

Socio-emotional, Mental Health and Well Being of Public Secondary Science Teachers: Input for Psychosocial Support Interventions

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Abstract — This study aimed to describe the levels of job satisfaction of 95 respondent- Secondary School Science teachers (SSST) in the Schools Division Office of Urduaneta City. Specifically, it dealt with the profile variables of the respondent-SST, namely: age, sex, civil status, relevant in-service trainings, teaching position, and years in service. It also determined the level of socio-emotional, mental health, well-being of the respondent-SST in the areas of self-management, socialization, and teamwork. Moreover, the study determined whether or not there are significant differences in the levels of socio-emotional, mental health, well-being of the respondent-SST across the profile variables. Finally, it determined whether or not there are significant relationships between the levels of and the profile variables levels of socio- emotional, mental health, well-being of the respondent-SST across the profile variables.

The study showed that majority of the respondent-SST belong to the age bracket of 41 years old and above; predominantly females; most of whom are teacher III in position. Most of them had attended 1-8 relevant in-service trainings and majority of them are single and working in Department of Education (DepEd) for 6-10 years. The grand overall weighted mean (GWOM) obtained by the respondent-SST is 3.80, equivalent to Manageable (M), in transmuted rating. Moreover, an overall weighted of Manageable (M) was obtained by the areas of self-management (OWM=4.12) and socialization (OWM=3.80). However, teamwork obtained the lowest OWM (OWM=3.49) which is equivalent to Moderately Manageable(MM) in the transmuted rating.

It was found out that there were no significant differences in the respondent-SST's levels of socio-emotional, mental health and well-being across the variables, age, teaching position, trainings and years in service. However, it was found out that there is significant differences in the area of teamwork across the variable sex and relevant trainings attended. Similarly, socialization and teamwork across the number of years in the service also had significant differences.

There are significant relationships between the levels of socio-emotional, mental health and well-being the respondent-SST in teamwork and the variable, sex. Likewise, there are significant relationship between their levels of socio-emotional, mental health and well-being in socialization and the variable, number of years in service.

Based from the salient findings, it was concluded that the respondents are relatively young in the service as secondary science teachers, predominantly females, and majority of them is in Teacher III position. These science teachers have very low management in socio-emotional, mental health

and well-being under teamwork particularly in working under pressure or stress. Their levels of socio-emotional, mental health and well-being are differentiated only by the variables, sex and number of years in the service, in specific areas, namely: socialization and teamwork. The levels of socio-emotional, mental health and well-being of the SST are associated only to the variables, sex, and number of years in the service, in the areas of socialization and teamwork.

Keywords — Socio-emotional, Mental health, Well-being, Psychosocial

I. Introduction

Across the globe, the COVID-19 pandemic has wrought substantial challenges on individuals and societies. As part of this, teachers have faced significant stressors in relation to their work. The pandemic required a very sudden shift to remote learning, and teachers were called upon to support students' academic development and well-being throughout this shift, while also navigating adversity and stress in their own lives triggering their psycho-social well-being particularly their mental health. (Collie 2021)

According to World Health Organization (WHO) mental health is defined as a state of subjective well-being, in which an individual realizes his or her own abilities, can cope with the normal stressors of life, can work productively and is able to make a contribution to his order community. In this sense, mental health is the foundation for individual well-being and the effective functioning of a community.

In addition, mental health is critical to individual's survival because it affects the person social well-being hindering his coping mechanism and altering its definition of fun, socialization and skills. Therefore, when people are confronted with the negative stress or "distress," it can be life-threatening. (Fermin,2022) It is only through "coping" that they can manage normal stressful situations and keep it from worsening.

The mental health determines how they think, feel and act. Generally, it affects people from all walks of life regardless of age, gender, civil status, profession, educational attainment, political affiliation, and religious affiliation. However, no one has ever experienced a very ideal mental health all the time as every person will be challenged at times by a mental health problem. So, learning to restore balance in living can help a person in dealing with the different aspects of life. Mental health is a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. WHO estimated that globally over 450 million people suffer from mental disorders. Currently mental and behavioral disorders account for about 12 percent of the global burden of diseases. This is likely to increase to 15 percent by 2020. (WHO 2001)

According to UNESCO, addressing mental health and well-being is essential to sustain development and the increasing urgency giving the negative impacts of Covid-19, which are exacerbating mental health issues all around the world.

And from the perspective of Positive Psychology (as cited in the study of Gorsy et al., 2015), mental health is the ability of an individual to enjoy life to attain a balance between life activities and efforts to achieve psychological resilience. The peaceful mind surrounded with positivity well complete one well-being sanctity. It is more than the absence of mental disorder but more specifically on ways a person lives, relates with others, and meets the demands of life.

Good mental health is when they feel positive about yourself and cope well with the everyday pressures. Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to contribute to his or her community (WHO). In other definition, mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term “mental health” to mean the absence of a mental disorder.

Mental health can affect daily living, relationships, and physical health. However, this link also works in the other direction. Factors in people’s lives, interpersonal connections, and physical factors can all contribute to mental health disruptions. Teachers are no exemptions of this growing problem. Public school teachers are confronted with numerous paperwork and workload. (Terrazola, 2018)

Mental Health can be associated with self- Management. Self-management has been propagated in the context of empowerment initiatives in mental health. Empowerment has been defined as the level of choice, influence and control that people can exercise over events in their lives. Empowerment is seen as a multidimensional social process through which individuals and groups gain better understanding and control over their lives. As a consequence, they are enabled to change their Self- Management and Mental Health social and political environment to improve their health-related life circumstances. Self- management is one of the key developments that allow empowerment to happen. (Zurich, 2016)

Literature Review

According to Ncama (2016), it is crucial for the discourse of self understanding and self-development to pay due attention to basic needs of the self, empathy, the significance of self-object functions, the repetitive and self-object transferences, and self-object failures. During self-management education learners gradually learn aspects of the language of self- understanding to appreciate self-object functions from other learners (and the educator) and to identify and manage their own experiences of self-object failure. Therefore, the result of the status of self-management under the study is manageable whereas educator has to possess in order to attain good understanding and delivery of learning.

As for Shea (2011) who had similar saying that the concept of self-management is understood both as an educative process and an outcome. As an educative process, self-management programme include: participation in education designed to bring about specific outcomes; preparation of individuals to manage their health conditions on a day-to-day basis; the practice of specific behaviour; and the development of skills and abilities. Educators must handle a wide range of management inside the classroom to display enthusiasm, rapport and maintain good relationship to students.

Self-understanding and self-development requires an oscillation between deconstruction of defensive self-structures and construction of authentic self-structures by reactivation and working through of archaic self-object transferences. The self-management educator's main task is to guide participants through a phase of partial resolution of individual and collective submissiveness, to mobilize anger towards old and new authoritative figures to activate the striving for autonomy, to facilitate a fresh series of negotiations of the basic rules and grounding discourse rules, where by the participants can properly say they 'own' the group which means that the group self is grounded in a collective project. (Omisakin, 2011).

Self-management is considered a factor that affects mental health of people, undergoing a stressful situation. (WHO, 2013) Generally, self-management in such programs involves the person with the chronic disease "engaging in activities that protect and promote health, monitoring and managing the symptoms and signs of illness, managing the impact of illness on functioning, emotions and interpersonal relationships and adhering to treatment regimes"(Center for the Advancement of Health, 1996), (Zurich, 2016)

According to the former DepEd Sec. Leonor Briones, not only teachers are suffering from heavy workload: everyone in the government service is overworked and under immense.

Looking after mental health can preserve a person's ability to enjoy life. Doing this involves reaching a balance between life activities, responsibilities, and efforts to achieve psychological resilience. Conditions such as stress, depression, and anxiety can all affect mental health and disrupt a person's routine. Although the term mental health is in common use, many conditions that doctors recognize as psychological disorders (Besser et al., 2020) Ng (2007).

The COVID-19 pandemic has changed our understanding of the world as we previously knew it. The strong measures of social distancing and lockdown that have been applied since the beginning of the pandemic have led to significant changes in social relationships, which, for many people, have created feelings of isolation and loneliness (Smith and Lim, 2020).

In line to this, However, Rubilar (2021) stated that professional burnout was higher for teachers with a higher load of stress and with more psycho-physical indicators of discomfort.

In addition, preeminence of stressors associated with the working environment and work overload was observed (e.g., overlapping of work with household tasks, work schedule that is

disorderly, unpredictable or different from the usual schedule, and lack of time to perform the tasks involved in remote work), as well as organizational aspects of the educational institution (e.g., receiving a greater number of requirements and demands from superiors), and the relationship with the students' environment (e.g., receiving multiple and simultaneous inquiries from students and/or parents). As regards stress, it was noticed that 62.1% of educators presented high and moderately high levels of stress which alters the management of educators emotionally. (Rubilar & Oros 2021). It's not only the position which is a factor but also others in the working station of every educator.

Not many studies conducted during the pandemic measure the symptoms of stress, anxiety, and depression among teachers but the studies that have been carried out suggest that they have psychological symptoms, and this reinforces the importance of reopening schools and universities. A recent Arab study has indicated that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly ([Al Lily et al., 2020](#)). A study carried out in three cities in China during the pandemic assessed the prevalence of anxiety among teachers and found a prevalence of 13.67%, with women being more anxious than men and the older ones being more symptomatic ([Li et al., 2020](#)).

Ritchie & Roser (2018) reported that by 2030, 13% of the total global burden of diseases will be mental disorders as it is not always addressed openly and persistently. In their statistics, 15-20% of people globally (about 1-in-6) have one or more mental or substance use disorders. Banis (2019) added that at present, "the most neglected health problem among the developing countries is mental illness," as majority of this developing countries lack legislative enactments of mental health in their legal systems. Indeed, mental health is one of the public health concerns across the globe. Therefore, much work is definitely needed by any mental health expert (Masanda, 2020) as well as serious effort to create policies and measures to address these health concerns.

Teachers are always passionate to whatever things they do in their daily works. However, according to Cambridge Dictionary, stress is the great worry caused by a difficult situation or something causes people headaches, minor pains, and sleeping difficulties. While stress is Universal to students is also common stress to teachers. This means that the level of stress did contribute in the social well-being of educators as a whole. (Jimenez 2021)

According to Avci et. al (2017), teachers in elementary school need work-related relationship while secondary school teachers need autonomy. And those needs are for success, independence and dominance are among the psychological needs which significantly predict stress and perceived stress.

In recent decades, the World Health Organization (WHO) along with the United Nations Educational, Scientific and Cultural Organization [UNESCO] (1996) had been advocating principles of quality teaching by means of a Recommendation Concerning the Status of Teachers.

The recommendation included, but not limited to, the rights and responsibilities of teachers and a set of guidelines for a dialogue between educational authorities, teachers, and their associations.

II. Methodology

Research Design and Strategy

The study utilized the descriptive-survey-correlation design. “In quantitative research, researchers collect numerical data from individuals or groups and usually subject these data to statistical analyses to determine whether there are relationships among them. In view with the purpose of the study, the researcher believed that the descriptive method of research was the most appropriate. Literally, Descriptive method is used to describe the characteristics of a population or phenomenon being studied without the researcher’s attempt to manipulate the variables.

Population and Locale of the Study

The subject of this research were gathered from the Public Schools of Schools Division Office of Urdaneta City. The respondents were the Secondary Teachers teaching Science subjects for the School Year 2022-2023. The completed enumeration was used. Shown in Table 1 are the respondents of the study: the schools and the number of teacher-respondents for each school.

Table 1:
Distribution of Respondents

Cluster	Name of the School	Number of Respondents	Male	Female
1	Urdaneta City National High School	23	7	16
2	San Jose Leet Integrated School	2	0	2
	Calegu Integrated School	2	0	2
	Don Antonio Bongolan Memorial High School	4	3	1
3	Palina East National High School	3	2	1
	Palina West National High School	2	0	2
4	Lananpin National High School	10	6	4
	Labit National High School	2	1	1
5	Catablan Integrated School	6	3	3
	Cabaruan National High School	3	1	2
6	Anonas National High School	3	0	3
	Cayambanan National High School	3	0	3
7	Camantiles National High School	2	1	1
	Don Alipio Fernandez Sr. Integrated School	2	1	1
8	Nancalobasaan National High School	2	2	0
	Casabula National High School	2	2	0
	Cabuloan National High School	4	2	2
9	Camabu National High School	2	1	1
	Pedro T. Orata National High School	4	1	3
10	Mariano Q. Umipig National High School	5	0	5
	Badipa National High School	7	3	4
	Bactad National High School	2	1	1
TOTAL		95	37	58

Data Gathering Tools

A survey questionnaire was used to the Public School Teachers. The questionnaire was administered to the Secondary Science Teachers of Schools Division Office of Urdaneta City with a total population of 95.

The questionnaire-checklist was the main instrument in gathering the needed data. It consists of three (3) parts. Part I of the questionnaire contains the demographic factors of the respondents such as age; sex; civil status; number of years teaching Science; and salary range. Part II of the questionnaire contains the psychological factors affecting mental health. Part III of the questionnaire contains the stress level of teachers towards. The 5-point Likert type scale will be utilized to determine the answer of the respondent.

Data Gathering Procedure

Prior to the administration of the instrument, a Letter of Request to conduct the Study will be addressed to the Urdaneta City Schools Division Superintendent, Mdm. Fatima R. Boado, CESO VI and the school heads/ principals of secondary schools of the said division.

To determine the content validity of the instrument, the questionnaire checklist was presented to 5 experts which includes education supervisor, master teacher, school head, guidance counselor and a teacher III using the instrument of L.V. Meimban (1997) on establishing content validity of questionnaires.

The questionnaire was floated to the respondents and was administered personally by the researcher. The data that was gathered and treated with utmost confidentiality.

Treatment of Data

To treat the gathered data, the following statistical tools was used: The Statistical treatment employed in problem number 1 was based on frequency counts and percentage.

On the other hand, the statistical treatment employed in problems 2, 3 and 4 were the computation of the Mean while on problem #4 the T-test was employed.

For sub- problem Number 3, on what was the significant difference of the profile variables of respondents to their socio-emotional, mental health and well-being differences, the statistical tool was utilized the parametric statistics used to determine differences that were discussed in this chapter were the independent samples t-test, paired or dependent samples t-test, and analysis of variance (ANOVA).

For sub -problem Number 4, on what was the degree of severeness for the mental health of teachers the respond of the respondents over all mean was interpreted using the 5- point Likert scale.

Weighted Mean	Descriptive Rating
4.50 to 5.00	Severe
3.50 to 4.49	Major
2.50 to 3.49	Moderate
1.50 to 2.49	Minor
1.00 to 1.49	Insignificant

Pearson r was utilized for the relationship to be determined between mental health, stress level and learning resources development of teachers and regression analysis for the impact of Learning resources development towards teachers' mental health and level of stress.

Weighted Mean	Descriptive Rating	Description	Transmuted Rating
4.50 to 5.00	Excellent	81-100% satisfied.	Highly Manageable (HM)
3.50 to 4.49	Very good	61-80% satisfied.	Manageable(M)
2.50 to 3.49	Good	41-60% satisfied.	Moderately Manageable (MM)
1.50 to 2.49	Fair	21-40% satisfied.	Slightly Manageable (SM)
1.00 to 1.49	Poor	0-20% satisfied.	Not Manageable (NM)

III. Results and Discussion

This chapter presents the data, analyses on the data, statistical findings and the interpretation of salient findings. These are shown in tabular form and arranged in accordance with the order of the specific problems they are intended to answer.

Respondents Profile

Table 2 below presents the frequency and percentage distribution of the respondent-teachers across the variable categories.

Age. The majority of the respondent-Secondary Science Teachers (SST) , i.e., 33 of them or 34.73 percent belong to 41 years old and above age bracket. Twenty one (21) of them or 22.10 percent belong to the 36-40 years old bracket, eighteen (18) or 18.95 percent of them belong to age bracket 31-35 years old while thirteen (13) or 13.68 percent belong to the 26-30 years old bracket same goes with the age bracket of 20-25 years of age 10.53 or 10 people.

Sex. Sixty- three (63) of the respondent-SST or 66.32 percent are females. Thirty two (32) of them or 33.68 percent are males.

Civil Status. Majority of the Secondary Science Teachers is single with a total of 42 or 44.21 percent, Fifty (50) or 52.63 percent is married and only three (3) or 3.16 percent is widow.

Number of years in Teaching Position. Fifteen (15) of the respondent-SST is in 6-10 years of service. Eighteen (18) or 19.95 percent is 1-5 years in the position. Twenty (20) is in the bracket of 16 years above in service and twenty five (25) or 26.32 percent is in the bracket of 11-15 years in service.

Table 2:
Frequency and Percentage Distribution of the Respondent-Secondary Science Teachers (SST) across the Profile Variables

Variable	Variable Categories	Frequency	Percent
Age	20 to 25 years old	10	10.53
	26 to 30 years old	13	13.68
	31 to 35 years old	18	18.95
	36 to 40 years old	21	22.10
	41 years old and above	33	34.73
Civil Status	Single	42	44.21
	Married	50	52.63
	Widow	3	3.16
Sex	Male	32	33.68
	Female	63	66.32
Number of Years in Teaching Position	1-5 years	18	19.95
	6-10 years	35	36.84
	11-15 years	25	26.32
	16 years and above	20	21.05
Teaching Position	Teacher I	20	21.05
	Teacher II	20	21.05
	Teacher III	55	57.89
Trainings Attended Division	3 and below	54	56.84
	4-6	21	22.11
	7 and above	20	21.05
Region	3 and below	58	61.05
	4-6	20	21.05
	7 and above	17	17.90
National	3 and below	0	0
	4-6	23	24.21
	7 and above	0	0
International	3 and below	85	89.47
	4-6	10	10.53
	7 and above	0	0

Teaching Position. Most of the respondents -SST is Teacher III with a total of 55 or 57.89 percent. Twenty (20) is in Teacher II position or 21.05 percent which is the same with respondents under Teacher I position.

Related Trainings Attended (Division). For the Division level of training, 54 of the respondents- SST or 56.84 percent had 3 and below number of trainings attended. Twenty-one (21) or 22.11 percent had 4-6 trainings attended. Twenty (20) of the respondents had attended 7 and above number of trainings under Division Level. **(Regional)** Most of the respondents had the number of trainings under regional level, a total of 58 or 61.05 percent had 3 and below. Seventeen

(17) or 17.90 percent had 4-6 trainings and only two (2) or 4.76 percent had 7 and above trainings. **(National)** Seventy-two (72) or 75.79 percent had 3 and below trainings under National level. Twenty three (23) or 24.21 percent had 4-6 and zero (0) had 7 and above number of trainings. **(International)** Most of the Secondary Science Teachers respondents, 85 or 89.47 percent had the number of 3 and below number of trainings under international level and only 10 had 4-6 number of trainings. The remaining percentage had no trainings internationally.

Socio-emotional, Mental Health and Well-being of Teachers in Self -Management

Table 3 below presents the level of Socio-Emotional, Mental Health and Well-being of the respondent-SST in Self- Management. The levels are indicated as weighted mean (WM) for each indicator statement and as overall weighted mean (OWM) for the whole aspect of Self-Management.

The respondent-SST obtained an overall weighted mean (OWM) of 4.12, equivalent to Manageable (M) in their Socio- Emotional, Mental Health and Well-being in Self Management. In contrast, the lowest WM=3.93 was obtained by the SST in indicator statement No. 6, “Display anger management mechanism regardless of the situation”.

Table 3:
Socio-emotional, Mental Health and Well-being of Respondent- Secondary School Science Teachers in Self- Management

Self Management As a Science Teacher I...	Weighted Mean	Transmuted Rating
set personal goals and direction needs and development	4.07	Manageable
undertake personal action and behavior that are clear and purposive	4.19	Manageable
display emotional enthusiasm and maturity for whatever challenges faced	4.31	Manageable
prioritize work task with organization	4.21	Manageable
set challenging, high and realistic goals for self and others	4	Manageable
display anger management mechanisms regardless of the situation	3.93	Manageable
OWM for Self-Management	4.12	Manageable

The values presented in Table 3 indicate that Socio-emotional, Mental Health and Well-being respondent-SST in relation to their Self Management is Manageable (M). The overall weighted mean (OWM) for the whole of the Self- management also obtained a rating of 4.12 M.

Socio-Emotional, Mental Health and Well-being of Teachers in Socialization

Table 4:
Socio -Emotional, Mental Health and Well-being of Respondent- Secondary School Science Teachers in Socialization

A. Socialization	Weighted	Transmuted
1. accept willingly criticisms from others in positive	4	Manageable
2. talk to others about personal openly	2.83	Moderately
3. mingle with people enthusiastically	3.79	Manageable
4. establish rapport to others to build up friendship	4.12	Manageable
5. do not judge others at once unknowing the situation	4.05	Manageable
6. hide personal emotions in front of people	4	Manageable
OWM for Socialization	3.80	Manageable

Table 4 presents the level of Socio-Emotional, Mental Health and Well-being of the respondent-SST in Self- Management. These are indicated as weighted mean (WM) for each indicator statement and as overall weighted mean (OWM) for Socialization

The overall weighted mean (OWM) obtained by the respondent-SST for their Socio-Emotional, Mental Health and Well Being in Socialization is 3.80, equivalent to Manageable (M). The lowest WM=2.83 was obtained by the SST in indicator statement No. 2, “Talk to Others about personal openly.”

Socio Emotional, Mental Health and Well-being of Teachers in Teamwork

Table 5 below shows the level of Socio-Emotional, Mental Health and Well-being of the respondent-SST in Teamwork. These are indicated as weighted mean (WM) for each indicator statement and as overall weighted mean (OWM) for the whole set of these particular needs.

The OWM=3.49 obtained by the respondent-SST for their Level of Socio-Emotional, mental health and Well-being in Teamwork is equivalent to Moderately Manageable (MM).

Table 5:

Socio -Emotional, Mental Health and Well-being of Respondent- Secondary School Science Teachers in Teamwork

Teamwork	Weighted Mean	Transmuted Rating
As a Science Teacher I...		
willingly share my sense of responsibility	4.34	Manageable
promote collaboration and remove barrier to teamwork across organization	2.65	Moderately Manageable
value the work of others	4.33	Manageable
do not tolerate competition and rather go with the flow of action	3.45	Manageable
drive consensus and team ownership of decision	3.92	Manageable
work constructively in a heightened atmosphere	2.30	Slightly Manageable
OWM for Teamwork	3.49	Moderately Manageable

The lowest WM=2.30 was obtained by the SST in indicator statement No.6 , “Work constructively in a heightened atmosphere,” also equivalent to slightly manageable (SM).

Summary of Socio Emotional, Mental health and Well-being of SST

Table 6 presents the summary of the respondent-SSTs’ state of Socio-Emotional, Mental health and Well-being of Secondary Science Teachers.

Table 6:
Summary of Socio Emotional, Mental Health and Well- being of Secondary Science Teachers

Area	Overall Weighted Mean	Transmuted Rating
Self- Management	4.12	Manageable
Socialization	3.80	Manageable
Teamwork	3.49	Moderately Manageable
GWOM	3.80	Manageable

ANOVA Results on the Mean Differences in Socio Emotional, Mental Health and Well- being of SST Across the Variable, Age

Table 7:
ANOVA Results on the Mean Differences in Socio Emotional, Mental Health and Well-Being of SST Across the Variable, Age

Areas of Needs	Sources of Variation	Sum	ofdf	Mean Square	F-value	Sig.
Self-Management	Between Groups	.536	3	.179	.273	1.358
	Within Groups	4.210	32	.132		
	Total	4.746	35			
Socialization	Between Groups	.716	3	.239	.339	1.164
	Within Groups	6.560	32	.205		
	Total	7.276	35			
Teamwork	Between Groups	.937	3	.312	.173	1.770
	Within Groups	5.645	32	.176		
	Total	6.582	35			
Total	Between Groups	.217	3	.072	.552	.712
	Within Groups	3.253	32	.102		
	Total	3.470	35			

The F-value= 0.273 sig. at 1.358 for Self Management, F=0.339 sig. at 1.164 for Socialization and Teamwork, F=0.173 sig., respectively, statistically attest to the fact that the variable is not significant across the variable, age.

Mean Differences in SSTs’ Socio Emotional, Mental Health and Well- being in across Variable, Sex

Table 8 shows the t-test results on the mean differences in the levels.

**Table 8:
Mean Differences in Socio-Emotional, Mental Health and Well- being of SST Across the Profile Variable, Sex**

Areas of Need	Variable	N	Mean	Mean Diff	Df	t-value	Sig.
Self- Management	Male	32	2.4909	.04291	34	.318	.752
	Female	63	2.4480				
Socialization	Male	32	1.9182	-.28982	34	-1.813	.079
	Female	63	2.2080				
Teamwork	Male	32	1.4727	-.35927	34	-2.448	.020
	Female	63	1.8320				
Total	Male	32	1.8727	-.20567	34	-1.868	.070
	Female	63	2.0784				

The respondent-SST obtained $t=0.318$ sig. at 0.752 for Self-Management, $t = -1.813$ sig. at 0.079 for Socialization. In these above-mentioned needs, the statistics indicate that there are no significant mean differences in the levels of socio emotional, mental health and well being SST.

Mean Differences in SSTs’ Socio-Emotional, Mental Health and Well- being in across Variable, Teaching Position

Table 9 below shows the ANOVA results on the mean differences in the levels of the respondent- JHSST in all areas.

All the F-values on Table 10, $F=0.400$ sig. at 0.754 for Self-Management; $F=1.029$ sig. at 0.393 for Socialization, $F=0.682$ sig. at 0.569 for Teamwork;. at 0.356 for the total of the respondent-SST are all not significant at the set alpha level 0.05.

Table 9:
Mean Difference in Socio-Emotional, Mental Health and Well- being of SST Across the Teaching Position

Areas of Need	Sources of Variation	Sum	ofDf	Mean	F-value	Sig.
Self-Management	Between Groups	.172	3	.057	.400	.754
	Within Groups	4.574	32	.143		
	Total	4.746	35			
Socialization	Between Groups	.640	3	.213	1.029	.393
	Within Groups	6.636	32	.207		
	Total	7.276	35			
Teamwork	Between Groups	.396	3	.132	.682	.569
	Within Groups	6.187	32	.193		
	Total	6.582	35			
Total	Between Groups	.329	3	.110	1.119	.356
	Within Groups	3.141	32	.098		
	Total	3.470	35			

However, Rubilar (2021) stated that professional burnout was higher for teachers with a higher load of stress and with more psycho-physical indicators of discomfort.

Mean Differences in SSTs' across Variable, In-Service Attended

The table below shows the ANOVA results on the mean differences of the respondent-SST in all areas, across the variable, In-service attended.

Table 10:
Mean Differences across the Variable, Trainings Attended

Areas of Need	Sources of Variation	Sum Squares	ofDf	Mean Square	F-value	Sig.
Self-Management	Between Groups	.248	2	.124	.912	.412
	Within Groups	4.497	33	.136		
	Total	4.746	35			
Socialization	Between Groups	.411	2	.205	.987	.384
	Within Groups	6.866	33	.208		
	Total	7.276	35			
Teamwork	Between Groups	.749	2	.374	2.118	.136
	Within Groups	5.833	33	.177		
	Total	6.582	35			
Total	Between Groups	.222	2	.111	1.130	.335
	Within Groups	3.248	33	.098		
	Total	3.470	35			

The $F=0.912$ sig. at 0.412 for Self-Management; $F=0.987$ sig. at 0.384 for Socialization, $F=2.118$ sig. at 0.136 for Teamwork; and $F=1.130$ sig. at 0.335 for the total of the respondent-JHST are all not significant at the set alpha level 0.05.

Mean Differences in SSTs’ across Variable, Years of Service

Table 11 below shows the ANOVA results on the mean differences in the levels of socio-emotional, mental health and well-being of the respondent-SST in all areas, across the variable, number of years in the service.

**Table 11:
Mean Differences across the Variable, Years in Service**

Areas of Need	Sources of Variation	Sum Squares	ofdf	Mean Square	F-value	Sig.
Self-Management	Between Groups	.255	2	.128	.939	.401
	Within Groups	4.490	33	.136		
	Total	4.746	35			
Socialization	Between Groups	.269	2	.135	.634	.537
	Within Groups	7.007	33	.212		
	Total	7.276	35			
Teamwork	Between Groups	1.320	2	.660	4.138	.025
	Within Groups	5.262	33	.159		
	Total	6.582	35			
Total	Between Groups	.561	2	.281	3.182	.055
	Within Groups	2.909	33	.088		
	Total	3.470	35			

The F-value =4.138 sig. at 0.025 for Teamwork, is significant at the alpha level 0.05. Therefore, the null hypothesis stating, “there are no significant mean differences in the respondent-SST’s levels of socio-emotional, mental health and Well-being”.

Relationship between Levels of Socio-emotional, mental health and well- being

Table 12 presents the Pearson r coefficient of correlations between the levels of job satisfaction of the respondent-JHSST and the profile variables.

Table 12:
Relationship between the Levels of Socio-emotional, mental health and well- being of the Respondent-SST and the Profile Variables

Areas of Need	Pearson r Coefficient of Correlation	Age	Sex	Status	Train. Attend.	Teaching Position	Yrs. of Service
Self -management	r-Value	.140	-.054	-.015	.207	.089	.181
	Sig. (2-tailed)	.414	.752	.929	.227	.604	.290
Socialization	r-Value	.186	.297	-.146	.130	.113	-.154
	Sig. (2-tailed)	.278	.079	.397	.450	.512	.369
Teamwork	r-Value	.033	.387	-.228	.032	-.001	-.337
	Sig. (2-tailed)	.849	.020	.182	.852	.996	.044
Total	r-Value	.065	.305	-.245	.069	-.044	-.241
	Sig. (2-tailed)	.707	.070	.150	.689	.799	.156

The r-value of 0.387 sig. at 0.020 and $r = 0.444$ indicate that there are significant relationships between the levels of socio-emotional, mental health and Well-being of SST in teamwork, and the variable, sex.

The Extent of Severeness in Mental Health

The table below shown the extent of severeness in Mental Health across the three areas; Self -Management, Socialization and Teamwork

Table 13:
The extent of Severeness in Mental Health

Area	Overall	Weighted	Transmuted Rating
A. Self- Management	4.12		Severe
B. Socialization	3.80		Major
C. Teamwork	3.49		Major
GWOM	3.80		Major

According to Lorig (2017) self-management is also about enabling participants to make informed choices, to adapt new perspectives and generic skills that can be applied to new problems

as they arise, to practice new health behaviors, and to maintain or regain emotional stability. In chronic medical conditions, this process involves management tasks medical management, role management, and emotional management as well as essential management skills problem solving, decision making, resource utilization, the formation of a patient provider partnership, action planning, and self-tailoring.

IV. Conclusion

Majority of the respondent-SST belong to the age bracket of 41 years old and above; predominantly females; most of whom are teacher III in position. Most of them had attended 1-8 relevant in-service trainings; majority of them are single and working in DepEd for 6-10 years. In which, the respondents are relatively young in the service as Secondary Science Teachers, predominantly females, and majority of them is in Teacher III position

The grand overall weighted mean (GWOM) obtained by the respondent-SST is 3.80, equivalent to Manageable (M), in transmuted rating. They also obtained overall weighted mean (OWM) equivalent to Manageable (M), in transmuted ratings in all the areas with the Self-Management obtaining a score of OWM=4.12 (M) as highest OWM; Teamwork obtained a OWM=3.49 (MM) which is the lowest OWM. In relation to this, these Science Teachers have very low management in socio-emotional, mental health and well-being under teamwork particularly in working under pressure or stress.

No significant differences in the respondent-SST's levels of socio-emotional, mental health and well-being was found across the variables, namely: age, teaching position, trainings and year in service. However, significant differences in the levels of socio-emotional, mental health and well-being cross specific variables in specific areas. These are found in the following areas: a) Teamwork across the variable, sex; b) Teamwork across the variable, relevant trainings attended; c) Socialization and teamwork across the variable, number of years in the service. Their levels of socio-emotional, mental health and well-being are differentiated only by the variables, sex and number of years in the service, in specific areas, namely: Socialization and Teamwork.

There are significant relationships between the levels of socio-emotional, mental health and well-being the respondent-SST in teamwork and the variable, sex. Likewise, there are significant relationship between their levels of socio-emotional, mental health and well-being in Socialization and the variable, number of years in service. Therefore, the levels of socio emotional, mental health and well-being of the SST are associated only to the variables, sex, and number of years in the service, in the areas of socialization and teamwork.

The extent of severeness of the variables in mental health. Self- Management has severe impact base on the weighted mean of the variable, socialization and teamwork follow garnering a major of extent in Mental Health.

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