



EXPLORING THE STATE OF STRESS AND MENTAL HEALTH IN TEACHERS: IMPACTS ON LEARNING RESOURCE DEVELOPMENT

Vivek Tripathi

Assistant Professor

Dept. of Psychology

ACC Wing, Indian Military Academy, Dehradun

Abstract

This research investigates the intricate relationship between teachers' mental health, stress levels, and their efficiency in developing learning resources. In an era where educators face increasing pressures from various fronts, including administrative workloads and the challenges of adapting to new teaching modalities amidst a global pandemic, their mental and emotional wellbeing has become a crucial aspect of educational discourse. This study employs a quantitative, descriptive-correlational research design and involves teachers from 25 elementary schools in the NCR region. It focuses on examining how factors like sleep quality, emotional well-being, positive mental health, resilience, and stress levels influence the development of learning resources. The findings reveal significant correlations, indicating that teachers' mental health directly impacts their ability to create effective learning materials. Stress, although a prevalent factor, shows a more complex relationship with resource development. This study underscores the need for systemic support for teachers' mental health and stress management, aimed at enhancing their professional capacities and the quality of education they deliver.

Keywords: *Teacher Stress, Mental Health, Learning Resource Development, Educational Psychology, Stress Management, Teacher Well-being, Academic Performance, Educational Technology, Professional Development.*

Introduction

Teachers' ability to manage and lead their classrooms holistically depends on a number of elements, including their mental health and stress levels. The Department of Education (DepEd) relies on teachers as its first point of contact in providing its programmes, services, and curriculum to students. Instruction must continue even while schools aren't prepared to use remote learning just yet (Asio & Bayucca, 2021). In order to become well-rounded educators who can support their students in all aspects of their learning, they participate in training and workshops and get technical help from mentors and experts. Teachers' inherent traits in the twenty-first century classroom are shaped by their professional and personal contexts. Because they are at the forefront of the education system, the state has a responsibility to look out for their emotional, mental, social, and physical health, and school administrators have a responsibility to equip them with the information, perspective, and competence to meet the needs of students with varying backgrounds and abilities. They should have a reasonable amount of tension and solid mental knowledge.

Through school-based mental health services, teachers' mental wellbeing promotes a pleasant learning and development experience for students. As a means of delivering high-quality, evidence-based treatments to educators, school psychologists and school-based mental health should be prioritised immediately (Cowan, 2012). Similarly, reducing instructors' stress levels increases the impact of controlled demands. Teachers are experiencing high levels of stress and burnout as a result of test-based accountability procedures, according to a research by von der Embse et al. (2019). As a first step in lowering negative effects, stress treatments are necessary. The research found that therapies focusing on mindfulness, behaviour, and cognitive-behavioral aspects had the best results.

Teachers in public schools often have a mountain of paperwork and heavy workloads. Not only are teachers dealing with a mountain of work, but all government employees are, according to Leonor Briones, secretary of education (Terrazola, 2018). Along with their regular six hours of classroom instruction, public school teachers also face a deluge of work-related responsibilities, such as grading papers, creating lesson plans, and keeping track of students' academic progress. Because of this work environment, instructors' performance falls short of its aim, which is lower than the proficiency level. With so much on their plates, instructors aren't getting much time to focus on what they do best: teaching (David et al., 2019).



Developing LRs that are trustworthy for use by students in all of the Division's schools requires substantial encouragement and support. There are ten (10) elements that encourage educators to create instructional materials, as stated by Jimenez (2020). Based on these results, it is clear that LRD contributes to teachers' professional growth and job satisfaction inside the DepEd (Asio & Jimenez, 2020). They argued that workers should be encouraged to advance in their organisations via opportunities for professional growth, positive company culture, good relationships with supervisors, and general contentment.

At this juncture, it is crucial to settle on a method that prioritises the dissemination of curriculum-based strategic instruction to the intended recipients (Sebastian, 2019). In light of the current coronavirus disease 2019 pandemic (COVID-19), educators are unsure about how to continue with the teaching and learning process. As the school year comes to a close, instructors still have a lot of work to do, such as completing final quarter exams, calculating grades, issuing report cards, reading forms, etc. They are now waiting for the instruction to process under the new agency standard. Adaptive leadership and enhanced technical competency are essential and highly sought-after abilities, and this "new normal" helps educators acquire them. Fears, uncertainty, and anxieties about this worldwide epidemic kept instructors away from students, coworkers, and social events. Teachers learned courage, solidarity, and the importance of working together to aid, assist, and contain this worldwide menace from this ordeal. In order to be mentally and emotionally prepared for the new normal, educators must have a clear frame of mind. Avci et al. (2017) states that secondary school instructors need autonomy, while elementary school teachers require work-related relationships. Among the psychological requirements that substantially influence experienced stress, the research noted the demands of success, independence, and dominance.

The overarching goal of this research is to determine how instructors' emotional well-being and stress levels influence the creation of educational materials. Learning resource development, teacher stress, and mental health were among areas that were intended to be explored. In addition, the research aims to determine how instructors' mental health and stress levels affect the creation of learning resources.

The study's author hopes to utilise the data to help school administrators create management programmes and interventions that reduce stress and improve teachers' mental health so they can better design educational materials.

Literature Review

Mental Health

Nowadays, people are starting to pay more attention to issues related to mental health, shame, and protective factors. Research by Kotera et al. (2019) indicated that self-compassion, an exploratory measure for mental health, correlates significantly with mental health. When it came to self-compassion and mental health, shame had a moderating role. The emotional health of students might be improved by including a self-compassion training or programme.

There is a correlation between socioeconomic hardship and mental health issues. Further research on the program's implementation is required using randomised controlled trials and long-term follow-up, according to Salerno (2016) in his study titled "Effectiveness of Universal School-Based Mental Health Awareness Programmes among Youth in the United States: A Systematic Review." The programme did improve students' mental health awareness to a certain extent. What happens next with mental health services at universities depends on how well administrators and practitioners strike a balance between competing tendencies (Bonfiglio, 2016).

Stress Level

A stressful circumstance or object may drive individuals to worry excessively, which in turn can lead to physical symptoms including headaches, minor aches, and trouble sleeping, as stated in the Cambridge Dictionary. Although all students experience stress to some extent, how individuals deal with this stress determines how it manifests in their behaviour. There was no correlation between the amount of sleep one gets each night and their self-reported stress levels or their daily computed stress level. According to van Berkel and Reeves (2017), self-reported felt stress was significantly predicted by daily-calculated stress and health behaviours.



In a similar vein, "The Impact of Spirituality and Occupational Stress among Middle School Teachers" (Cook & Babyak, 2019) highlighted how teachers' spirituality scores (as measured by the Daily Spiritual Experience Scale) substantially predicted stress related to both time management and the workplace. According to Chang et al. (2019), adventure-based outdoor programmes may help alleviate both psychological and physiological stress by providing opportunity to escape from everyday pressures.

As essential catalysts in the classroom, teachers need time and space to develop coping mechanisms that help them deal with stress and grow professionally. Teachers, like other professionals, deal with stress and often neglect tactics that help them cope, which might impact their effectiveness at work. If we want to prevent issues in our personal and professional lives in the road, we need to acknowledge that stress is bad for our health and our ability to learn (Gustems-Carnicer et al., 2019).

Learning Resource Development

The DepEd's greatest asset in terms of audiovisual resources are its teachers. In addition to dealing with the monotony of daily work, the pressures of managing pupils, and the mountain of paperwork, teachers also have the additional burden of maintaining excellent work habits and achieving high levels of teaching performance (Jimenez, 2020). According to Sebastian (2019), creativity plays a crucial role in the field of education. Since they are in the greatest position to provide a comprehensive suite of instructional materials that will help students master certain abilities, teachers are in a prime position to create learning resources (Jimenez, 2020). As a result of these shifts, instructors face new obstacles in the evolution of e-learning tools. Organisational growth should be categorised into three ways: decentralised, centralised, and extremely centralised. Most of the institutions were either very centralised or very centralised, according to the results. This indicates that it may guide choices for the structure of developing e-learning resources (O'Brien et al., 2019).

There are a number of interconnected aspects that determine how schools implement technological change, according to decades of study. The preparation of both teachers and schools determines the extent to which educational technology may be integrated. Petko et al. (2018) found that instructors' attitudes and perceptions of their own abilities influence their level of preparedness to incorporate technological tools into the classroom. Students' grades should go up if they make advantage of the learning materials' built-in remedial activities (Asio & Jimenez, 2020).

Research Methodology Research Design

This study used a quantitative research methodology, namely the descriptive-correlational research technique, to investigate the influence of instructors' mental health and stress levels on learning resource production. In order to analyse and comprehend the connection between teachers' mental health and stress levels, this study used the quantitative research technique.

Respondents

The instructors from the 25 primary schools that made up NCR's Schools Division in the 2022–2023 academic year were the subjects of this research.

Distribution of Respondents

Cluster	Total Population	Sample Size Respondents
A	291	58
B	222	44
C	205	41
Total	718	143

The researcher employed a random sample approach to perform the investigation. As part of the study's methodology, three(3) elementary clusters in the NCR Schools Division were chosen to participate. The actual sample size of



respondents was determined by using 20% of the overall population size to compute the number of respondents per cluster.

Instrument of the Study

The researcher in this study used an instrument that she had previously adopted and adjusted. The Perceived Stress Scale, created by Chan and La Greca in 2013, was used to measure the amount of stress. In contrast, the researcher used LifeRisks's Mental Health Survey to assess educators' psychological well-being (2018). Finally, the researcher designed the LR Development questionnaire. Validity and reliability were examined by experts on the aforementioned instrument. To further ensure the validity of the instrument, it was pre-tested by other instructors who were not involved in the research for any terminology or phrases that may be unclear or misconstrued. This was done before the actual survey was administered.

Data Analysis

Excel and the Windows programme Statistical Packages for the Social Sciences (SPSS) (version 22.0) were used to process the collected data. The study employed the following statistical tools: mean for teachers' mental health, stress level, and learning resource development; Pearson-r for links between teachers' mental health, stress level, and LRD; and regression analysis for effects of teachers' mental health and stress level on LRD. Likert scales were used to organise the replies.

Results

In this section, the data collected for this study is analysed and interpreted in light of the research questions. The study looked at how three(3) Cluster Schools' teachers' mental health and stress levels affected the creation of learning resources. Similarly, it looked at the connection between instructors' stress levels, mental health, and the creation of learning resources.

Table 1: Mental Health of Teachers in terms of Sleep

Items	Mean	Interpretation
Cannot get to sleep within 30 minutes	2.13	Less than once a week
Wake up in the middle of the night or early morning	2.17	Less than once a week
Have to get up to use the bathroom	1.63	Less than once a week
Cannot breathe comfortably	2.37	Less than once a week
Cough or snore loudly	2.31	Less than once a week
Feel too cold	2.68	Once or twice a week
Feel too hot	1.20	Not during past month
Have bad dreams	1.31	Not during past month
Have pain	1.26	Not during past month
Average Mean	1.76	Less than once a week

Legend: 1 = Not during the past month (1.00-1.49)

2 = Less than once a week (1.50-2.49)

3 = Once or twice a week (2.50-3.49)

4 = Three or more times a week (3.50-4.00)

Table 1 shows the results of the instructors' sleep-related mental health evaluations. The data shows that the most highly rated item was number 6, "Feel too cold," with an average mean score of 2.68, while the least rated item was



number 7, "Feel too hot," with an average score of 1.20. Table 1 shows that the total average mean was 1.76, which was understood to indicate "less than once a week" when spoken aloud.

Table 2: Mental Health of the Teacher in terms of Well-being

Items	Mean	Interpretation
Happy	5.03	Almost everyday
Interested in life	4.77	Almost everyday
Satisfied with life	5.29	Almost everyday
That you had something important to contribute to society	4.75	Almost everyday
That you belonged to a community (like social group, religion, or your neighborhood)	4.62	Almost everyday
That our society is a good place, or is becoming a better place, for all people	4.82	Almost everyday
That our society is becoming a better place for people like you.	4.80	Almost everyday
That people are basically good	5.04	Almost everyday
That the way our society works make sense to you	4.87	Almost everyday
That you liked most parts of your personality	5.15	Almost everyday
Good at managing the responsibilities of your daily life	5.09	Almost everyday
That you had warm and trusting relationships with others	5.00	Almost everyday
That you had experiences that challenged you to grow and become a better person	4.94	Almost everyday
Confident to think or express your own ideas and opinions	5.32	Almost everyday
That your life has a sense of direction or meaning to it	5.33	Almost everyday
Average Mean	4.99	Almost everyday

Legend: 1 = Never (1.00-1.49)

2 = Once or twice in the past month (1.50-2.49)

3 = About once a week (2.50-3.49)

4 = Two to three times per week (3.50-4.49)

5 = Almost every day (4.50-5.49)

6 = Everyday (5.50-6.00)

Table 2 shows an in-depth investigation of the teachers' mental health in connection to their well-being, and it demonstrates that the educators have a very optimistic view. High mean scores across several dimensions of personal and social well-being are indicative of teachers' high levels of satisfaction and contentment in their everyday lives, according to the data reflecting their replies. With mean ratings of 5.03, 4.77, and 5.29 correspondingly, the replies show that instructors are happy, engaged in life, and content with their lives almost every day. Based on these numbers, it seems that the teachers are very happy and fulfilled. In addition, educators believe they have a positive impact on society (mean score: 4.75) and have a strong feeling of connection to their communities (mean score: 4.62), whether it be social groups, religious organisations, or neighbourhoods. Their general well-being is greatly



impacted by their social connectedness and community participation, as this research highlights. Teachers, on average, have a positive attitude on society, seeing it as a nice place or improving for everyone (4.82) and, more particularly, for individuals like them (4.81). Their high score of 5.04 shows that they believe in people's inherent goodness. With a score of 4.87, teachers also feel happy with the rules and institutions of society, suggesting that they understand how society works. They have a very positive view of themselves; for example, they rate their ability to handle day-to-day tasks well (5.09 out of 5) and they like most aspects of their personality (5.15). Teachers' high levels of self-esteem and confidence are shown by these scores. Not only that, the educators feel that their experiences have pushed them to develop into better people (4.94) and that they have warm and trustworthy interactions with others (5.00). They are quite comfortable expressing their thoughts and ideas (top score: 5.32) and have a firm grasp on the purpose of their life (5.33). With a mean score of 4.99, educators are often in a very good mental health, experiencing happy emotions, having a clear sense of purpose in their work, and having excellent relationships with both their students and the larger community. This discovery highlights the instructors' optimistic attitude and remarkable mental resilience, qualities that are crucial for their work as mentors and educators.

Table 3: Mental Health of the Teacher in terms of Positive Mental Health

Items	Mean	Interpretation
In certain times, I usually expect the best.	3.92	Agree
If something can go wrong for me, it will.	3.21	Agree
I'm always optimistic about my future.	4.17	Agree
I hardly ever expect things to go my way.	4.18	Agree

Legend: 1 = Strongly Disagree (1.00-1.49)

2 = Disagree (1.50-2.49)

3 = Neutral (2.50-3.49)

4 = Agree (3.50-4.49)

5 = Strongly Agree (4.50-5.00)

Teachers' self-reported levels of good mental health are shown in Table 3. Items 2 and 6 were ranked accordingly in the table. Item 2, "If something can go wrong for me, it will," was ranked lowest with a calculated mean of 3.21, while item 6, "Overall, I expect more good things to happen to me than bad," was rated highest with a weighted mean of 4.25. An oral interpretation of "Agree" resulted in a mean score of 3.84.

Table 4: Mental Health of Teachers in terms of Bouncing Back

Items	Mean	Interpretation
I tend to bounce back quickly after hard times.	3.73	Agree
I have a hard time making it through stressful events.	2.77	Neutral
It does not take me long to recover from stressful	3.39	Neutral
It is hard for me to snap back when something bad	2.65	Neutral
I usually come through difficult times with little trouble.	2.97	Neutral
I tend to take a long time to get over set-backs in my life.	2.61	Neutral
Average Mean	3.02	Neutral



Legend: 1 = Strongly Disagree (1.00-1.49)

2 = Disagree (1.50-2.49)

3 = Neutral (2.50-3.49)

4 = Agree (3.50-4.49)

5 = Strongly Agree (4.50-5.00)

Table 4 displays the results of the instructors' mental health evaluations on resilience. With a mean score of 3.73, item 1, "I tend to bounce back quickly after hard times," was deemed the most highly scored in the table. Item 6, "I tend to take a long time to get over set-backs in my life," had the lowest item statement with an average mean of 2.61, which was interpreted verbally as agree. As may be seen in Table 5, the mean score was 3.02, which was described as "Neutral" when spoken aloud.

Table 5: Stress Level of Teachers

Items	Mean	Interpretation
In the last month, how often have you been upset because of something that happened unexpectedly?	3.00	Sometimes
In the last month, how often have you felt that you were unable to control the important things in your life?	2.83	Sometimes
In the last month, how often have you felt nervous and stressed?	3.19	Sometimes
In the last month, how often have you felt confident about your ability to handle your personal problems?	3.40	Sometimes
In the last month, how often have you felt that things were going your way?	3.24	Sometimes
In the last month, how often have you found that you could not cope with all the things that you had to do?	2.65	Sometimes
In the last month, how often have you been able to control irritations in your life?	3.25	Sometimes
In the last month, how often have you felt that you were on top of things?	2.89	Sometimes
In the last month, how often have you been angered because of things that were outside of your control?	2.77	Sometimes
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.75	Sometimes
Average Mean	3.00	Sometimes

Legend: 1 = Never (1.00-1.49)

2 = Almost Never (1.50-2.49)

3 = Sometimes (2.50-3.49)

4 = Fairly Often (3.50-4.49)

5 = Very Often (4.50-5.00)

Teachers' stress levels during the last month are comprehensively shown in Table 5 of the research. There is a wide



range of emotions and experiences represented in the data that might lead to stress at work. The total mean and average scores for each item hover around the 'Sometimes' area, suggesting that teachers do, in fact, experience stress on a regular basis, but that it is not continual or overpowering. Examining the questions individually, we find that teachers do, on occasion, experience distress as a result of unanticipated occurrences; their average score of 3.00 indicates a modest degree of resistance to such shocks. Teachers may sometimes feel overwhelmed by their obligations or outside forces, as indicated by a significantly reduced feeling of control over major life issues (average score of 2.83). Anxiety and tension are more common, scoring 3.19, which is a reflection of the difficulties teachers encounter. Interestingly, with an average score of 3.40, the instructors indicate a modest degree of self-assurance when it comes to managing their own personal issues. This score demonstrates a reasonable level of self-assurance while yet acknowledging the difficulties in handling personal matters. They had a cautiously hopeful view, as shown by the 3.24 score for the sensation that things were typically going their way. The average score lowers to 2.65 when dealing with workload, indicating that instructors sometimes struggle to successfully manage all of their duties. With a somewhat higher score of 3.25 on the capacity to regulate irritations in life subtest, instructors seem to be competent at handling little disturbances and annoyances. At 2.89 and 2.77 points below the general mean, respectively, feelings of being in control and anger caused by outside forces are scored. It seems that instructors do their best to handle their obligations, but there are times when they feel like they don't have full control or when they're frustrated because of situations beyond their control. On rare occasions, a score of 2.75 indicates that the problems are building up to an unmanageable degree. In sum, the average mean score of 3.00 captures the fact that teaching may be a difficult profession at times. Although they experience some level of stress in their work lives, it is not severe or persistent. The dynamics of stress in the classroom may be better understood with this data, which in turn can guide efforts to improve teachers' support systems and overall health.

Table 6: Correlation Matrix between Mental Health, Stress Level, and LR Development of Teachers

		Mental Health	Stress Level	LR Development
Mental Health	Pearson-r	1		
	Sig. (2 Tailed)			
	N			
Stress Level	Pearson-r	.151*	1	
	Sig. (2 Tailed)	.031		
	N	204		
LR Development	Pearson-r	.201*	-.077	1
	Sig. (2 Tailed)	.004	.272	
	N	204	204	

* Significant at .05 Alpha Significance Level

The table displays the correlation between instructors' stress levels and mental health, as well as their levels of learning resource development. The correlation between mental health and the development of learning resources is weak. The reason for this is because the mental health level achieved a Pearson Correlation of .201, which is lower than the alpha significance threshold of .05. The associated probability value is .004. However, there was insufficient evidence of a correlation between stress and LRD to draw any firm conclusions. The single Pearson Correlation value it received was -.077, which is more than the .05 alpha significance threshold and equates to a probability value of .272.

Table 7: Regression Analysis on the Impact of Mental Health and Stress Level to Learning Resource Development of Teachers

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.486	.467		7.459	.000
Mental Health	.473	.151	.217	3.128*	.002
Stress Level	-.098	.062	-.110	-1.584	.115



Note: $F(2, 201) = 5.523$, $p = .005$; $R^2 = .052$

We used a regression analysis to find out which variable had the most bearing on the instructors' instructional resource creation. Findings from the regression analysis were shown in Table 9. A B-coefficient value below the significant alpha threshold of .05. This indicates that instructors' mental health substantially affects the production of learning resources. So, instructors' mental health is a major factor in the creation of their own learning resources. Moreover, the B coefficient suggests that instructors' mental health improves by 0.467 percentage points for every unit increase in LRD funding. In general, there was a weak but statistically significant correlation between instructors' stress levels and their levels of learning resource production. What this implies is that instructors' stress levels have an effect on the resources they provide for student learning.

Discussion

This research primarily aimed to identify the relevant factors that are associated with instructors' mental health, stress levels, and the production of learning resources. A correlation was found between the dependent variable, teachers' learning resource development, and the independent variables, teachers' mental health and stress level.

In their study, Wilson and Stith-Russell (2010) examined the correlation between students' emotional health and their academic performance. They found that students' emotional well-being had a direct impact on their academic performance, even after accounting for various obstacles. For optimal mental health, it is important to choose intervention programmes that teach people how to control their emotions and learning behaviours, build stronger connections, and succeed in school (Askill- Williams & Lawson, 2015).

The study findings demonstrate that instructors' mental health significantly affects the production of learning resources. This is in line with the findings of the research by Vander Lind (2017), which highlighted the potential detrimental impact of mental illness on students' performance and perseverance. It suggests that there has to be a greater emphasis on mental health issues in order to support students' learning and achievement. Cramer and Olivo (2016), in their research titled "Effects of a Culturally Adapted Social-Emotional Learning Intervention Programme on Students' Mental Health," discovered that learning intervention does have an effect on students' mental health, thereby supporting this idea. She emphasised that social validity ratings from students indicate that the intervention is relevant and well-received.

Conclusion

The study concludes that the mental health and stress levels of teachers significantly influence their capability to develop effective learning resources. The results show that teachers who maintain a positive mental outlook and manage stress effectively are more adept at creating quality educational materials. The research highlights the importance of addressing the mental health needs of teachers, suggesting that a more supportive environment could lead to better educational outcomes. It recommends the implementation of wellness programs, stress management strategies, and professional development opportunities focusing on mental health and work-life balance. Additionally, the study suggests that educational institutions should invest in creating supportive infrastructures, such as teacher service centers, to assist teachers in managing work-related stress. By prioritizing the mental health and well-being of educators, the study advocates for a more holistic approach to education that not only benefits teachers but ultimately enriches the learning experience of students.

Taking into consideration the findings of the research, the following conclusions were drawn:

- Teachers report having trouble sleeping less than once a week, feeling well almost all the time and completely undisturbed; having a positive outlook on their mental health; and being neutral when it comes to bouncing back from setbacks. It is a common issue for teachers when they are under a lot of pressure.
- When it comes to the creation of learning resources for teachers, they are in complete agreement that they were considerably anchored, aided, and assisted.



- The association between the mental health state of instructors and the development of their learning resources is shown to have a low degree of directness. On the other hand, the levels of stress did not reveal sufficient manifestations to establish a meaningful link.
- An additional regression analysis demonstrated that the mental health status of teachers has a substantial influence on the production of learning resources for instructors. This was done to validate the link between the two.

Recommendation

The researcher is now offering the following suggestions in light of the results that were gathered from the investigation:

- In order to have a healthy mind and body, teachers should make it a priority to maintain a good wellness lifestyle, getting between seven and nine hours of sleep each night.
- In order to better enhance their mental attitude towards their profession, teachers may participate in wellness programmes such as yoga, Zumba, and other such activities.
- It is important for educators to cultivate the ability to tolerate gestures and reinterpret self-management abilities in order to effectively deal with challenging circumstances.
- Encouragement is given to the ongoing production of learning materials that are of high quality, easily available, contextualised, and relevant, and that are based on the most recent developments in education, especially in this instance of the new normal.
- School administrators might include stress management simulations into the SLAC or INSET course to assess teachers' ability to handle workplace changes and stress. The simulations are designed to test the behavioural competence of teachers.
- A teachers' service centre (TSC) should be set up in schools to provide with psychosocial support and to increase knowledge about mental health.
- School leaders and administrators should institute targeted wellness, fitness, and lifestyle well-being programmes to make sure that employees can maintain a positive mindset and healthy lifestyles on the job.
- A curriculum for teachers Administrators may use this study as a foundation for their programmes and use this strategy to create learning materials that are enhanced by content related to higher-order thinking abilities or activity-lesson-assessment (ALA) in order to boost students' academic performance.

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