Life Scale. *Journal of personality assessment*, *49*(1), 71–75. https://doi.org/10.1207/s15327752jpa4901_13

Dutta, S., & Smita, M. K. (2020). The impact of the COVID-19 pandemic on tertiary education in Bangladesh: students' perspectives. Open Journal of Social Sciences, 8(09), 53.

Fawaz, M., & Itani, M. (2021). The psychological experiences of Lebanese ground zero front-line nurses during the most recent COVID-19 outbreak post-Beirut blast: A qualitative study- *The International Journal of social psychiatry*, 207640211004989. Advanced online publication. https://doi.org/10.1177/0020764021100498