

Teachers' Mental Health Status in New Normal among Public Secondary Schools in Jolo, Sulu

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Abstract: The study examines the mental health of teachers in public secondary schools in Jolo, Sulu during 2023-2024, focusing on various factors including emotional well-being, anxiety, stress, depression, resilience, and coping strategies. It involved 120 teacher-respondents selected through purposive sampling, revealing that most are female, married, with short job tenures and bachelor's degrees. Overall, there's a moderate level of mental health status among these teachers, with demographic factors such as age, gender, and education not significantly impacting their perception. Interestingly, those who report high emotional well-being tend to rate resilience and coping strategies lower.

Keywords: anxiety, coping strategies, depression, mental health, new normal, resilience, stress, support, well-being.

I. INTRODUCTION

Mental health extends beyond the mere absence of illness; it encompasses a positive state of well-being, the capacity to enjoy life, and effectively manage challenges (Canadian Mental Health Association, 2021). Estrada-Araoz, E. G., et al. (2023), connect mental health to a state of well-being wherein individuals are cognizant of their potential, skilled at navigating life's typical challenges, capable of constructive development, and empowered to contribute to their own well-being and society. Fermin, J.N. E., et al. (2022) emphasize the pivotal role of mental health in human survival, underlining its universal impact across diverse demographics.

The pandemic has triggered widespread concern and introduced unparalleled challenges for educational institutions (Moralista, R. B., & Oducado, R.M. F., 2020). Beyond the evident risks to physical health, the psychological repercussions of COVID-19 pose a notable threat to mental health and well-being, exacerbating anxiety and stress levels due to the uncertainty surrounding the pandemic (Rabacal, J.S., Oducado, R.M. F., & Tamdang, K. A., 2020). Furthermore, in addition to the foreseeable stressors related to the COVID-19 threat to themselves and their families, educators are compelled to adapt to the new educational environment and provide efficient remedial instructions (Guillasper, J. N. et al., 2020; Moralista & Oducado, 2020).

Teachers are the cornerstone of education, influencing their own personal growth and development, as well as the quality of teaching and outcomes of work. Their mental well-being significantly influences the growth and development of students (Wei Li, 2022). In China, a majority of urban residents, 73.6%, experience mental sub-health, with 16.1% grappling with psychological issues to varying degrees, and only 10.3% in a state of mental health, as revealed by a survey on the mental health of Chinese urban residents (Wei Li, 2022).

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In Malaysia, a sizable portion of secondary school educators have reported experiencing psychological symptoms and expressed concerns about their mental health and well-being (Pau, K. et al., 2022). Similar findings indicate that teachers' psychological factors in stress, anxiety, and depression are moderate (Wong, K. Y., et al., 2021). Likewise, a study conducted in Thailand revealed that Thai teachers face a range of mental health challenges, varying from moderate to severe (Ratanasiripong, P., et al., 2022). Meanwhile, in the Philippines, Vice President Sara Duterte and the education secretary issued an order for public and private schools to shift to five days of face-to-face classes starting November 2, 2022 (Romero, 2022).

In Mindanao, pandemic-induced changes in curriculum implementation have added extra challenges and stress to the already difficult situations faced by many public-school teachers. Reports indicate that some teachers are experiencing burnout and mental health issues (Bayod, R. P., & Forosuelo, E.J. D., 2021). A similar study in Zamboanga City revealed that a significant percentage of teachers, 24.2%, 53.8%, and 56.3%, showed mild to extremely severe symptoms of depression, anxiety, and stress, respectively. This underscores the high susceptibility of teachers due to the disruption of the educational system (Estive, M.P. F., 2022).

This research endeavors to delve into the intricate dynamics surrounding teachers' mental health in the New Normal Era. The pandemic has compelled educators to swiftly adapt to new teaching modalities, often resulting in extended working hours and navigating the complexities of technology-driven classrooms. These changes have introduced various stressors, ranging from concerns about student engagement and performance to managing educators' own well-being. The study aims to explore emotional well-being and support, anxiety and stress levels, depression assessment, resilience, and coping strategies. Additionally, it investigates the role of educational institutions, policymakers, and professional development in addressing the mental health needs of educators.

By shedding light on the intricate factors influencing teachers' mental health, the researchers aim to offer valuable insights for the development of policies, practices, and support systems that foster teachers' mental health in the New Normal Era. This research not only addresses the immediate welfare of educators but also considers the long-term educational outcomes for students, teachers, and the broader community of Secondary Public Schools in Jolo, Sulu.

II. METHODOLOGY

Problem Statement

1. What is the respondents' socio-demographic profile in terms of 1.1 Age; 1.2 Gender; 1.3 Civil status; 1.4 Length of service; and 1.5 Educational attainments?
2. What is the extent of teachers' mental health status in new normal post among public secondary schools in Jolo, Sulu in each of the following categories: 2.1 Emotional Well-being and Support; 2.2 Anxiety and Stress level; 2.3 Depression Assessment; and 2.4 Resilience and Coping Strategies?
3. Is there a significant difference in the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu when data are grouped according to respondent's demographic profile: 3.1 Age; 3.2 Gender; 3.3 Civil status; 3.4 Length of service; and 3.5 Educational attainments?
4. Is there a significant correlation among sub-categories subsumed under the teachers' mental health status in new normal among public secondary schools in Jolo, Sulu in each of the following categories: emotional well-being and support, anxiety and stress level, depression assessment, resilience, and coping strategies?

Research and Sampling Design

To understand the comprehensive layout for the data collection, this study employed a descriptive research design utilizing quantitative-correlational research methods to comprehensively capture data, AIMING to describe, quantify, and infer phenomena related to Teachers' Mental Health Status in the New Normal.

The survey used a non-probability sampling method via purposive sampling technique to determine a reliable presentation of the respondents in public secondary schools in Jolo, Sulu. To ensure the reliability of the respondent's selection, this assures that all teachers in the public secondary schools in Jolo, Sulu have equal chances of being selected to become the participants or respondents of the study.

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Respondents and Locale of the Study

This study took place at 3 public secondary schools in Jolo, Sulu under the Ministry of Basic Higher and Technical Education – Division of Sulu, region BARMM, Philippines. There are 120 participants in this study which are public secondary school teachers during the academic year 2023 – 2024 and they are selected based on the inclusion criteria: 1) must be a registered professional teacher, 2) have been working in school for at least one year or more, 3) regardless of employment status, and 4) willing to participate in the research study.

Instrument of the Study

This study utilized a survey questionnaire with two sections to collect data – Socio-Demographic Profiles such as age, gender, civil status length of service, and educational attainments and five sets of standardized survey instruments namely: 1) Warwick Edinburgh Mental Well-being Scale (WEMWBS) developed by Tennant, R., et al., (2007), 2) Teachers Mental Health Check-in Survey by the Canadian Teachers' Federation, (2020), 3) Depression Anxiety Stress Scales 21 - (DASS-21) developed by Lovibond, S.H. & Lovibond, P.F. (1995), 4) Davidson Resilience Scale - CD-RISC-10 scale by Campbell-Sill & Stein, (2007) and 5) Carver Brief COPE Inventory developed by Carver, C. S. (1997).

Data Collection Procedure

To gather data, the researcher began by obtaining a validated and reliable research instrument, which was then reviewed by at least two experts from graduate studies to ensure its relevance and consistency, given that a standardized survey questionnaire had been utilized in previous studies. Subsequently, the researcher acquired consent and authorization from the dean of the graduate studies department to conduct the research survey. This approval letter was then distributed to the respective school heads of the participating public secondary schools. With the assistance of the school principal, the researcher scheduled meetings with qualified teachers who met the inclusion criteria. During these meetings, the researcher briefly discussed the study's purpose and rationale. Finally, the researcher personally launched, administered, and retrieved the questionnaires.

Statistical Analysis of Data

This study utilized descriptive and inferential statistical methods in analyzing the collected data. Specifically:

Frequency counts and percentages were utilized for the first research problem to ascertain the socio-demographic profile of the respondents;

Mean and standard deviation were employed for the second research problem to measure the average answers of the respondents, particularly in the part of the questionnaire on the extent of teachers' mental health status in new normal in terms of the following categories: Emotional Well-Being and Support; Anxiety and Stress level; Depression Assessment; and Resilience and Coping Strategies;

t-Test was used for the third research problem, involving independent samples, to identify significant differences in the extent of teachers' mental health status in the new normal when categorized by gender. *One-way analysis of Variance (ANOVA)* was applied to identify the significant differences in the extent of teachers' mental health status when data were grouped according to the profile in terms of age, civil status, length of service, and educational attainments; and

Pearson Product Moment Correlation (Pearson r) was utilized for the fourth research problem to ascertain the correlation among the subcategories encompassing teachers' mental health status in the new normal.

Ethical Consideration

This study strictly followed and considered the ethical standards set by the research ethics committee. The participants were informed that the study was completely voluntary, and a written consent form was attached to every questionnaire. The identity of the respondents who participated was kept unknown throughout the manuscript to maintain anonymity.

III. RESULTS AND DISCUSSION

The presentations, analyses, and interpretations of findings rely on the data collected for this study. Specifically, it presents teachers' socio-demographic profiles with regards to age, gender, civil status, length of service, and educational attainment; the extent of teachers' mental health status in new normal post among public secondary schools in Jolo, Sulu in each of the

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following categories such as Emotional Well-being and Support, Anxiety and Stress level, Depression Assessment; and Resilience and Coping Strategies; significant differences in the extent of teachers’ mental health status in new normal post among public secondary schools in Jolo, Sulu; and the significant correlation among the sub-categories subsumed under the extent of teachers’ mental health status in new normal post among public secondary schools in Jolo, Sulu in terms of Emotional Well-being and Support, Anxiety and Stress level, Depression Assessment; and Resilience and Coping Strategies.

Using appropriate scoring methods and statistical analysis of the collected data in this study, the subsequent sections outline the presentations, analyses, and explanations of findings corresponding to each research question:

1) Respondents' socio-demographic profile in terms of 1.1 Age; 1.2 Gender; 1.3 Civil status; 1.4 Length of service; and 1.5 Educational attainments.

1.1 In terms of Age

Table 1.1 presents the socio-demographic profile of teacher-respondents among public secondary schools in Jolo, Sulu with regard to age. It can be gleaned from this table that out of 120 teacher-respondents, 42 (35.0%) are within the 30 years old & below the age bracket, 25 (20.0%) are within 31-40 years old, 33 (27.5%) are within 41-50 years old, and 20 (16.7%) are within 51 years old & above. This indicates that within this study more than one-third of the secondary school teachers are within the age range of 30 years old & below and nearly followed by those between 41-50 years old during the School Year 2023-2024.

Table 1.1 Socio-demographic profile of respondents in terms of age

Age	Number of Teachers	Percent
30 years old & below	42	35.0%
31-40 years old	25	20.0%
41-50 years old	33	27.5%
51 years old & above	20	16.7%
Total	120	100%

1.2 In terms of Gender

Table 1.2 indicates the socio-demographic profile of teacher-respondents among public secondary schools in Jolo, Sulu with regard to gender. From this table, it can be inferred that out of 120 teacher-respondents, 41 (34.2%) are male and 79 (65.8%) are female. This indicates that within this study, nearly three-fourths of the teacher-respondents are female which is far higher in number than the male teachers. The outcome suggests that female secondary school teachers in Jolo, Sulu are primarily prorated among the female gender for the School Year 2023-2024.

Table 1.2 Socio-demographic profile of respondents in terms of gender

Gender	Number of Teachers	Percent
Male	41	34.2%
Female	79	65.8%
Total	120	100%

1.3 In terms of Civil Status

Table 1.3 shows the socio-demographic profile of teacher-respondents among public secondary schools in Jolo, Sulu with regard to civil status. From this table, it can be inferred that out of 120 teacher respondents, 49 (40.8%) are single, 70 (58.3%) are married, and only 1 (.8%) is widowed. This indicates that, within this study over one-half of the teacher-respondents are married, which is far greater in number than the single and widowed teachers. The outcome suggests that secondary school teachers in Jolo, Sulu are multi-tasked such that aside from their teaching job, they also focus on the schooling of their children, attending to social and religious activities, and fixing their household chores, etc.

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Table 1.3 Socio-demographic profile of respondents in terms of civil status

Civil Status	Number of Teachers	Percent
Single	49	40.8%
Married	70	58.3%
Widowed	1	.8%
Total	120	100%

1.4 In terms of Length of Service

Table 1.4 shows the socio-demographic profile of teacher-respondents among public secondary schools in Jolo, Sulu with regard to length of service. From this table, it can be inferred that out of 120 teacher-respondents, 53 (44.2%) have 5 years & below, 44 (36.7%) have 6-20 years, 23 (19.28%) have 21-40 years, and none have 41 years & above of length of service. This means that, in this study, nearly one-half of the secondary school teachers in Jolo, Sulu have 5 years & below of teaching experience. The outcome suggests that secondary school teachers in Jolo, Sulu may be considered newcomers to the secondary school teaching profession.

Table 1.4 Socio-demographic profile of respondents in terms of length of service

Length of Service	Number of Teachers	Percent
5 years & below	53	44.2%
6-20 years	44	36.7%
21-40 years	23	19.2%
41 years & above	0	0
Total	120	100%

1.5 In terms of Educational Attainment

Table 1.5 shows the socio-demographic profile of teacher-respondents among public secondary schools in Jolo, Sulu with regard to educational attainment. From this table, it can be inferred that out of 120 teacher-respondents, 45 (37.5%) have bachelor's degree, 40 (33.3%) have some units in master's program, 26 (21.7%) have master's degree, 5 (4.2%) have some units in doctoral program, and 4 (3.3%) have doctorate degree. This indicates that within this study, nearly one-half of the secondary school teachers in Jolo, Sulu have bachelor's degrees followed by those with some units in master's programs. This result implies that many of the secondary school teachers in Jolo, Sulu possessed only the minimum entry requirement required for joining the teaching force in public schools.

Table 1.5 Socio-demographic profile of respondents in terms of educational attainment

Educational Attainment	Number of Teachers	Percent
Bachelor's degree	45	37.5%
Some units in master's program	40	33.3%
Master's degree	26	21.7%
Some units in doctoral program	5	4.2%
Doctorate degree	4	3.3%
Total	120	100%

2) Extent of teachers' mental health status in new normal post among public secondary schools in Jolo, Sulu in each of the following categories: 2.1 Emotional Well-being and Support; 2.2 Anxiety and Stress level; 2.3 Depression Assessment; and 2.4 Resilience and Coping Strategies.

2.1 On Emotional Well-being and Support

Table 2.1 indicates the extent of teachers' mental health status in new normal post among public secondary schools in Jolo, Sulu with regard to Emotional Well-being and Support. Within this category, teachers' assessments contribute to the overall weighted mean scores of 4.0173 and 4.0560 with standard deviations of .56212 and .59533 for Emotional Well-being and

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Support which are both rated as Often and Very Supported, respectively. This outcome suggests that teacher respondents involved in this study implored a high extent of overall emotional health and quality of emotional experiences as teachers in the public secondary school of Jolo, Sulu and they have the ability to manage and express emotions in a healthy and balanced way. Similarly, they expressed that, in their respective schools they have a high extent of genuine concern and care for the teachers, tangible and intangible resources, programs, and mechanisms implemented to address and enhance the emotional well-being of the teachers., respectively. This outcome suggests that teacher-respondents involved in this study implored that they high extent of overall emotional health and quality of emotional experiences as teachers in the public secondary school of Jolo, Sulu and they have the ability to manage and express emotions in a healthy and balanced way. Similarly, they expressed that, in their respective schools they have a high extent of genuine concern and care for the teachers, tangible and intangible resources, programs, and mechanisms implemented to address and enhance the emotional well-being of the teachers.

Particularly, within the items belonging to this category, teacher-respondents rated as Often or with High extent the following items under Emotional Well-being: “I’ve been feeling optimistic about the future”, “I’ve been feeling useful”, “I’ve been feeling relaxed”, “I’ve been feeling interested in other people”, “I’ve had energy to spare”, “I’ve been dealing with problems well”, and “I’ve been thinking clearly”.

In like manner, teacher-respondents rated as Very Supported or with High extent the following items under Support: “Students’ Parents/Guardians,” “Administrators,” “Colleagues,” “School Board,” “Ministry of Education,” “Professional Association/Union,” and “Family/Friends.”

Additionally, the research conducted by Valente, S. et al. (2022) corroborates that teachers' positive emotions enhance their rapport with students and positively impact interpersonal connections. This positive emotional environment fosters a conducive classroom atmosphere, leading to increased motivation and academic performance among students. In a recent study led by Sokal, L. & Eblie Trudel, L. (2023), Canadian educators participating in a program focused on addressing mental health within schools experienced significant improvements in well-being post-intervention compared to pre-intervention levels. Conversely, findings from the Canadian Teachers' Federation study (2020) underscore the urgent need for comprehensive support structures at the school, board, and ministry levels to address the heightened workload and job demands faced by teachers.

Furthermore, these findings align with a meta-analysis conducted by Ozamiz-Etxebarria et al. (2021), emphasizing the importance of providing teachers with adequate support to enhance their well-being and effectiveness in their roles. Similarly, a study on the mental health of public-school teachers in Davao De Oro underscores the significance of effective interventions and support systems in helping educators manage their mental health and continue delivering quality education to their students (Clarion B. E & Palarisan, N.J. (2023)

Table 2.1 Extent of teachers’ mental health status in new normal in terms of emotional well-being and support

Emotional Well-being	Mean	S.D.	Rating
1 I’ve been feeling optimistic about the future	4.1750	.80610	Often
2 I’ve been feeling useful	4.1667	.81306	Often
3 I’ve been feeling relaxed	3.7667	.77496	Often
4 I’ve been feeling interested in other people	3.5250	.97844	Often
5 I’ve had energy to spare	3.7750	.89313	Often
6 I’ve been dealing with problems well	3.9333	.76404	Often
7 I’ve been thinking clearly	4.1583	.72176	Often
8 I’ve been feeling good about myself	4.1917	.72525	Often
9 I’ve been feeling close to other people	3.8500	.87591	Often
10 I’ve been feeling confident	4.0083	.80436	Often
11 I’ve been able to make up my own mind about things	4.1500	.76312	Often
12 I’ve been feeling loved	4.2333	.77496	Often
13 I’ve been interested in new things	4.2167	.84200	Often

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14	I've been feeling cheerful	4.0917	.80956	Often
Total Weighted Mean		4.0173	.56212	Often
Support		Mean	S.D.	Rating
1	Students' Parents/Guardians	3.9583	.86380	Very Supported
2	Administrators	4.2000	.76257	Very Supported
3	Colleagues	4.1417	.58404	Very Supported
4	School Board	4.0000	.76696	Very Supported
5	Ministry of Education	3.8250	.85664	Very Supported
6	Professional Association/Union	3.6833	1.0040	Very Supported
7	Family/Friends	4.5833	.57370	Extremely Supported
Total Weighted Mean		4.0560	.59533	Very Supported

Legend:

(5) 4.50-5.00=All of the Time; (4) 3.50–4.49=Often; (3) 2.50–3.49=Some of the Time; (2) 1.50–2.49=Rarely; (1) 1.00–1.49=None of the Time

(5) 4.50-5.00= Extremely Supported; (4) 3.50–4.49= Very Supported; (3) 2.50–3.49= Somewhat Supported; (2) 1.50–2.49= Barely Supported; (1) 1.00–1.49= Not Supported

2.2 On Anxiety and Stress Level

Table 2.2 indicates the extent of teachers' mental health status in new normal post among public secondary schools in Jolo, Sulu in terms of Anxiety and Stress Level. Within this category, teachers' assessments contribute to the overall weighted mean scores of .9571 and .9464 with standard deviations of .58992 and .60893 for Anxiety and Stress Level which are both rated as Never or Negligible Extent, respectively. This outcome suggests that teacher-respondents involved in this study implored that they never have emotional instability in terms of recognizing and quantifying observable signs of heightened stress, worried thoughts, and unease experienced by the educators in the teaching environment.

In so doing, they expressed that they never had psychological and physiological experience in terms of identifying and quantifying observable indicators related to the perceived threats, demands, and challenges of their profession.

Particularly, within the items belonging to this category, teacher-respondents rated as Never the following items under Anxiety Level: "I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)", "I experienced trembling (e.g., in the hands)", "I was worried about situations in which I might panic and make a fool of myself", "I felt I was close to panic", "I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)", and "I felt scared without any good reason".

Similarly, teacher-respondents rated as Never the following items under Stress Level: "I tended to over-react to situations", "I felt that I was using a lot of nervous energy", "I found myself getting agitated", "I found it difficult to relax", "I was intolerant of anything that kept me from getting on with what I was doing", and "I felt that I was rather touchy".

Aligned with the outcomes, there is an increasing amount of evidence suggesting a substantial influence of the pandemic on the welfare of both teachers and students. In a Chinese context, it was observed that a school had teachers exhibiting moderate anxiety symptoms, while in Germany, secondary teachers reported experiencing anxiety ranging from medium to prominent levels. A teacher in the United Kingdom conveyed elevated anxiety levels, and in Chile, the worldwide exigency has negatively influenced the standard of living of educators (Lizana et al., 2021).

This outcome aligns with the result of the study conducted by Clarion B. E & Palarisan, N.J. (2023), they concluded that teachers in public schools are encountering mild feelings of anxiety and depression symptoms along with moderate levels of stress. This suggests there is an opportunity to enhance existing initiatives aimed at addressing teachers' mental health.

Additionally, similar findings from the study of Billote, W J. M., et. al (2022), the results indicate that teachers encounter moderate anxiety and typical levels of depression and stress. The occupational stress experienced by teachers during the shift away from in-person classes and the repercussions of the pandemic significantly influenced them.

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Moreover, the typical levels of depression and stress experienced by secondary school teachers can be attributed to their swift adjustment to distance education. Consequently, following the initial tiredness, there has been a noticeable enhancement in the efficiency and perception of learning tasks (Bubb & Jones, 2020).

Table 2.2 Extent of teachers’ mental health status in new normal in terms of anxiety and stress level

Anxiety Level		Mean	S.D.	Rating
1	I was aware of dryness of my mouth	1.6167	.83196	Sometimes
2	I experienced breathing difficulty (e.g., excessively rapid breathing, breathlessness in the absence of physical exertion)	.8833	.83196	Never
3	I experienced trembling (e.g., in the hands)	.8833	.76897	Never
4	I was worried about situations in which I might panic and make a fool of myself	.8917	.77564	Never
5	I felt I was close to panic	.7417	.75030	Never
6	I was aware of the action of my heart in the absence of physical exertion (e.g., sense of heart rate increase, heart missing a beat)	.9833	.76678	Never
7	I felt scared without any good reason	.7000	.74020	Never
Total Weighted Mean		.9571	.58992	Never
Stress Level		Mean	S.D.	Rating
1	I found it hard to wind down	1.3417	.70408	Sometimes
2	I tended to over-react to situations	.9583	.71474	Never
3	I felt that I was using a lot of nervous energy	.9500	.76532	Never
4	I found myself getting agitated	.8417	.74468	Never
5	I found it difficult to relax	.9000	.80335	Never
6	I was intolerant of anything that kept me from getting on with what I was doing	.8833	.75796	Never
7	I felt that I was rather touchy	.7500	.78054	Never
Total Weighted Mean		.9464	.60893	Never

Legend: (3) 2.50–3.00=Almost Always; (2) 1.50–2.49=Often; (1) 1.00–1.49=Sometimes; (0) 0-.99=Never

2.3 On Depression Assessment

Table 2.3 indicates the extent of teachers’ mental health status in new normal post among public secondary schools in Jolo, Sulu in terms of Depression Assessment. Within this category, teachers’ assessments contribute to the overall weighted mean scores of .8044 with a standard deviation of .62756 which is rated as Never or with Negligible Extent. This outcome suggests that teacher-respondents involved in this study implored that they never have experienced a prolonged and pervasive state of low mood, behavior, and overall emotional well-being that could persistently and significantly interfere with their ability to function effectively in their professional roles. Table 2.3 indicates the extent of teachers’ mental health status in new normal post among public secondary schools in Jolo, Sulu in terms of Depression Assessment. Within this category, teachers’ assessments contribute to the overall weighted mean score of .8044 with a standard deviation of .62756 which is rated as Never or with Negligible Extent. This outcome suggests that teacher-respondents involved in this study implored that they never have experienced a prolonged and pervasive state of low mood, behavior, and overall emotional well-being that could persistently and significantly interfere with their ability to function effectively in their professional roles.

Particularly, within the items belonging to this category, teacher-respondents rated as Never the following items under Depression Assessment: “I felt that I had nothing to look forward to”, “I felt down-hearted and blue”, “I was unable to become enthusiastic about anything”, “I felt I wasn’t worth much as a person”, and “I felt that life was meaningless”.

A research study conducted in Indonesia from December 2021 to May 2022 revealed stable working circumstances for teachers, despite the presence of Covid. The report indicates that educators in Indonesia may experience comfort in both their professional and personal lives as a result. Consequently, all facets of mental health were within typical parameters or in a normal range. Interestingly, comparable results were observed in studies conducted in various countries (M. C. Martínez-Monteagudo et al., 2019; P. Ratanasiripong et al., 2020; Z. Othman et al., 2019). While teachers encounter daily

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challenges, such as assuming different responsibilities, interpersonal concerns, and high student performance standards, these pressures may lead to slight impatience however, not to the extent of inducing stress, despair, or discontent (Piyakun, A. & Salim, H., 2023).

Moreover, the study findings indicated a generally low prevalence of depression among teachers in the Philippines. However, numerous factors were identified as significantly linked to depression among teachers. Interestingly, teachers in higher education levels exhibited lower rates of depression. These findings underscore the necessity for additional research into the factors influencing depression among teachers in the Philippines, alongside the importance of implementing interventions to bolster teachers' mental health and well-being (Orlanda-Ventayen, Caren C., 2023).

Table 2.3 Extent of teachers’ mental health status in new normal in terms of depression assessment

Depression Assessment		Mean	S.D.	Rating
1	I couldn’t seem to experience any positive feeling at all	1.0417	.79278	Sometimes
2	I found it difficult to work up the initiative to do things	1.1583	.77780	Sometimes
3	I felt that I had nothing to look forward to	.7731	.87756	Never
4	I felt downhearted and blue	.8167	.73317	Never
5	I was unable to become enthusiastic about anything	.7833	.70034	Never
6	I felt I wasn’t worth much as a person	.6083	.86283	Never
7	I felt that life was meaningless	.4500	.77622	Never
Total Weighted Mean		.8044	.62756	Never

Legend: (3) 2.50–3.00=Almost Always; (2) 1.50–2.49=Often; (1) 1.00–1.49=Sometimes; (0) 0-.99=Never

2.4 On Resilience and Coping Strategies

Table 2.2 indicates the extent of teachers’ mental health status in new normal post among public secondary schools in Jolo, Sulu in terms of Anxiety and Stress Level. Within this category, teachers’ assessments contribute to the overall weighted mean scores of 3.0508 and 2.6530 with standard deviations of .68856 and .39832 for Resilience and Coping Strategies Level which are both rated as Often True and A Little Bit, respectively. This outcome suggests that teacher-respondents involved in this study implored that it is often true they have the ability to effectively cope with and adapt to challenges, and stressors, and maintain psychological well-being, and setbacks in the teaching profession.

In like manner, they also expressed that, they have a little bit of thoughts and behaviors related to the intentional and adaptive efforts they employ to manage, tolerate, and minimize or reduce stressful situations in their teaching environment. This is because they never feel anxiety and stress in their teaching jobs. In like manner, they also expressed that, they have a little bit of thoughts and behaviors related to the intentional and adaptive efforts they employ to manage, tolerate, and minimize or reduce stressful situations in their teaching environment. This is because they never feel anxiety and stress in their teaching jobs.

Particularly, within the items belonging to this category, teacher-respondents rated as Often True the following items under Resilience: “I am able to adapt when changes occur”, “I can deal with whatever comes my way”, “I try to see the humorous side of things when I am faced with problems”, “Having to cope with stress can make me stronger”, “I tend to bounce back after illness, injury or other hardships”, “I believe I can achieve my goals, even if there are obstacles”, and “Under pressure, I stay focused and think clearly”.

Similarly, teacher-respondents rated as A Little Bit the following items under Coping Strategies: “I've been turning to work or other activities to take my mind off things”, “I've been concentrating my efforts on doing something about the situation I'm in”, “I've been saying to myself "this isn't real", “I've been getting emotional support from others”, “I've been taking action to try to make the situation better”, “I’ve been getting help and advice from other people”, “I've been trying to see it in a different light, to make it seem more positive”, “I've been trying to come up with a strategy about what to do”, and “I've been getting comfort and understanding from someone”.

Additionally, a study involving educators from Spain indicates that teachers with elevated emotional intelligence marks exhibit more significant coping resilience and superior levels of job involvement. Suchlike, Wu et al. (2019) demonstrated

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in their study that Chinese middle school teachers with high emotional intelligence demonstrate increased enthusiasm for teaching and are less likely to consider leaving the profession. Moreover, the connection between teacher emotional intelligence and employment allegiance has been examined, revealing a beneficial effect on teachers' vitality, concentration, and perseverance. Teachers with higher levels of resilience and efficient coping mechanisms are more likely prepared to handle external pressures and uphold their mental well-being mental health (Fang, G. et al. 2023)

Furthermore, teachers' resilience serves as a mediator, alleviating the impact of stress and anxiety resulting from the COVID-19 pandemic affecting their subjective sense of well-being or depression (Cho, I.K. et al., 2021). Additionally, they have embraced coping mechanisms to navigate the challenges of the new normal in education, facilitating their adjustment to and integration into the altered educational landscape (Talahiban, M.J. et al., 2022). Moreover, utilizing efficient coping strategies like problem-solving, physical activity, and recreational activities enhances emotional well-being, while unconstructive coping strategies like isolating oneself and excessive alcohol consumption contribute to psychological discomfort and diminish work enthusiasm (Emeljanovas, A. et al., 2023).

The implementation of coping strategies by teachers responding to recognized challenges highlights their adaptability and resilience. Through collaborative assistance, optimistic mindsets, student-focused methods, and placing their well-being as a priority, educators effectively navigate the complexities of in-person instruction. These findings collectively highlight teachers' steadfast commitment to delivering high-quality education amidst the comprehensive adoption of in-person classroom sessions. Understanding educators' experiences, challenges, and coping mechanisms enables stakeholders to collaboratively cultivate a supportive and conducive learning atmosphere for both educators and students. Furthermore, these observations can guide the creation of specific measures and guidelines aimed at optimizing teaching and learning within the traditional classroom setting (Anero, J. A. & Tamayo, E. S., 2023).

Table 2.4 Extent of teachers' mental health status in new normal in terms of resilience and coping strategies

Resilience		Mean	S.D.	Rating
1	I am able to adapt when changes occur.	2.9583	.79278	Often True
2	I can deal with whatever comes my way.	3.0417	.80331	Often True
3	I try to see the humorous side of things when I am faced with problems	2.8750	.85565	Often True
4	Having to cope with stress can make me stronger.	3.0417	.82397	Often True
5	I tend to bounce back after illness, injury, or other hardships	2.9000	.92036	Often True
6	I believe I can achieve my goals, even if there are obstacles.	3.3083	.77564	Often True
7	Under pressure, I stay focused and think clearly.	3.0500	.88735	Often True
8	I am not easily discouraged by failure.	3.0417	.95615	Often True
9	I think of myself as a strong person when dealing with life's challenges and difficulties.	3.1750	.94079	Often True
10	I am able to handle unpleasant or painful feelings like sadness, fear, and anger.	3.1167	.87143	Often True
Total Weighted Mean		3.0508	.68856	Often True
Coping Strategies		Mean	S.D.	Rating
1	I've been turning to work or other activities to take my mind off things.	2.9667	.79846	A little bit
2	I've been concentrating my efforts on doing something about the situation I'm in.	3.2583	.80436	A little bit
3	I've been saying to myself "this isn't real".	2.4500	.93350	A little bit
4	I've been using alcohol or other drugs to make myself feel better.	1.3167	.72162	Haven't doing
5	I've been getting emotional support from others.	2.6083	.90094	A little bit
6	I've been giving up trying to deal with it.	2.0417	.91114	Medium amount
7	I've been taking action to try to make the situation better.	3.3167	.79898	A little bit
8	I've been refusing to believe that it has happened.	2.2167	.80108	Medium amount

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9	I've been saying things to let my unpleasant feelings escape.	2.2500	.83263	Medium amount
10	I've been getting help and advice from other people	2.9917	.85500	A little bit
11	I've been using alcohol or other drugs to help me get through it.	1.3500	.76312	Haven't doing
12	I've been trying to see it in a different light, to make it seem more positive.	2.9750	.86445	A little bit
13	I've been criticizing myself.	2.0750	.94524	Medium amount
14	I've been trying to come up with a strategy about what to do.	3.2333	.75296	A little bit
15	I've been getting comfort and understanding from someone.	3.0250	.79349	A little bit
16	I've been giving up the attempt to cope.	1.9750	.87411	A medium amount
17	I've been looking for something good in what is happening.	3.2167	.80108	A little bit
18	I've been making jokes about it.	2.5333	.72103	A little bit
19	I've been doing something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.	2.7167	.83196	A little bit
20	I've been accepting the reality of the fact that it has happened.	3.2333	.70691	A little bit
21	I've been expressing my negative feelings.	2.4667	.72103	A little bit
22	I've been trying to find comfort in my religion or spiritual beliefs.	3.5333	.67280	Been doing this
23	I've been trying to get advice or help from other people about what to do.	3.0917	.78853	A little bit
24	I've been learning to live with it.	3.1167	.77982	A little bit
25	I've been thinking hard about what steps to take.	2.8833	.81151	A little bit
26	I've been blaming myself for things that happened.	1.8667	.83950	A medium amount
27	I've been praying or meditating	3.4333	.76404	A little bit
28	I've been making fun of the situation.	2.1417	.90094	A medium amount
Total Weighted Mean		2.6530	.39832	A little bit

Legend:

RESILIENCE: (4) 3.50-4.00=Nearly True all the Time; (3) 2.50-3.49=Often True; (2) 1.50-2.49=Sometimes True; (1) 1.00-1.49=Rarely True; (0) 0-.99=Not True at all

COPING STRATEGIES: (4) 3.50-4.00=I've Been Doing This a Lot; (3) 2.50-3.49= A Medium Amount; (2) 1.50-2.49= A Little Bit; (1) 1:00-1.49= I Haven't Been Doing This at All

3) Significant difference in the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu when data are grouped according to respondent's demographic profile: 3.1 Age; 3.2 Gender; 3.3 Civil status; 3.4 Length of service; and 3.5 Educational attainments.

3.1 According to Age

Table 3.1 presents the differences in the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu when data are grouped based on respondent's demographic profile in terms of age. From this table, it can be inferred that, except for "Support" the values of F-ratios and P-values of all other sub-categories encompassed within the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu are not statistically significant at the alpha level of .05. This signifies that although teacher-respondents differ in age range, they do not vary in their perceptions towards the extent of teachers' mental health status in new normal. This outcome suggests that being older or 51 years old & above may not necessarily put a teacher-respondent in a vantage point towards perceiving the extent of teachers' mental health status in new normal than those who are within 30 years old & below, 31-40 years old, and 41-50 years old, or vice versa.

Nonetheless, it is reasonable to conclude that the age variable does not significantly influence how teacher-respondents assess the extent of teachers' mental health status in new normal. Therefore, the hypothesis which states that "There is no significant difference in the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu when data is categorized based on respondent's demographic profile in terms of age" is accepted.

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Table 3.1 Differences in the extent of teachers’ mental health status in new normal when data are grouped according to respondent’s demographic profile in terms of age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Emotional Well-being	Between Groups	.224	3	.075	.231	.874	Not Significant
	Within Groups	37.378	116	.322			
	Total	37.602	119				
Support	Between Groups	2.745	3	.915	2.692*	.049	Significant
	Within Groups	39.430	116	.340			
	Total	42.175	119				
Anxiety level	Between Groups	.225	3	.075	.211	.888	Not Significant
	Within Groups	41.187	116	.355			
	Total	41.412	119				
Stress level	Between Groups	.526	3	.175	.466	.706	Not Significant
	Within Groups	43.599	116	.376			
	Total	44.125	119				
Depression Assessment	Between Groups	.003	3	.001	.002	1.000	Not Significant
	Within Groups	46.862	116	.404			
	Total	46.865	119				
Resilience	Between Groups	1.070	3	.357	.747	.526	Not Significant
	Within Groups	55.350	116	.477			
	Total	56.420	119				
Coping Strategies	Between Groups	.653	3	.218	1.384	.251	Not Significant
	Within Groups	18.228	116	.157			
	Total	18.881	119				

*Significant alpha .05

3.2 According to Gender

Table 3.2 shows the differences in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu where data are grouped based on respondent’s demographic profile in terms of gender. From this table, it can be inferred that the values of mean differences of all the sub-categories encompassed within the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu is not statistically significant at the alpha level of .05. This indicates that there is no variation between male and female teacher-respondents in how they perceive the extent of teachers’ mental health status in new normal. This outcome suggests that being a male respondent does not inherently provide an advantage in perceiving the extent of teachers’ mental health status in new normal compared to a female respondent, and vice versa.

Consequently, it is fair to state that the variable of gender does not significantly mediate how teacher-respondents assess the extent of teachers’ mental health status in new normal. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu when data is categorized based on respondent’s demographic profile in terms of gender” is accepted.

Furthermore, as per the study conducted by Li et al. (2020), in China, the prevalence of anxiety among educators stood at 13.67%, with females displaying higher anxiety levels than males, and older individuals exhibiting more symptoms. Despite

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slightly elevated rates of depression among female teachers compared to their male counterparts, as noted by Orlanda-Ventayen (2023), this difference did not reach statistical significance.

Talahiban, M.J. et al. (2022), highlighted that a considerable majority of female respondents indicated the feminization trend within the teaching profession. Similarly, Fermin, J.N. et al. (2022), found that most participants were females under the age of 30, unmarried, college graduates, and employed as regular teachers. Descriptive statistics revealed that participants' Mental Health (MH) levels across ten domains ranged from "good" to "fair." T-tests indicated no significant disparities in MH between male and female secondary school teachers. Additionally, both genders reported an increase in religious activities and a decrease in substance use during periods of stress. While males preferred cognitive reappraisal and relaxation techniques for calming, females sought support from parents and friends

Table 3.2 Differences in the extent of teachers’ mental health status in new when data are grouped according to respondent’s demographic profile in terms of gender

VARIABLES Grouping		Mean	S. D.	Mean Difference	t	Sig.	Description
<i>Emotional Well-being</i>	Male	4.0976	.50904	.12197	1.129	.261	Not Significant
	Female	3.9756	.58655				
<i>Support</i>	Male	4.0836	.62350	.04203	.365	.715	Not Significant
	Female	4.0416	.58373				
<i>Anxiety level</i>	Male	.8606	.49020	-.14661	-1.295	.198	Not Significant
	Female	1.0072	.63266				
<i>Stress level</i>	Male	.8467	.47422	-.15150	-1.296	.197	Not Significant
	Female	.9982	.66516				
<i>Depression Assessment</i>	Male	.7410	.49212	-.09625	-.796	.428	Not Significant
	Female	.8373	.68807				
<i>Resilience</i>	Male	2.9610	.76416	-.13649	-1.030	.305	Not Significant
	Female	3.0975	.64609				
<i>Coping Strategies</i>	Male	2.6315	.41607	-.03257	-.423	.673	Not Significant
	Female	2.6641	.39104				

*Significant at alpha 0.05

3.3 According to Civil Status

Table 3.3 presents the differences in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu when data are grouped based on respondent’s demographic profile in terms of civil status. From this table, it can be inferred that the values of F-ratios and P-values of all the sub-categories encompassed within the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu are not statistically significant at the alpha level of .05. This indicates that despite variation in civil status among teacher-respondents, there is no difference in their perceptions towards the extent of teachers’ mental health status in new normal. This outcome suggests that being married does not necessarily put a teacher-respondent in a vantage point towards perceiving the extent of teachers’ mental health status in new normal compared to those who are single and widowed, and vice versa.

Nonetheless, it can be confidently asserted that variable civil status does not significantly mediation in a certain aspect of how teacher-respondents assess the extent of teachers’ mental health status in new normal. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu when data is categorized based on respondent’s demographic profile in terms of civil status” is accepted.

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Table 3.3 Differences in the extent of teachers’ mental health status in new normal when data are grouped according to respondent’s demographic profile in terms of civil status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Emotional Well-being	Between Groups	.056	2	.028	.088	.916	Not Significant
	Within Groups	37.546	117	.321			
	Total	37.602	119				
Support	Between Groups	1.026	2	.513	1.459	.237	Not Significant
	Within Groups	41.149	117	.352			
	Total	42.175	119				
Anxiety level	Between Groups	.325	2	.162	.462	.631	Not Significant
	Within Groups	41.088	117	.351			
	Total	41.412	119				
Stress level	Between Groups	.515	2	.258	.691	.503	Not Significant
	Within Groups	43.610	117	.373			
	Total	44.125	119				
Depression Assessment	Between Groups	.046	2	.023	.058	.944	Not Significant
	Within Groups	46.819	117	.400			
	Total	46.865	119				
Resilience	Between Groups	.367	2	.183	.383	.683	Not Significant
	Within Groups	56.053	117	.479			
	Total	56.420	119				
Coping Strategies	Between Groups	.260	2	.130	.817	.444	Not Significant
	Within Groups	18.621	117	.159			
	Total	18.881	119				

*Significant alpha .05

3.4 According to Length of Service

Table 3.4 presents the differences in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu when data are grouped based on respondent’s demographic profile in terms of length of service. From this table, it can be inferred that, except for “Coping Strategies” the values of F-ratios and P-values of all the sub-categories encompassed within the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu is not statistically significant at the alpha level of .05. This indicates that despite teacher-respondents having differing years of teaching experiences, they do not vary in their perceptions towards the extent of teachers’ mental health status in new normal. This outcome suggests that being 41 years & above in the teaching profession may not necessarily put a teacher-respondent in a vantage point towards perceiving the extent of teachers’ mental health status in new normal than those with 5 years & below, 6-20 years, and 21-40 years in teaching, or vice versa.

Nonetheless, it is reasonable to conclude that variable length of service does not significantly mediate how teacher-respondents assess the extent it can be confidently asserted that is safe to say that variable length of service has no significant mediation in ways teacher-respondents assess the extent of teachers’ mental health status in new normal. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu when data is categorized based on respondent’s demographic profile in terms of length of service” is accepted.

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As per Barnová, S. et al. (2023), the study revealed a correlation between teacher resilience and year of teaching experience, indicating that newcomer educators and those with less than a decade of experience scored lower on the resilience scale compared to their more seasoned colleagues. Furthermore, the findings underscore the significance of teaching tenure in determining teacher resilience, emphasizing the necessity of prioritizing the well-being of new educators and fostering their resilience through guidance and support in developing effective coping strategies. Moreover, older instructors tended to utilize cognitive reappraisal, while regular teachers leaned towards seeking social support as a coping mechanism in adapting to the evolving educational landscape (Fermin, J.N., et al., 2022).

Consistent with the outcomes of the study of Asuncion, M.C. A. & Santos, R. V. (2023), the findings suggest that teachers at distinct stages of their careers have unique needs regarding the content of training programs and other initiatives aimed at bolstering their resilience and well-being. Additionally, there is an urgent call for tailored interventions to retain educators in the profession, especially younger teachers.

Table 3.4 Differences in the extent of teachers’ mental health status in new normal when data are grouped according to respondent’s demographic profile in terms of length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Emotional Well-being	Between Groups	.343	2	.171	.538	.585	Not Significant
	Within Groups	37.259	117	.318			
	Total	37.602	119				
Support	Between Groups	.631	2	.315	.888	.414	Not Significant
	Within Groups	41.544	117	.355			
	Total	42.175	119				
Anxiety level	Between Groups	.401	2	.201	.572	.566	Not Significant
	Within Groups	41.011	117	.351			
	Total	41.412	119				
Stress level	Between Groups	.696	2	.348	.937	.395	Not Significant
	Within Groups	43.429	117	.371			
	Total	44.125	119				
Depression Assessment	Between Groups	.734	2	.367	.930	.397	Not Significant
	Within Groups	46.132	117	.394			
	Total	46.865	119				
Resilience	Between Groups	.070	2	.035	.072	.930	Not Significant
	Within Groups	56.350	117	.482			
	Total	56.420	119				
Coping Strategies	Between Groups	.941	2	.471	3.069*	.050	Significant
	Within Groups	17.940	117	.153			
	Total	18.881	119				

*Significant alpha .05

3.5 According to Educational Attainment

Table 3.5 presents the differences in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu where data is categorized based on respondent’s demographic profile in terms of educational attainment. From this table, it can be inferred that the values of F-ratios and P-values of all the sub-categories encompassed within the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu are not statistically significant at the alpha level of .05. This indicates that despite differences in educational attainment among

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teacher-respondents, their perceptions remain consistent towards the extent of teachers’ mental health status in new normal. This outcome suggests that being a doctorate degree holder might not necessarily put a teacher-respondent in a vantage point towards perceiving the extent of teachers’ mental health status in new normal than those with bachelor’s degrees, with some units in master’s programs, master’s degree, and with some units in a doctoral program, or vice versa.

Nonetheless, it can be confidently asserted that variable educational attainment does not significantly mediation in a certain aspect of how teacher-respondents assess the extent of teachers’ mental health status in new normal. Therefore, the hypothesis which states that “There is no significant difference in the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu when data is categorized based on respondent’s demographic profile in terms of educational attainment” is accepted.

Table 3.5 Differences in the extent of teachers’ mental health status in new normal when data are grouped according to respondent’s demographic profile in terms of educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Emotional Well-being	Between Groups	1.853	4	.463	1.490	.210	Not Significant
	Within Groups	35.749	115	.311			
	Total	37.602	119				
Support	Between Groups	.335	4	.084	.230	.921	Not Significant
	Within Groups	41.840	115	.364			
	Total	42.175	119				
Anxiety level	Between Groups	.274	4	.069	.192	.942	Not Significant
	Within Groups	41.138	115	.358			
	Total	41.412	119				
Stress level	Between Groups	.334	4	.083	.219	.927	Not Significant
	Within Groups	43.791	115	.381			
	Total	44.125	119				
Depression Assessment	Between Groups	.755	4	.189	.471	.757	Not Significant
	Within Groups	46.110	115	.401			
	Total	46.865	119				
Resilience	Between Groups	3.771	4	.943	2.059	.091	Not Significant
	Within Groups	52.649	115	.458			
	Total	56.420	119				
Coping Strategies	Between Groups	.234	4	.059	.361	.836	Not Significant
	Within Groups	18.646	115	.162			
	Total	18.881	119				

*Significant alpha .05

4) Significant correlation among sub-categories subsumed under the teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu in each of the following categories: emotional well-being and support, anxiety and stress level, depression assessment, resilience, and coping strategies.

Table 4 demonstrates the correlation among the sub-categories encompassed within the teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu in each of the following categories: emotional well-being and support, anxiety and stress level, depression assessment, resilience, and coping strategies. From this table, it can be inferred

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that the calculated Pearson Correlation Coefficients (Pearson's r) among these variables are indeed statistically significant at the alpha level of .05.

Particularly, the correlation levels among the sub-categories included within the teachers' mental health status in new normal among public secondary schools in Jolo, Sulu are as follows:

- 1) Moderate positive correlation between Emotional Well-being and Support;
- 2) Nearly Zero negative correlation between Emotional Well-being and Anxiety, Stress, and Depression Assessment;
- 3) Moderate positive correlation between Emotional Well-being and Resilience; and
- 4) Low positive correlation between Emotional Well-being and Coping Strategies.

These findings suggest that the group of teacher-respondents who perceived the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu in terms of Emotional Well-being as Often or with a High Extent is most likely the same group of teacher-respondents who perceived Resilience and Coping Strategies, respectively.

Meanwhile, it is reasonable to assert that, overall, the extent of sub-categories encompassed within the extent of teachers' mental health status in new normal among public secondary schools in Jolo, Sulu in terms of Emotional Well-being, Anxiety, Stress, and Depression Assessment, Resilience, and Coping Strategies is moderately correlated.

Therefore, the hypothesis states that "There is no significant correlation among sub-categories subsumed under the teachers' mental health status in new normal among public secondary schools in Jolo, Sulu in terms of emotional well-being and support, anxiety and stress level, depression assessment, resilience, and coping strategies" is rejected.

Higher education serves as a crucial support for sustainable development, wherein educators contribute significantly to its progress. Despite the myriad challenges following the pandemic, the mental well-being of educators remains a pressing concern. While recent years have seen increased attention on students, there is a noticeable dearth of research in dealing with the effects of COVID-19 on the mental health status of teachers. This review, conducted by Ranjbaran F. (2023), delves into recent studies examining the mental well-being of teachers during and after the pandemic. It underscores the vital strategies and positive psychological measures necessary to safeguard their mental health amid these trying circumstances, enabling them to surmount challenges and bolster their psychological well-being.

According to the study conducted by Sokal, L. & Eblie Trudel, L. (2023), despite abundant research, there is limited empirical evidence from studies demonstrating the efficacy of interventions for supporting educators' recovery and resilience post-pandemic. Addressing educators' well-being is crucial not just for fostering substantial school environments but for averting the scarcity of teachers. In this specific investigation, 621 Canadian educators participating in a program aimed at addressing mental health issues conducted by a national mental health organization exhibited markedly heightened levels of improved well-being and recovery following the intervention. Also, in contrast to a reference group of 86 individuals, the intervention group showed elevated levels of connectedness, recovery, well-being, and resilience. Additionally, consistent with findings from studies conducted in Finland and Norway by Pöysä, S. et al. (2021), it reveals that teachers' well-being is related to coping strategies and engagement and recovery from work.

Similarly, findings align with the study on the Mental Health Status of Secondary School Teachers conducted in the province of Batanes by Billote, W J. M., et. al (2022), which assessed mental health issues, such as depression, anxiety, and stress, among high school educators. The results indicated moderate anxiety levels and normal depression and stress levels among teachers. Another study by Jimenez, Edward C. (2021), conducted in the Central Luzon region of the Philippines, found positive mental health among teachers, occasional stress experiences, and a strong agreement regarding learning resource development. Similar findings from J. Viernes, J & Pasco, M. (2023) indicated that the overall wellness of the respondents ranged from moderate to prominent levels. According to Cho, I. K. et. al (2021), results revealed that prominent levels of stress and anxiety impacted both well-being and depression.

Moreover, regression analysis affirmed that mental health has a considerable effect on the development of learning resources for teachers, as indicated by Jimenez, Edward C. (2021). Furthermore, a meta-analysis study by Ma, K. et. al. (2022) revealed that stress had a higher prevalence among teachers compared to anxiety and depression. Additionally, teachers' encounters with these psychological issues were linked to diverse socio-demographic and institutional factors.

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Table 4. Correlation among the sub-categories subsumed under the teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu in each of the following categories: emotional well-being and support, anxiety and stress level, depression assessment, resilience, and coping strategies

Variables		Pearson <i>r</i>	Sig	N	Description
Dependent	Independent				
Emotional Well-being	Support	.473**	.000	120	Moderate
	Anxiety, Stress and Depression Assessment	-.173	.059	120	Nearly Zero
	Resilience	.414**	.000	120	Moderate
	Coping Strategies	.258**	.005	120	Low

*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

IV. CONCLUSION

Based on the findings of this study the following conclusions are made:

- 1) Secondary school teachers in Jolo, Sulu have sufficient representation in terms of age, gender, civil status, length of service, and educational attainment,
- 2) On the average, there is a moderate extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu,
- 3) Generally, variables age, gender, civil status, length of service, and educational attainment do not significantly mediate in ways how secondary school teachers in Jolo, Sulu assessed the extent of teachers’ mental health status, and
- 4) Generally, the group of teacher-respondents who perceived the extent of teachers’ mental health status in new normal among public secondary schools in Jolo, Sulu in terms of Emotional Well-being as Often or with a High Extent is most likely the same group of teacher-respondents who perceived Resilience and Coping Strategies as Never or No Extent, respectively.

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