

## MENTAL HEALTH AMIDST PANDEMIC: PREDICTOR OF ONLINE TEACHING STYLE AND READINESS AMONG EDUCATORS

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### ABSTRACT

The dramatic ingress of pandemic-imposed transition from traditional face-to-face to online class set-up had a massive impact on both students and educators. The study aimed to determine if mental health status predicts the online teaching styles and readiness of educators. A total number of 161 educators participated in a convenience sampling design to gather the data and three standardized questionnaires were utilized. The finding indicates that mental health status is a predictor of online teaching styles and readiness in online-based learning. Mental health of the educators plays a large role on their level of online teaching style and readiness. Recognizing the impact of the psychological well-being becomes essential in identifying the teaching style and readiness of educators.

**Keywords:** mental health status, online teaching styles, readiness, educators, educational psychology

### 1.0 INTRODUCTION

The dramatic ingress of pandemic-imposed transition from traditional face-to-face to online class set-up had a massive impact on both students and educators. The schools are trying different methods to make sure everyone can learn the new curriculum and nobody gets left behind. Online based learning is not contemporary in classroom settings, however, it is yet unadopted by other institution, especially those facing challenges (Reyes-Chua, et al., 2020).

Students also confront unaddressed emotional and psychological difficulties that contribute to the academic shock that affects educators, students, and stakeholders. While students freely vent their frustrations on number internet forums, educators are cautious to reveal their own psychological health due to professional standard, even in the face of the need for a variety of teaching pedagogies (Apperibai et al., 2020).

The extended community quarantine in the Philippines had led to increased social isolation, which has increased anxiety, despair, and even posttraumatic stress disorder (PTSD) as a result of the pandemic (Talindong & Toquero, 2020). Due to the sudden change to a new learning system, educators may have experienced psychological distress. This is a condition that was uncommon in the “normal” days before the pandemic but is now thought to be chronic (Flaherty, 2020).

The influence of the pandemic on faculty stress has been the subject of several research (Vargas & Oros, 2021; Robinson et al, 2022; McCarthy et al, 2022; Mosleh et al., 2022). Preidt’s (2021)

surveyed one thousand instructor and found that more than half of them thought about quitting because of the increased stress brought on by COVID-19 lockdowns. Supporting this assertion was Diliberti (2021), who pointed that the pandemic forced educators into unaccustomed internet environments and long work hours, leading to voluntary resignations.

Similarly, a pre-survey conducted at Cavite State University revealed that 63.6% of educators were dealing with mental health issues as a result of the stress they experienced from online learning, and 54.5% of them acknowledged that this had an effect on their readiness and teaching methods.

The purpose of this study is to determine if mental health status can predict the online teaching styles and online readiness of educators of Cavite State University. Specifically, (1) to determine the mental health of educators based on General Health Questionnaire – 28; (2) to determine the online teaching style of the educators in terms of: (a) expert; (b) formal authority; (c) personal model; (d) facilitator; and (e) delegatory; (3) to determine the online teaching readiness of educators in terms of: (a) ICT efficacy; (b) attitude; (c) perceived behavioral control; and (d) subjective norms; (4) to examine if mental health is a predictor of online teaching styles; and (5) to examine if mental health is a predictor of online teaching readiness. The hypotheses that were tested in this study are:

**Ho1:** Mental health has is not a predictor of online teaching styles. **Ho2:** Mental health has is not a predictor of online teaching readiness.

## 2.0 METHODOLOGY

Correlational design was used to identify the relationship of mental health of educators to their online teaching styles and readiness. A multivariate regression was then used to establish a regression model to fit the curve for the data points obtained. The primary goal of this particular research was to determine if the mental health of educators is a predictor of their online teaching styles and readiness.

The participants of the study were the educators of Cavite State University regardless of their age, employment status (i.e., job order, regular, contract of service, temporary) and years of employment. The participants may be a male or female as long as they are currently employed on the university with no age requirements.

Due to constraints by the pandemic, the researchers were able to gather respondents using convenience sampling, a type of sampling used to draw participants from the population at which the first available primary sources are taken for its “convenience”, were able to gather 161 participants.

The research instrument consisted of three parts (1) General Health Questionnaire 28 (GHQ-28), is a one dimensional 5-point (1-5) Likert scale and composed of 28-items that measures the aspects related to social dysfunction, anxiety and depression. It is used to determine the mental health of the participants; (2) Teaching Style Inventory (Grasha– Riechmann Teaching Style Inventory), consists of 40-items 5-point Likert scale and has questions relating to how the teacher conduct their class; and (3) Home-Based Learning Teacher Readiness Scale, a 5-point Likert scale, consists of 23-items, and include questions from different categories relating to attitudes, norms, and ICT related preparedness.

Pearson's R Correlation was used to determine the significant relationship between mental health to the online teaching styles and readiness. Once a correlation of the variables has been established, the researchers will then proceed to multivariate regression to predict how the mental health predict online teaching styles and readiness.

The participants were briefed before answering the questionnaire regarding the measure and steps the researchers have done to ensure their confidentiality and anonymity. All participants were able to recede their participation anytime during the study. All concerns regardless if personal or not should be enough to allow them to not continue in partaking in the study. Due to limited interaction imposed by the government ordinance regarding gatherings at the time of the conduct of the study, the questionnaire was administered through an online platform. The researchers however, have placed several safety and precautionary measures regarding the administration of the instruments like limiting the responses to the official email addresses provided by the Cavite State University to ensure the identity of the participants. Confirmatory emails have also been sent to the participants regarding their participation to provide another layer of confirmation regarding their identity.

The result of the study provides information regarding the mental state, teaching styles and teaching preparedness of the participants. The participants were given the chance to participate in a post study briefing regarding the results of the research and what implications it may have on their career and methods as educators in the institution. It also give them the enlightenment on how they can manage their mental health to become their own strength to cope up with their situation. Also, it provides core validated data on the best programs to offer for their educators to empower them. Moreover, to have further discussions if online class set up will still applicable even the pandemic has been waived. It provide an idea to Educational Psychologists on the factors that influence their teaching styles while preparing to be ready for online-based learning. In this matter, they can be informed on the existing problem why other educators do not have that good capability to cope up with various stresses gained at work.

### 3.0 RESULTS AND DISCUSSION

#### 3.1 Mental Health Status of Educators

According to Medline Plus (2020), mental health relates to how a person acts or feels in a certain situation. It refers to one's mental, behavioral, and emotional health. Furthermore, it has an impact on our daily lives.

**Table 1: Mental Health Status of Cavite State University Educators**

	STANDARD DEVIATION	MEAN	INTERPRETATION
Mental Health of Educators	0.943	3.617	High

The mental health status of the participants has a weighted mean of 3.617, a standard deviation of 0.943, and a verbal interpretation of high, as shown in Table 1. This suggests that the majority of the educators were in good mental health and they managed to keep themselves busy and occupied despite having a stable mental health status.

As the educators were able to cope up with the ongoing pandemic, their current mental health status are gradually shifting to more stable psychological well-being. In fact, Talidong & Toquero (2020) as cited by Rabacal et al., (2020), educators were able to developed coping strategies to deal with the stressors caused by the ongoing pandemic. This supports in a recent study of William (2021), as they were familiarized the online-based learning, their current mental health was now stable unlike the early stages of the pandemic. Equitably, in the study of Carreon, et al., (2021), educators who participated in his research showed moderately level of online teaching burnout. In spite of having a good mental health status, educators were still busy and occupied dealing with all the necessary requirements.

This coincides with the study of Jones & Kessler (2020), educators were occupied during COVID-19 pandemic because they needed to adapt to a new form of learning and respond quickly to their students' concerns. They took part in a variety of webinars to learn about synchronous and asynchronous learning. This demonstrates that educators were busier than usual throughout the pandemic. In fact, some educators claim that they do not have any time for themselves since they're too busy preparing modules and presentations for their students, responding to parents' concerns, and fulfilling their responsibilities at home (Adonis, 2021).

### 3.2 Online Teaching Styles of Educators in Cavite State University

Results shown in Table 2 that the Educators, score highest in Delegator category with standard deviation of 1.097 and mean of 3.966 with verbal interpretation of high application.

**Table 2: Online Teaching Styles of Cavite State University Educators**

Teaching Style	STANDARD DEVIATION	MEAN	INTERPRETATION
Expert	1.296	3.533	Medium Application
Authority	1.208	3.052	Medium Application
Personal Model	1.041	2.691	Medium Application
Facilitator	1.123	3.692	High Application
Delegator	1.097	3.966	High Application

Participants who score high on delegator are those educators that prefers allowing their students to work with themselves or giving them independence when tackling topics with their classmates. They are concerned with increasing their students' ability to function autonomously and stand by as dependable resource person. In addition, most educators may be forced to this kind of teaching style due to restricted nature of online class set up. Moreover, it shows that the Personal Model category has the lowest mean of 2.691, standard deviation of 1.208 with verbal interpretation of "Medium application". This means that, most participants do not used this category for their online teaching style as they want to maximize all the resources, they have to teach students in home-based learning.

This affirms the study of Anderton et al. (2021) elucidating the effectivity of assessing classes' ability to adopt the lessons from learning materials that is a mere contribution in selecting which teaching style is the most effective in a specific class.

### 3.3 Readiness of Educators

Online teaching readiness is how prepared the educators to teach in an online-based learning (Martin et al., 2019).

**Table 3: Online Teaching Readiness of Cavite State University Educators**

CONSTRUCT	STANDARD DEVIATION	MEAN	INTERPRETATION
ICT Efficacy	0.891	3.993	High
Attitude	0.996	4.463	Very High
Perceived Behavioral Control	0.920	4.234	High
Subjective Norm	0.925	3.984	High
Total	0.956	4.183	High

Table 3 shows that educators have a very high level of readiness in terms of attitude with the mean of 4.463 and standard deviation of 0.996. Also, educators have high level of readiness in terms of perceived behavioral control, mean of 4.234 and standard deviation of 0.920, while ICT efficacy has mean of 3.993 with standard deviation 0.891 and subjective norms has mean of 3.984 with standard deviation of 0.925.

According to Ventayen (2019), even though educators have a little experience on administering online teaching mentioning the lack of equipment, training and instrument to at least push through the new system, they are still well ready. He also suggested that readiness is the state of being actively able to be resourceful.

This coincides the findings of Widodo et al., (2020) showing the relatively high level of preparedness of educators specifically of those in higher education to manage the new teaching system. Equitably, educators have a high experience and has a knowledge of how distance learning must be acquired due to their own investment on various seminars and undertakings in an online based.

However, this negates the study of Doculan (2016) stating that although educators are prepared to embrace and manage the new learning and teaching style, they were not still capable of re-using their semester syllabus for it can be not feasible to apply. In short, the shortage of learning materials was a highlight since there is also this new curriculum under K- 12.

### 3.4 Mental Health Status as predictor of Online Teaching Styles

Since the mental health status of Educators has significant relationship with their online teaching styles, the predicting variable was found.

**Table 4: Mental Health Status as Predictor of Online Teaching Styles**

VARIABLES	SLOPE(m)	Y-INTERCEPT (b)	STANDARD ERROR(m,b)	EQUATION OF THE LINE
<b>Mental Health vs</b>				
Expert	0.967	0.036	0.038, 0.141	$TS_{Expert} = 0.967 (MH) + 0.036$
Authority	-0.100	3.414	0.027, 0.098	$TS_{Authority} = -0.100 (MH) + 3.414$
Personal Model	-	-	-	-
Facilitator	0.479	1.961	0.073, 0.272	$TS_{Facilitator} = 0.479 (MH) + 1.961$
Delegator	0.706	1.413	0.070, 0.261	$TS_{Delegator} = 0.706 (MH) + 1.413$

\*MH = Mental Health Score in GHQ

TS<sub>y</sub> = Predicted Score for y Teaching style

These indicates that although there were five sub-facets of online teaching style used in this study such as expert, authority, personal model, facilitator and delegatory, only four can be predicted by the mental health status of Educators which means that the use of personal model as online teaching style is not predicted by their mental health status.

Considering the significant relationship of mental health and teaching styles of Educators of Cavite State University, it is also identified that it can also be a predictor of which online teaching styles an Educator will facilitate as by influenced of their psychological wellbeing.

According to Felder (2020), it is absolutely obvious to predict what teaching style will be effective if the current wellbeing of the class is needed to pay attention. Example, if the class mood is too heavy, and is independent and outrageous, a teacher may feel confident of what capability the class will bring, she might choose either making sure that the students will be able to facilitate task and can delegate task for her to be able to share her expertise and explicit authority (Honey & Mumpord, 2020).

That is why, it is not feasible and effective to implement personal model resulting that mental health status do not have any impact on this kind of teaching. Meaning to say, personal model is another factor to contemplate because there is no urgency to do this kind of style due to the pandemic (Kolb, 2021).

### 3.5 Mental Health Status as predictor of Online Teaching Readiness

Since the mental health status of Educators has significant relationship with their readiness, the predictive variable was found. Table 7 shows that Mental health status of the participants can predict the four category of Online-Based Learning including ICT Efficacy, Attitude, Perceived Behavioral Control and Subjective norm.

**Table 5: Mental Health Status as Predictor of Online Teaching Readiness**

VARIABLES	SLOPE (m)	Y-INTERCEPT (b)	STANDARD ERROR (m,b)	EQUATION OF THE LINE
<b>Mental Health vs</b>				
ICT Efficacy	0.504	2.169	0.030, 0.112	$TR_{ICT} = 0.504(MH) + 2.169$
Attitude	0.479	2.732	0.070, 0.259	$TR_{Attitude} = 0.479(MH) + 2.732$
Perceived Behavioral Control	0.678	1.780	0.046, 0.171	$TR_{PBC} = 0.678(MH) + 1.780$
Subjective Norm	0.186	3.313	0.036, 0.133	$TR_{SN} = 0.186(MH) + 3.313$
Overall Teaching Readiness	0.509	2.343	0.033, 0.121	$TR = 0.509(MH) + 2.343$

\*MH = Mental Health Score in GHQ

TR<sub>y</sub> = Predicted Score for y sub-facet of Teaching Readiness

These four categories of readiness including ICT Efficacy, Attitude Perceived Behavioral Control and Subjective norm is predictable by the mental health status of educators during the restriction and first wave of online based teaching which means that the psychological well-being of the Educators can predict their level of preparedness that can uplift their level of ICT efficacy, attitude towards teaching and become resourceful, perceived behavioral control and the setting up of norms in teaching.

Hashimi, et al (2020) admits that there is a relatively high possibility that psychological well-being can influence the level of readiness of teachers teaching in the emergency shift from face to face to online based. Based on the study of Iqbal and Kokash on 2021, he concluded based on the result that if the educators have the possibility that being resourceful can make them survive the new system, then, there will be no reason to become slow in the process.

Joseph et al. (2020) explains why psychological needs for moral support is driven because educators are somewhat dependent to the school administration to help them handle the online classes with minimum restriction of task and deadlines. On the contrary, there is negative effect of accentuating the effect of current mental health status to the level of preparedness. The absence of goal centered and presence of tardiness can be seen because of the effect of the wave to the face-to-face teaching routine of the educators (Lawrence, 2018). Conclusion

The study's conclusion show a significant increase in educators' mental health, especially when compared to the results of the presurvey. This improvement is attributed to educators finding strategies to keep themselves busy and gradually adjust to the pandemic's technological shift in teaching methods. However, there is a need to recognize that there are important aspects of educator-student relationships that are closely related to mental health state.

With the personal model teaching style declining the most among educators, the abrupt shift to online teaching methods has a significant effect on teaching styles. The reason for this is that the approach relies heavily on direct modeling, close monitoring, and in-person interactions—all which were restricted by lockdown measures during pandemic.

On the other hand, among educators, the facilitator and delegator teaching styles were the most common. This was expected among the researchers as the online teaching methods that relies

on allowing students to interact and learn by themselves with their instructors serving as a guide on their courses are the ones endorsed by the university administration to allow students learn their courses even at the comfort of their homes. Limiting synchronous meetings with their students was also suggested by the administration, further hindering the implementation of other teacher styles and forcing the educators to make use of both the facilitator and delegator teaching styles.

Subjective norms and Information and Communication Technologies (ICT) efficacy were found to have relatively lower ratings in terms of preparedness for online teaching in the study. These show how educators view the assistance from the government and university administration in enabling online learning, as well as how effectively they are able to adjust to the technological requirements of online educational settings.

Notably, it was discovered that other teaching styles – apart from personal model – were connected with mental health. Regardless of the mental health status of educators, the adoption of this methods was difficult due to the limited face-to-face interaction with students. Furthermore, a negative relationship was found between the mental health status of educators and authoritarian teaching styles, indicating that educators with better mental health typically take a more laid-back and understanding approach, especially when it comes to deadlines and rigid regulations.

Additionally, it was discovered that the mental health of educators was connected to all facets of online readiness (attitude, ICT efficacy, perceived behavioral control, and subjective norms). This emphasizes how important mental health is to teachers' readiness for teaching online, as it affects their capacity to adjust to new technology. Keep a positive outlook, exert perceived control over their lessons, and handle challenges from both the outside influences and the classroom. Therefore, encouraging educators' mental health becomes essential to improve their readiness for the rapidly evolving online education setting.

#### **4.0 RECOMMENDATIONS**

Educators of Cavite State University shall undergo regular mental health checkups to monitor their psychological well beings. In these trying times of isolation and never-ending changes toward adjusting to new normal, they need psychological support and emotional self-monitoring to be an effective educator. As they have learned their preferred teaching styles, the researchers also recommends that educators find more ways to maximize their efficiency in classroom by implementing different instructional techniques that also works best with their students. It is also suggested that they take seminars and workshops on how to utilize variety of ICT's (Information and Communication Technologies) to give a wider range of communication channels available for both the educators and the students. Further, appropriate authorities within Cavite State University prioritize their educators' mental health by providing seminars and workshops that aims to monitor and safeguard their individual psychological well-beings as it was found to be much correlated to their online teaching styles and teaching preparedness.

#### **4.1 Limitations and Suggestions for Future Studies**

The study was confined to the educators of Cavite State University, irrespective of their employment status and years of service, forming the exclusive population. The scope of the



study is delimited to examining correlation and multivariate linear regression between mental health status and the readiness of educators. The study defined online-based learning and class setups as any adopted modalities by Cavite State University, encompassing synchronous, asynchronous, and blended approaches, all of which necessitate internet access.

Future studies may explore the effects of cultural backgrounds, prior teaching experiences, and educational preparation on the preparedness of educators to teach online. Consider the effects of these variables on the relationship between methods of online instruction and mental health status. Additionally, study the part that technology competence plays in teachers' preparedness for remote instruction. Explore how their capacity to embrace and adjust to diverse online education methods is affected by varying degrees of technological proficiency. Assess how successfully mentoring, counseling, and professional development opportunities for educators, among other institutional support services, support mental health and prepare them for teaching remotely. Get student feedback on their impressions of the preparedness of educators as well as their experiences with online learning. Examine the efficacy of blended learning approaches that integrate virtual and face-to-face components. Examine how teachers manage these modalities and how they affect their teaching approaches and mental wellness.

To determine global trends and variances in educators' preparedness for online instruction and the significance of mental health in this setting, compare the results with research from other nations or areas.

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