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RESEARCH ARTICLE

PSYCHOSOCIAL CAPABILITY OF PUBLIC SECONDARY MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH TEACHERS TOWARDS THE DEVELOPMENT OF MINDFULNESS- BASED INTERVENTION

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Abstract

This study intended to determine the psychosocial capability of public MAPEH teachers as the basis for the development of mindfulness-based intervention. At this time, high rates resulted in a significant percentage of low psychosocial capability concerning teachers in the field amidst the new normal. A total of 209 respondents agreed to participate in this research. Results show that generally, MAPEH teacher respondents have exhibited a low adaptive and coping capability based on their self-assessment. It is also recognized that the profile of the MAPEH respondents and their assessment of the level of psychosocial capability was substantially different, which dismissed the null hypothesis of no significant difference. This study utilized the descriptive-comparative method. Structured interviews were conducted with 20 groups and their immediate superior. The research analysis concluded that the informant's assertive and retiring psychosocial capability due to factors including demands at work, age, field of specialization, school size, and other characteristics affect this symptomatology, skills and performance gaps as faced by teachers fully depend on their respective contexts, which were sub-coded. 12 out of 20 informants have no school-based psychosocial programs to help them thrive amidst the educational crisis supporting the survey conducted to the teacher-respondents. In addition, incorporating evidence from reviews and personal correspondence, this study demonstrates that their circumstances led them to suggest appropriate strategies in dealing with psychosocial concerns i.e., exposure to mindfulness-based training, capacity-building, attention training, and emotional support. Eventually, informants also expressed their visions and profound desires to look forward with a positive goal in mind and by being guided by mindfulness-based interventions.

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Introduction:-

In the resumption of face-to-face classes and activities with learners, the current circumstances caused a barrier in the education sector. The teachers in public schools are psychologically susceptible with the given shift and adjustments in the field of teaching. However, it is not up to them to change this fact. The teachers face a real challenge against those with whom they have no defense, and they have no idea how the situation would develop. Teachers are still bound by their duties and responsibilities. Most of the teachers are bound with ancillary tasks aside from the

teaching load. They are restless, afraid, and facing struggles to navigate their everyday lives while experiencing these feelings, attempting to stick to their obligations that remind them of the former stability in their daily activities in some way.

Based on the personal experience of the researcher, his goal of promoting and nurturing psychosocial well-being of the teachers he intended to utilize the gathered data to support his goal up to the present where there is a need to alleviate teachers' distress.

There are also cases of teachers teaching subjects far from their field of specialization which show significant results in performance in teaching. In lack of teachers, because the schools prioritize more on academic subjects such as English and mathematics, there are evident scenarios in the public secondary schools wherein non-MAPEH majors teach the subject matter especially in the small schools where teachers need to compromise just to handle the learners. This resulted in some issues and concerns with regard to the delivery of lessons since their field of specialization is far from what they are actually teach. Teachers faced problems in performing the curriculum standards that highly affect their psychosocial capability.

Teachers teaching outside their area of specialization face considerable challenges in lesson preparation and science teaching. First of all, these teachers need to understand the structure and nature of the discipline and learn unfamiliar content knowledge, which is known as subject matter knowledge. Secondly, they need to transform the content knowledge into suitable activities, analogies, demonstrations, or simulations and adapt them to the different students' abilities to help them learn.

MAPEH teachers can teach different subject matter at secondary level. These teachers would usually have specialized in one particular area at secondary level. Therefore, in many cases they will be teaching within their area of expertise or outside their subject specialism, meaning that one has not studied this subject to a degree. Teaching outside area of expertise offers considerable challenges and teachers express concern and apprehension when dealing with this situation. Teachers' lack of confidence when teaching topics outside their area of expertise is manifested in different ways such as when preparing lesson plans, choosing, or devising activities and analogies to aid students' learning, answering students' questions, setting up laboratory experiments, linking and applying various concepts and principles to everyday life situations, generating students' interest and passion for the science area. This article reviews various research studies conducted amongst novice and experienced teachers when teaching within and outside their area of expertise (Mizzi, 2019).

Even without the epidemic, MAPEH (PE) teachers are a set of educators who have been continuously disempowered. MAPEH is generally seen as not intellectually sufficient in schools; as a result, MAPEH is the topic that is always sacrificed in favor of other "more important" disciplines. (Putri, 2020), teachers had previously reported a bad quality of life (QoL) perception before to the COVID-19 pandemic, with a considerable impact on mental and physical health due to numerous stress factors linked with work overload. (Lizana et al., 2021). Little is known, however, about how MAPEH teachers reacted to the nationwide switch to remote instruction prompted by the COVID-19 epidemic, and how these experiences influenced PE programs' efforts to give effective instruction with favorable student learning outcomes.

When the researcher first began teaching, he never imagined that he would be required to provide counseling services to the school community, particularly to students. He enjoyed giving guidance to his peers as well. Aside from his normal lessons or teaching responsibilities, the researcher put in extra effort to assist students since he wanted to help those in need. This went on for a long time.

The session went nicely on occasion. However, this was not always the case. He takes some responsibility for why it didn't work out. As a counselor, the researcher has a natural talent. When a problem was presented to the researcher, he intended to provide a solution and a plan of action. And he doesn't want to discuss the issue with them again until they've carried out the action plan. However, what he did was not solely for the sake of therapy. And it is for this reason that he must surrender. However, the researcher was not the only issue in these less-than-ideal meetings. There were other issues, which he can clearly see now as he reflects on that time: some members of the school community do not see themselves as they truly are; others do not want to solve their problems; they simply want someone to listen to them talk; and some are not emotionally strong, as a result of which they do not cope well with life's challenges.

Then there was this pandemic era, during which the researcher felt a strong urge to reach out not only to his peers but, more crucially, to the kids to whom he was devoted as a MAPEH educator. Due to the nature of the discipline, MAPEH is one of those disciplines that has a significant impact on how teaching is provided to its students.

This has had a significant impact on the psycho-social capacity of MAPEH teachers in terms of their ability to integrate and adjust to the latest phenomenon that is affecting the entire world. Particularly in the Philippines, where face-to-face instruction is not possible. As a result, the researcher wants to investigate how the psycho-social capability of public secondary MAPEH teachers influences their teaching performance when using the distance learning modality.

The researcher couldn't figure out why everyone wasn't psycho-socially powerful back then. He also lacked a strong method for assisting people in increasing their psycho-social capacity. But he does now. And he wants to be a part of this paper. This will assist them in increasing their psycho-social capacity if it isn't already high. If you have a high psycho-social capacity, the following advice may be useful to others at home, school, and in the community.

Allow the paper to define Psycho-social Capacity before digging in. Psycho-social capacity is a second-order concept that encompasses people's feelings of hope, optimism, resilience, and self-efficacy. All of this adds to their stress levels. If people discovered that their incapacity to cope with stress or strain affects a large number of them. To escape the pressure, they give up, breakdown, or engage in unhealthy behaviors. Psychosocially strong people, on the other hand, can control their emotions and work through problems. As a result, their psychological capacity grows, and they become closer to realizing their strengths.

Many people with high psychosocial capability are aware of it, and it has been noticed what they do. They will increase psychosocial capacity if they can embrace the following practices that have been advocated in psychosocially strong persons.

While secondary MAPEH teachers' psychosocial characteristics arguably play a big impact in the classroom or even in the field, the need to research their emotions and psychosocial capabilities is clear. Despite the number of studies on psychosocial ability, it has received little attention in comparison to other areas such as cognitive intelligence, mental health, and mental abilities. (Harrod & Scheer, 2019), which are highly applicable for MAPEH teachers. Psychosocial risks at work are defined by Cox and Griffiths (2018) as well as the social, as far as job design is concerned work environments such as organizational and management that could it is possible that you will suffer physical or psychological injury as a result of your actions. The connection is undeniable. There is a link between work psychosocial factors and mental health established for a long time.

In a study conducted by Schaufeli (2017), there is a pressing need to analyze psychological aspects in the real world at work, and boost staff morale. Clearly, there is a problem. Sickness absence, occupational injury, and burnout are all linked to working conditions and burned-out personnel. Accidents and injuries, poor work performance, and a decrease in productivity. Good working conditions, on the other hand, have a negative impact on productivity. Employee engagement and working circumstances as a result, psychological variables and employee well-being eventually lead to monetary business consequences as a result, it is in the company's best interests. It is in one's best interests to keep track of psychosocial aspects at all times. Work and the well-being of employees on a regular basis, so that preventative interventions can be implemented in a timely and targeted manner. Help reduce burnout and promote work engagement. Aside from that there is an internal incentive for enterprises to monitor the workplace, but there is also an extrinsic reason for them to do so.

According to Gallup's 2018 Global Emotions Report, the Philippines has some of the world's most emotional individuals, with nearly 60% of those polled claiming to have experienced both happy and negative emotions the day before they were interviewed. Gallup interviewed nearly 147,000 adults in 140 countries in 2015 to compile the study.

The position of teachers in education necessitates a wide range of competencies. Psychosocial Capacity is one of these key capacities in today's environment. Many studies have shown that psychosocial aspects of the teaching process have an impact on overall student performance (Edannur, 2019; Nicolini, 2018; Brackett and Katulak, 2019; Kremenitzer, 2017, and others). However, before educators begin treating students' emotions, it is undeniable that

their emotional lives must be formed in order for kids' academic achievement to be positively impacted. Educators should first assess their emotional skills before attempting to increase pupils' emotional literacy.

The results of Baroek's (2017) study, teachers' Psychosocial - A Vital Component in the Learning Process, show that teachers with a greater level of Psychosocial Capacity receive significantly higher marks on student surveys than those with a lower level of Psychosocial Capacity.

Evidence suggests that many teachers, as well as students, may be affected by a crisis. Afflicted by the psychological repercussions of trauma, including the loss or separation from family members, as well as other stressful situations. Intrapersonal and interpersonal training exercises that involve participants. Interpersonal communication, emotional awareness and coping, empathy, and the avoidance of conflict. Stereotyping, for example, can aid in healing while also laying the groundwork for abilities such as a form of conflict mediation that is taught as part of citizenship and peace education. IRC is a good example. Above is the Healing Classrooms initiative, which focuses on serving the needs of students with disabilities. Teachers' and their students' psychological needs (Sinclair 2018). Previously, there was thought to be a clear boundary between emotion and cognition: emotions were thought to be independent from the brain. Such a long-held belief has been challenged, and "the brain is now viewed as playing a significant role in emotional processing," according to the study (Greenberg and Snell, 2019). One of the goals was to provide psychosocial safety and assistance to children and teens who were experiencing a crisis. Nicolai & Triplehorn (2018) displaying beneficial outcomes.

According to Gladwell & Tanner, et al., (2017), when a conflict-sensitive, peaceable situation arises, when a goal-oriented learning strategy is used, positive critical thinking and self-reflection can be achieved. Promoted. When paired with student and teacher behaviour codes at the school level, and active community relationships, teachers, and teacher support can all help to combat the usage of violence at the communal level, violence can be used to solve problems and function as a catalyst for peacebuilding.

Teachers have repeatedly been reported to have a higher risk of poor mental health and wellbeing than persons in other professions. The average prevalence rate for self-reported work-related stress, depression, or anxiety for people employed in primary and secondary education was statistically significantly higher than the average rate across all industry sectors over a three-year period (2016/17–2018/19), according to annual statistics published by the Health and Safety Executive.

COVID-19 Pandemic and the Teachers

Psychiatric symptoms/psychological distress among the teachers, regarding the teachers one paper revealed lower psychological well-being (WHO-5) compared to before COVID-19 (Sonderskov et al., 2020), and one study revealed increased use of words as emotional indicators of anxiety and depression (on Weibo), when compared to prior to the outbreak (Li et al., 2020b). Furthermore, a study of teachers hospitalized during the epidemic period had significantly higher scores of anxieties, depression and dream anxiety compared to teachers hospitalized in the non-epidemic period (Yuan et al., 2020). However, a study found no significant difference in anxiety, depression or stress symptoms when comparing scores measured in a period with increase in number of confirmed cases to a period with increase in number of recovered cases; however, only 333 of the 1210 cases were followed up (Wang et al., 2020a).

According to the study Baker et. al (2021), teachers experienced considerable stress as a result of the COVID-19 pandemic, which was related to poorer mental health, coping, and teaching. At the same time, teachers reported resiliencies, which were related to better coping and teaching. Supporting teachers' well-being is critical to prevent significant adverse consequences for teachers, their students, and the education system as a whole.

In the study conducted by Song et. al (2021), the COVID-19 pandemic has had an impact on children, families, and schools. Teachers have experienced many challenges including disruption in academic learning, social isolation, economic recession, and greater screen time. The pandemic has negatively impacted youth mental health and social, emotional, psychological, and educational well-being. The impact may be even greater for teachers with disabilities, and that are more severely influenced by COVID-19. This research informs school psychologists and education professionals to address the educational and psychological impacts of the pandemic in the schools.

This special topic collection features empirical work related to COVID-19 and school psychology, including the following topics.

- 1) Social, emotional, psychological, and educational, effects of the pandemic for children, families, and educators:
- 2) Modifications to assessment, intervention, and other forms of service delivery supported with empirical data
- 3) Adaptations to support training and education in school psychology

The current study sought to gain insight on teachers and school personnel concerns about the impact of the COVID-19 pandemic related schools and the return to school within two cohorts (summer 2020, fall 2020). Primary concerns were teachers' health, teachers' development, personal health, and teachers' mental health. These findings may assist schools in their preparation for the transitions related to COVID-19 and changes in the school year to provide resources for their schools to promote their teachers' development and support their school personnel's health (Anderson, Hughes & Trivedi, 2021).

The Concept of Psycho-social Capability

It has been proposed that, in addition to the primary disaster, the loss of services following disasters posttraumatic stress disorder symptoms are significantly linked to disasters (PTSD), depression and other forms of psychological suffering, which will differ depending on the location of the event. occurs, for example, in urban and non-urban areas (Gros et al., 2019). The evolution of the brain and its systems is the focus of current neurobiology research. The brain's evolution resulted in its expansion and development, resulting in larger brain structures in lower areas (responsible for, e.g., breathing, hunger). The limbic system, which is not established at birth, also appeared as a result of this expansion. This system is in charge of the primary development of different components of emotions, such as facial emotion recognition, action proclivities, and emotional memory storage. The amygdala, hippocampus, thalamus, and hypothalamus make up the limbic system (Kusché, 2018). The greatest importance is given to the amygdala. LeDoux, a professor at the Center for Neural Science at New York University, illuminates that the amygdala can take charge of our actions, even though our brain (thinking brain — the neocortex) has not made any decision yet (LeDoux, 2019).

Guided by the social-cognitive theory and job demands-resources model, this study examined how educators perceived online teaching self-efficacy and social and emotional learning (SEL) competencies concurrently and interactively influenced educators' compassion fatigue during distance learning in the COVID-19 pandemic (Yang, 2017)

Academic achievement and individual exemplary performance are unquestionably important; yet educators must establish a balance between the cognitive and expressive capacities. However, before they begin focusing on psycho-social literacy in their students, they should analyze their own psycho-social literacy to reflect on their teaching methods. "What domains does a teacher face during distance learning?"

Demands at Work

Feeling overwhelmed because of demands that are too high has distinct consequences in terms of arousing negative affect, and so does feeling bored because of demands that are too low. We therefore will not be able to completely separate the two; we can only try to focus on the qualitative aspect (Zapf et al, 2021). The Higher Education sector has been through an array of changes, such as globalization, massification, lack of job security, decolonization and a number of technological advancements. These changes have impacted academic workload and have increased work pressure with resultant effects on family and work life balance. (Marieta et al, 2021). Work-related stress has been associated with poor psychological and physical outcomes. A better understanding of work-related psychosocial demands, risks and resources can therefore contribute to the prevention of work-related stress. Results identified specific psychosocial demands, stressors and resources exemplified mainly along two typical tasks in GP practices: the issuing of medical prescriptions and blood sampling. Main psychosocial risks included factors related to work content and tasks (e.g. incompleteness of task), organization of work (e.g. frequent interruptions), and the working environment (e.g. noise). Work-related resources comprised staff's influence on aspects related to work organization (e.g. scope for action) and social support (e.g. positively perceived teamwork). These factors did not occur in isolation but were closely interrelated with each other (Tsarouha et al, 2020). Several COVID-19-related jobs demands and resources were found at IGLO levels. Individual-level demands included emotional load, while resources included resilience and motivation. Group-level demands included social distancing, while resources included team support and cohesion. Leader-level demands included managers' workload, while resources included leader support. Organizational-level demands included work reorganization, while resources included mental health

initiatives (Giusino et al, 2021). The emotional labor required of police officers and registered nurses is comparable despite the cultural ideology that portrays these jobs as requiring gender-specific skills. The authors demonstrate the utility and increased accuracy of using an augmented conceptualization of emotional labor to measure what employees actually do in performing their jobs (Steinberg & Figart, 2019). The results reveal an imbalance for human service managers between high levels of job demands and the lack of job resources available to meet these demands. Work overload, conflicting and unclear goals and tasks, emotional demands, restricted control, and lack of supervisory and organizational support generally characterized the managerial assignment (Corin & Björk 2017).

Work Organization and Job Contents

Based on the study of Levecque et al (2017), 12 mental health symptoms (GHQ-12) showed that 32% of PhD students are at risk of having or developing a common psychiatric disorder, especially depression. This estimate was significantly higher than those obtained in the comparison groups. Organizational policies were significantly associated with the prevalence of mental health problems. Especially work-family interface, job demands and job control, the supervisor's leadership style, team decision-making culture, and perception of a career outside academia are linked to mental health problems. This study represents a "strong test" of the efficacy of teams because theory predicts weak outcomes for self-managed teams among service and sales employees in establishments where technology and organizational structure limit opportunities for self-regulation, the nature of work and technology do not require interdependence, and downsizing creates pervasive job insecurity—conditions found at the company studied here (Batt, 2017). Evidence on how smart manufacturing (SM) affects work organization at both micro-level – i.e. work design, described in terms of operator job breadth and autonomy, cognitive demand and social interaction – and at macro-level – i.e. organizational structure, described in terms of centralization of decision making. Results present four main configurations differing in terms of technological complexity, and micro and macro work organization (Cagliano et al, 2019). Multivariate analyses show that quit rates are lower and sales growth is higher in establishments that emphasize high skills, employee participation in decision-making and in teams, and HR incentives such as high relative pay and employment security. Quit rates partially mediate the relationship between human resource practices and sales growth (Batt, 2018).

According to Organization for Economic Cooperation and Development (OECD) in 2018, job content is a tool designed to collect data from employees about the job positions/title, type of duties/tasks performed in their job positions and the qualifications necessary to satisfactorily perform the jobs. It is used to determine the essential functions and requirements in job employment status. It is often interchangeably referred to as a job description. The three essential elements in job content according to OECD (2018) are:

- a) Job position: The job position is the first item that is listed under job content. It immediately gives potential applicants an idea as to whether the job might be a good fit or not. A job position is significant because it concisely defines the job and briefly explains what level or title the applicant will hold. Effective job positions reveal how much authority and responsibility the employee will have within the organization (OECD, 2018).
- b) Specific duties/tasks: The second part of job content is usually the longest because it details specific job responsibilities. Some hiring managers use bullet points to list job responsibilities quickly and efficiently.
- c) Qualifications/requirements: The third part of the job content lists specific qualifications/requirements that must be met in order to apply for the job. For example, it might say "Diploma or B.Sc. required," "First degree in Industrial and Labour Relations, Sociology or a related field," or "Minimum of 3 years' experience in sales" (OECD, 2018).

As a result of the above, it becomes exigent to investigate the job contents of the contract and permanent workers in terms of the job positions occupied, duties or tasks performed, and qualifications/academic necessities required for the performance of the duties or tasks they are employed to perform. It is hoped that these factors will influence their attitude and performance in the workplace, instead of the inadequate verification and monolithic tendency of the precarious inclination which some scholars such as Okafor (2020) and Fapohunda (2021) have identified as the reason for poor satisfaction, commitment, and performance of contract workers.

Interpersonal Relations and Leadership

In the study conducted by Kelley (2017), this functional perspective on affect is discussed in terms of interest-relevant situations, inter-situational processes, prior analyses of emotion, and adaptation of the inter-situational processes. It is suggested that affect plays a key role in the psychological processes that occur at the junctures between interest-relevant situations, being both reactive to just-ended situations and orienting to about-to-begin situations. The theory of interpersonal relations developed by the author and J. W. Thibaut is presented. The theory, referred to as interdependence theory, is basically about the causal structure of the situations that people encounter

in their close relationships. These situations were initially described in terms of outcome matrices that characterize the pattern of interdependence. More recently, the description has been elaborated to include a characterization, via transition lists, of the succession of such patterns that a pair may encounter. Close interpersonal relationships serve as a critical interface between intrapersonal and interpersonal processes. These processes underlying relationships have generally been considered in isolation, though with appreciable success. Although both intrapersonal and interpersonal approaches provide important knowledge about close relationships, each approach is clearly limited by that which it does not fully consider. We believe that the concept of cognitive interdependence, or the mental state characterized by a pluralistic, collective representation of self-in-relationship, represents a congenial blending of the intrapersonal and the interpersonal. The current chapter reviews the concept of cognitive interdependence, with a particular focus on some implications of the concept for the self. We begin by considering past work on the self, including a discussion of cognitive, affective, and behavioral structures linking relationship partners to the self, before turning our attention to cognitive interdependence. We close with suggested avenues for future work on self-in-relationship (Agnew & Etcheverry, 2020). It depicts a person's interpersonal dispositions as having profiles or signatures dependent on both the expected features of situations and the expected dispositions of partners. A taxonomic theory for classifying both situations and the functionally relevant goals of interaction partners is outlined. Research on attachment theory and trust is used to illustrate the model (Holmes, 2017).

According to Bambang Guritno and Waridin (2018), performance is a comparison of the work achieved by employees with predetermined standards. Meanwhile, performance as a result of work achieved by an individual that is adjusted to the role or task of the individual in a company in a certain period of time, which is associated with a certain value or standard measure of the company where the individual works. Humans as the main asset in an institution have several types of intelligence, one of which is emotional intelligence (Hakim, 2018). According to Dyanisa (2018), emotional intelligence is the ability and potential in an individual to be able to recognize, understand, manage and lead one's own feelings, so that the individual can empathize with others and respect others, and apply or apply it in dealing with emotional impulses in everyday life.

Based on the result of the study of Amelia et al (2022), it was found that emotional intelligence had a positive and significant effect on employee performance variables, human relations had a positive and significant effect on employee performance variables, leadership style had a positive and significant effect on employee performance variables.

Work–Individual Interface

In the study led by Kubicek and Tement (2017), work intensification and WHS, assessed as a boundary management strategy, were related to WHC. In terms of interactive effects, work intensification was associated with more time-based WHC and less WHE-development in the case of work-home integration but with more WHE affect in the case of WHS. Agile working involves liberation from traditional ways of working, such that boundaries between work and home (both physical and temporal) can become blurred. In this chapter, we explore how boundary management preferences for integration or segmentation, and the fit between these preferences and agile working modalities, can influence experiences of the work-life interface, work-related attitudes and employee well-being (Basile & Beauregard, 2020). For years, scientists and practitioners have shown that employees must balance between work and home demands. Now that information and communications technology allow employees to choose their working schedules and locations, flexible working designs increasingly blur the work–home boundaries, making it difficult for employees to switch off from work. As flexible working designs have ambiguous impacts on employees (Demerouti, Derks, ten Brummelhuis, & Bakker, 2018).

Mindfulness-based interventions (MBI), which cultivate mindfulness practice to enhance state mindfulness (Jamieson & Tuckey, 2017), have been shown to help workers detach, to cognitively and emotionally separate life domains, and to thus improve work–life balance (Hülshager et al., 2017; We tested an online self-training MBI developed by Michel et al. (2018) to help workers better achieve work–life balance and improve well-being. The MBI teaches mindfulness as a cognitive–emotional segmentation strategy for detaching from work. We build on research showing that the MBI is effective for encouraging work–life balance (Michel et al., 2018) and improve well-being (Rexroth, Michel, & Bosch, 2017).

Social Capital

According to Adler (2018), a growing number of sociologists, political scientists, economists, and organizational theorists have invoked the concept of social capital in the search for answers to a broadening range of questions

being confronted in their own fields. Seeking to clarify the concept and help assess its utility for organizational theory, we synthesize the theoretical research undertaken in these various disciplines and develop a common conceptual framework that identifies the sources, benefits, risks, and contingencies of social capital. The problem and the solution. The role of social interactions and relationships at the individual, group/team, and organizational levels is becoming increasingly significant in today's workplace. Relationships in an organization may provide some unplanned opportunities, and social capital is considered a new tool with which to increase organizational performance. As a relatively new concept, social capital is still at the exploratory stage for human resource development professionals and researchers. However, social capital has yet to be explored from an economics perspective. This article aims to examine the economics of social capital and the implications for organizational performance (Akdere and Roberts, 2018).

Based on the study of Nahapiet & Ghoshal (2017), scholars of the theory of the firm have begun to emphasize the sources and conditions of what has been described as "the organizational advantage," rather than focus on the causes and consequences of market failure. Typically, researchers see such organizational advantage as accruing from the particular capabilities' organizations have for creating and sharing knowledge. In this article we seek to contribute to this body of work by developing the following arguments: (1) social capital facilitates the creation of new intellectual capital; (2) organizations, as institutional settings, are conducive to the development of high levels of social capital; and (3) it is because of their denser social capital that firms, within certain limits, have an advantage over markets in creating and sharing intellectual capital. We present a model that incorporates this overall argument in the form of a series of hypothesized relationships between different dimensions of social capital and the main mechanisms and process.

Health and well-being

In the study of Kim et al (2021), generally, teachers' MHWB seemed to have declined throughout the pandemic, especially for primary school leaders. Six job demands contributed negatively to teachers' MHWB (i.e., uncertainty, workload, negative perception of the profession, concern for others' well-being, health struggles, and multiple roles) and three job resources contributed positively to their MHWB (i.e., social support, work autonomy, and coping strategies).

The COVID-19 pandemic has negatively affected the mental health and well-being (MHWB) of individuals worldwide (Holmes et al., 2020). Teachers, confronted with increased demands and limited resources since March 2020, have not been exempt from these effects (Kim & Asbury, 2020b). However, the dominant narrative around MHWB in schools has largely focused on students, and teachers' experiences and needs have been less widely heard or considered (Lee, 2020). Understanding teachers' MHWB is important in its own right, and because poor MHWB can have serious consequences for the profession. For example, it can lead to teachers leaving the profession (Madigan & Kim, 2021b), which can be financially costly for schools and the educational system (Carver-Thomas & Darling-Hammond, 2017) and detrimental to student outcomes (Madigan & Kim, 2021a). Many countries cannot afford these consequences, given widespread teacher shortages and high attrition rates (Schleicher, 2018). England, the focus of this study, has been affected by falling retention levels since 2011 (Long & Danechi, 2021). Given the importance of teachers' MHWB, particularly during the pandemic when they are under new forms of pressure, this longitudinal qualitative study examines the changes in the MHWB of primary and secondary school teachers across three time points in 2020.

By undergoing a thorough analysis of the above presented domains, the teacher will be capable of judging his or her psycho-social competence is on its appropriate level, can they move on to the programs whose aim is to focus on students' psychosocial abilities.

Psychosocial capability refers to the capacity for recognizing our own feelings and those of others, for motivating ourselves and for motivating emotions well in us and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure.

Study conducted by Singh (2018) found that teachers need to be high in their psychosocial capability to be successful. Sutton and Wheatly (2018) highlighted that emotional competence of teachers is necessary both in general for their own well-being and for effectiveness and quality in carrying out teaching learning process in the

classroom and for the socio-emotional development of the students. Dash et al (2017) in a study on teachers' effectiveness in relation to their psychosocial capability of schoolteachers, found that there is a positive effect of psychosocial capability on teacher effectiveness (as overall and in the entire capacity) at the senior tertiary school level. The teacher effectiveness of various capacities on the differential between high and low psychosocial capability also found positive difference. Amritha and Kadiravan (2017) found that gender, age and qualification influenced the psychosocial capability of schoolteachers. Bansibhari and Sarwade (2018) in a study on, "the Effect of Psychosocial Maturity on Teacher Effectiveness" found that psychosocial capability of teachers increases the achievement motivation, optimism, joy, and purpose of learning by students while decreasing violence, depression, and insulation in them. Teaching carried out by emotionally matured teachers would be more stable than that of emotionally immature or unstable teachers. Teachers who are emotionally mature are generally self-aware, can make personal decisions and manage their feelings well. They can handle stress, empathize with others, can communicate well, and can build trust in others. Psychosocially matured teachers have the capacity to recognize their strengths and weaknesses and can take responsibility for their actions. They can be assertive without being insulting and know when to lead and when to follow. They are effective as leaders and resolve conflicts following the win-win model. Thus, psychosocially matured teachers can think feel as well as act better and facilitate learning by the child: feel good means learn well. Kaur, et al. (2019) in their study, teachers' Effort to Promote psychosocial capability among Adolescent students, the major findings of the study are in the expected direction and in favor of the hypotheses. The analysis of the total effort shows that the efforts which teachers are making are below average. The teachers are making the effort maximum on the competency of inter-personal realm and very few on intra-personal realm, and again this percentage is also far below the average. Vito (2017) in his study investigated the relationship between emotional exhaustion, depersonalization, and psychosocial capability total score. However, a significant difference was found between the psychosocial capability total score and one aspect of burnout, personal accomplishment. Further analysis revealed a positive relationship between personal accomplishment and intra-personal, inter-personal, and general mood subscales of psychosocial capability. Wong et al. (2018) on teachers' Job Satisfaction showed that schoolteachers believe that middle-level leaders' psychosocial capability is important for their success and a large sample of teachers surveyed also indicated that psychosocial capability is positively related to job satisfaction. The main implication of this study is that the teaching profession requires both teachers and schoolteachers to have high levels of psychosocial capability. Devi, et al. (2020) conducted a study on psychosocial capability and life satisfaction among married and unmarried female teachers and the result revealed that there is a positive relationship between psychosocial capability and life satisfaction. Buck (2019) and Meyer and Gehler (2017) found that female respondents performed better than male respondents in their psychosocial capability. Gibson and Dembo (2019) in a study found that teachers with high psychosocial capability are better equipped to keep their students engaged in learning activities. Woolfolk and Hoy (2018) found that teachers with higher psychosocial capability are more humanistic in their approach. Goleman (2018) pointed out for the teachers that the degree of emotional capacity positively predicted degree of life success and emotional capacity could be learned and acquired. Schutte, et al. (2019) and Van Roy, Alonso and Viswesram (2017), Atkins and Stough (2018) found that females have significantly higher reported psychosocial capability than do males. Mayer, et al. (2017) found psychosocial capability increases with age and experience. Petrides and Furnham (2018) found Emotional Capacity of males were higher than female. Edannur (2018) found the gender of the instructor educators did not make any differential influence on their psychosocial capability.

Very few studies have been conducted on Psycho-social capability of the public secondary MAPEH teachers. But psycho-social capability of the teachers is very appropriate, because only a psycho-socially healthy teacher can properly guide the learners. An incompetent doctor is unsafe for the patient, in this way if the teacher is not psycho-socially healthy then it is difficult to facilitate his/her students properly. It is also observed that very few studies have been conducted to find out difference in psycho-social capability of public secondary MAPEH teachers according to the intra-variables of sex, experience, and qualification. Hence, the problems aim to explore the psycho-social capability of MAPEH teachers in the secondary levels, psycho-social capability of teachers in relation to some personal variables of sex, experience, and qualification and to find out difference in psycho-social capability of MAPEH teachers in the secondary levels according to these variations.

Psycho-social abilities are significantly more geared toward balancing an individual's personality. A teacher becomes psycho-socially balanced as a result of his or her experience in a variety of situations working with students, the community, and other teachers. As a result, it's possible that experience can be used as a predictor of psychosocial competence.

Despite the fact that teaching is a profoundly psychosocial activity, little is known about the relationship between educators' emotional quotient and their work attitude behaviors. Also, while it is commonly stated that passion and emotion fuel an educator's teaching experience, little is known about the extent to which emotion might serve as a predictor of teaching attitude.

Because teachers' psychological characteristics are thought to have a substantial impact on the classroom environment, it is obvious that their emotions and emotional capacity should be investigated (Harrod&Scheer, 2019). Despite a significant increase in the number of studies on psychosocial capability, it has not received nearly as much attention as other areas such as cognitive intelligence, mental health, and mental capacities (Harrod&Scheer, 2019).

Outside of the child's family environment, according to Hammond (2019), the classroom instructor is the most powerful variable determining student accomplishment. Many studies have been conducted in an attempt to pinpoint the characteristics of teachers who are more effective than others. Research has revealed that teachers who attempt to build relationships with students while offering relevant and challenging training have higher student accomplishment over the last decade.

Additional studies from the world of business tell us that those individuals with increased levels of psychosocial capability are better leaders, managers, and salespersons, and are more frequently hired into those positions by large corporations. They are more likely to get along with peers, be promoted and demonstrate success when working with others. A similar relationship may exist in the field of education between teachers who exhibit increased levels of psychosocial capability and their students' academic achievement.

Using descriptive statistics, this pilot study looked into possible links between sixth-grade math students' academic achievement and their teachers' psychosocial abilities. Despite the lack of substantial findings, the data provide a great starting point for further research into this construct.

Interventions for Expanding Psychosocial Capability

The committee adopted the approach to defining interventions used in the Consolidated Standards of Reporting Trials for Social and Psychological Interventions to guide our definition of psychosocial interventions (CONSORT-SPI; Grant, 2017).

The term “intervention” means “the act or . . . a method of interfering with the outcome or course especially of a condition or process (as to prevent harm or improve functioning)” (Merriam-Webster Dictionary) or “acting to intentionally interfere with an affair so to affect its course or issue” (Oxford English Dictionary). These definitions emphasize two constructs—an action and an outcome. Psychosocial interventions capitalize on psychological or social actions to produce change in psychological, social, biological, and/or functional outcomes. CONSORT-SPI emphasizes the construct of mediators, or the ways in which the action leads to an outcome, as a way of distinguishing psychosocial from other interventions, such as medical interventions (Montgomery et al., 2018). Based on these sources, modified for mental health and substance use disorders, the committee proposes the following definition of psychosocial interventions:

“Psychosocial interventions for mental health and substance use disorders are interpersonal or informational activities, techniques, or strategies that target biological, behavioral, cognitive, emotional, interpersonal, social, or environmental factors with the aim of improving health functioning and well-being.”

Individuals who spend far too much time in the high and low negative energy cells have emotional capacity limitations. They have a short fuse, become defensive (so they never mature because they are not receptive to feedback), relate to others in a condescending manner, use anger and impatience to control others, take unfair advantage of subordinates in the use of their power, are pessimistic about their future, rarely socialize or feel uncomfortable in social settings, and are regarded as "high maintenance" (Anshel 2019).

A wellness program should ideally assist in reexamining those undesirable characteristics by developing new rituals that improve health and quality of life, identifying negative habits that contribute to limited emotional capacity, determining the costs and long-term consequences of having these emotional and behavioral tendencies, and finally,

developing new rituals that will replace these negative habits and emotions that waste energy, compromise satisfying relationships, and so on (Anshel 2019).

Mindfulness and Mindfulness-Based Interventions

The two-component model of mindfulness (Bishop et al., 2018) explains that mindfulness requires

(1) self-regulation of attention, awareness, and presence in moment-to-moment observations of immediate thoughts, feelings, and sensations and

(2) curiosity, openness, and acceptance of momentary experiences without elaboration or rumination about thoughts, feelings, and sensations. Mindfulness practice enhances state mindfulness, that is, the extent to which individuals regulate their attention as described, and subsequently increases trait mindfulness (Bishop et al., 2018; Jamieson & Tuckey, 2017). Positive psychology interventions are ‘treatment methods or intentional activities that aim to cultivate positive feelings, behaviours, or cognitions’ (Sin & Lyubomirsky, 2019, p. 468). MBIs align with those principles by cultivating mindfulness practice (Jamieson & Tuckey, 2017) to improve mental and physical health, enhance cognition and affect (Creswell, 2017), and ensure positive well-being, relationships, and work performance (Good et al., 2018). Several meta-analyses (Bartlett et al., 2019; Lomas et al., 2019; Virgili, 2015) and reviews (Allen et al., 2017; Eby et al., 2019; Lomas et al., 2017) have shown that MBIs specifically designed for workplaces reduce employee stress and improve well-being and mental health, which accounts for growing interest in MBIs for workers (Eby et al., 2019).

Bance & Acopio’s (2018) study about “Exploring Psychosocial Capacity and Academic Performance of Filipino University Academic Achievers” examined the relationship between the psychosocial capacity and academic performance of Filipino university academic achievers. First, the study calls to explore the Psychosocial Capacity using the five composite scales of emotional social intelligence proposed by Bar-On (2017) and academic performance as measured by the respondents’ GPA (see Skipper & Brandenburg, 2018; Jordan et al., 2019). Empirical results show that the students who can accurately perceive, understand, and express feelings to guide their behavior; to establish and maintain good relationships with others; to effectively control and constructively manage emotions; use realistic and flexible coping strategies; and to become positive and content in oneself, others, and life in general tend to perform better academically. These outcomes in addition to serving as supplementing empirical evidences of previous studies, also point out the established significant associations between and among the psychosocial capacity including a negative relationship between interpersonal and stress management capacity; a positive relationship between interpersonal and intrapersonal capacity; and a positive but weak significant relationship between adaptability capacity to the other capacity of Psychosocial capability specifically intrapersonal and interpersonal capacity. Thus, these evidence substantially add up to the reported implications of psychosocial capability to predict various aspects of performance in school (Bar-On, 2018) specifically university students (Parker et al., 2017; Fallahzade, 2020; Skipper & Brandenburg, 2018; Jordan et al., 2019) and extend the scant literature on this phenomenon in the Philippines.

Bance & Acopio’s (2018) study also supported the empirical evidence found by Petrides et al. (2017), Parker et al. (2018), Jordan et al. (2019), Khajepour (2020) and Skipper and Brandenburg (2018) that the overall psychosocial capability is related to the GPA as measured of academic performance. This means that the more the students become emotional-socially intelligent, the higher their tendency to exude academic prowess. The current study used the university academic achievers’ GPA across all educational courses which only contained their performances across the entire academic year. Hence, it should be noted that students’ academic performances vary each academic year lending a relative academic performance. This leaves future research to consider other educational indicators such as courses difficulty, type of enrolled courses (minor/major courses), and the number of enrolled courses (Parker et al., 2017) to really account for one’s academic performance.

The development of psychological and social competencies among university academic achievers has a great promise. While a good percentage of academic achievers have fears that their academic performance will be affected when they spend time with other people, results have shown that emotionally intelligent academic achievers can perform well on expected tasks and at the same time enjoy the company of others. With student’s academic success coupled with emotional-social intelligence competencies, it is very likely that schools can produce successful people in all fields of endeavors. Bance & Acopio (2017) proposed that an emotional social intelligence program be developed to address the academic achievers’ challenges in their academic potential. Likewise, it also includes improving aspects of their behavior towards social situations (sociability and personal relations) that is needed to boost their good attitude towards interaction. Finally, it is important that future research focus on the implementation

and evaluation of school programs that are geared toward enhancing the potentials of academic achievers addressing the concerns of the Bance & Acopio's (2018) study. Their study further offers support for the inclusion of emotional social intelligence in the higher education curriculum with emphasis on the successful transition of academic achievers from college to employment to really account for students' educational progress and academic success; hence EI-based activities should be integrated as proposed here and in the studies conducted by Jordan et al. (2017) and Skipper and Brandenburg (2018), affirming the growing interest in the application of Emotional Capacity in higher institution (Tolegenova et al., 2018).

Deni Rose M. Afinidad-Bernardo (2017) of Philippine Star wrote about EI. According to her, even thousands of years ago, thinkers with presumably high intelligence like Plato acknowledged that IQ is not enough. When the Greek philosopher said that "All learning has an emotional base," he was emphasizing the importance of Emotional Capacity to succeed in life. "IQ gets you the job, but you need EQ (emotional quotient) for promotion," developmental and behavioral Pediatrician Dr. Lourdes Bernadette Sumpaico-Tanchanco recently said during the introduction of milk fat globule membrane in the country. Unlike IQ that is measurable and can be inborn, a person is not born with psychosocial capability, said the doctor. "But it can be taught when a child is still young," she further asserted.

According to Dr. Aurorita Roldan, University of the Philippines College of Home Economics dean and professor on family life and child development, "EQ determines majority of our daily actions, so it is responsible for 80 percent of the success in our lives."

The current investigations on intervention strategies for teachers' psychosocial capability were undertaken within the scope of a review of related literature. Various obstacles were met as a result of their results, which prompted more research in order to provide solutions and contribute to developments and understanding about teachers' psychosocial capabilities.

Despite technological advancements and pedagogical reforms, educational institutions face a number of obstacles and issues relating to the educational system. Poor academic achievement, parental demands, and expectations, diminishing educational quality, kids' non-serious attitude, severe burden on teachers, and other factors make it difficult for teachers to balance academics and societal demands of parents and students. Teachers may experience emotional distress and difficulty as a result of social pressure.

According to the study of Ignat and Clipa (2019) are of the view that, if teachers put efforts in developing their professional and psychosocial capacities, then such challenges can be met easily. In this regard, emotional capacity serves as a significant tool that helps the teachers to adjust their emotions and meet the societal challenges that disturb the balance of their emotions. In addition, Beilock and Ramirez (2020) also identified the significance of studying the emotions in the classroom environment to understand the learning patterns and motivations of the students.

To be successful in interpersonal and career domain, the ability to read and manage emotions in social contexts is vital (Zeidner, Matthews & Roberts, 2017). Psychosocial capability is an important factor that has a profound effect on teachers' abilities and performance. Previous research on emotional capacity has identified that psychosocial capability results in certain work-related outcomes. However, there has been limited research which proves that psychosocial capability is related to positive work-related outcomes particularly in the education sector.

Individuals who are highly psychosocially intelligent, according to research findings from multiple authors, are more likely to perform well in their organizations than those who are low on psychosocial capability (Law, Wong, & Song, 2019; Van Rooy & Viswesvaran, 2017). In this era of competitiveness and uncertainty, role of teachers is important in shaping the attitudes and behaviors of their students. Organizations are embracing the training and development programs regarding the psychosocial capability of their employees (Fact Company, 2000 as cited in Cote and Miners (2018) because Emotional Capacity is positively correlated with performance.

Despite the fact that technical advancements and educational reforms have enhanced the Philippines' educational system, teachers are struggling to define their duties as teachers in the community. Furthermore, societal obligations make it difficult for individuals to maintain emotional equilibrium at work. As a result, they must strengthen their emotional intelligence in order to improve their performance and obtain favorable work-related outcomes.

Theoretical Framework

The theoretical framework of the study is an adoption of the conceptual framework of Jobdemands-resources Model Theory (JD-R) and Stress-as-Offence-to-Self theory.

Through integration of classical work environmental models and job satisfaction research pointed at the need for a more comprehensive perspective than previous occupational health models. This applies not merely to job demands and resources but also to a broader range of nontraditional health-related outcomes such as productivity and staff turnover. A wider focus regarding outcomes can facilitate integration of the perspective of occupational health and perspectives such as human resource management. In addition, there is an increasing awareness regarding trust, justice, reciprocity, and cohesion at the workplace pointing at the notion of social capital.

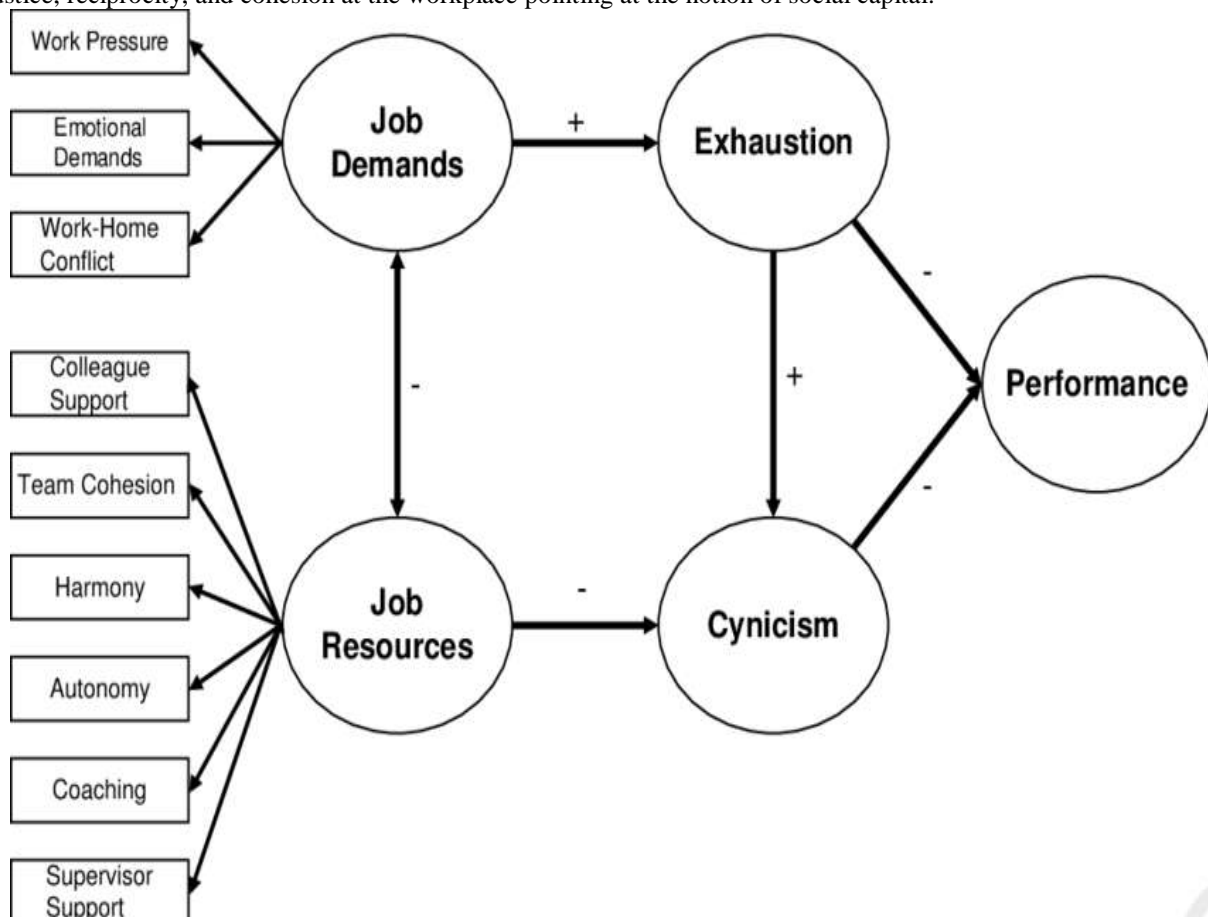


Figure 1:- Theoretical Framework.

The job demands–resources (JD-R) model was introduced in international literature 15 years ago (Demerouti, Bakker, Nachreiner, & Schaufeli, 2017). The model has been applied in thousands of organizations and has inspired hundreds of empirical articles, including 1 of the most downloaded articles of the Journal of Occupational Health Psychology (Bakker, Demerouti, & Euwema, 2017). This article provides evidence for the buffering role of various job resources on the impact of various job demands on burnout. In the present article, we look back on the first 10 years of the JD-R model (2001–2010) and discuss how the model matured into JD-R theory (2011–2016).

Diener et al (2019) claimed that Job Demands–Resources (JD-R) theory explains how working conditions influence employees, and how employees influence their own working conditions. We show how employee self-undermining activates a loss cycle of job demands, strain, and negative behaviors over time, whereas employee job crafting activates a gain cycle of job resources, work engagement, and positive behaviors.

According to JD-R theory, employees may also use their personal resources to deal with job demands. Personal resources refer to self-beliefs regarding how much control a person has over the (work) environment (Hobfoll et al,

2017). Just like job resources, personal resources such as optimism, self-efficacy, and resilience are motivational because they help employees reach their work-related goals. Xanthopoulou et al. (2019) showed that personal resources had predictive validity for job resources, work engagement, and financial returns. Similarly, a recent meta-analysis of training interventions that aimed to increase optimism, self-efficacy, hope, and resilience showed that when employees increase these personal resources, they improve their well-being and job performance (Lupsa et al., 2019).

Another development is that new theories about stress in the workplace have evolved, such as the Stress-as-Offence-to-Self theory (SOS). This theory posits that how employees conceive they are treated by the management, through what tasks they are meant to do, and the circumstances under which they are to carry out tasks can be a source of stress. In particular, when tasks and circumstances are laid out in a way that hinders the workers carrying out their work, this can be experienced as maltreatment and result in greater stress.

Semmer et al (2019) claimed that Stress-as-Offense-to-Self theory focuses on threats and boosts to the self as important aspects of stressful, and resourceful, experiences at work. Within this framework we have developed the new concepts of illegitimate tasks and illegitimate stressors; we have investigated appreciation as a construct in its own right, rather than as part of larger constructs such as social support; and we propose that the threshold for noticing implications for the self in one's surroundings typically is low, implying that even subtle negative cues are likely to be appraised as offending, as exemplified by the concept of subtly offending feedback.

Such concept is presented in the paradigm below:

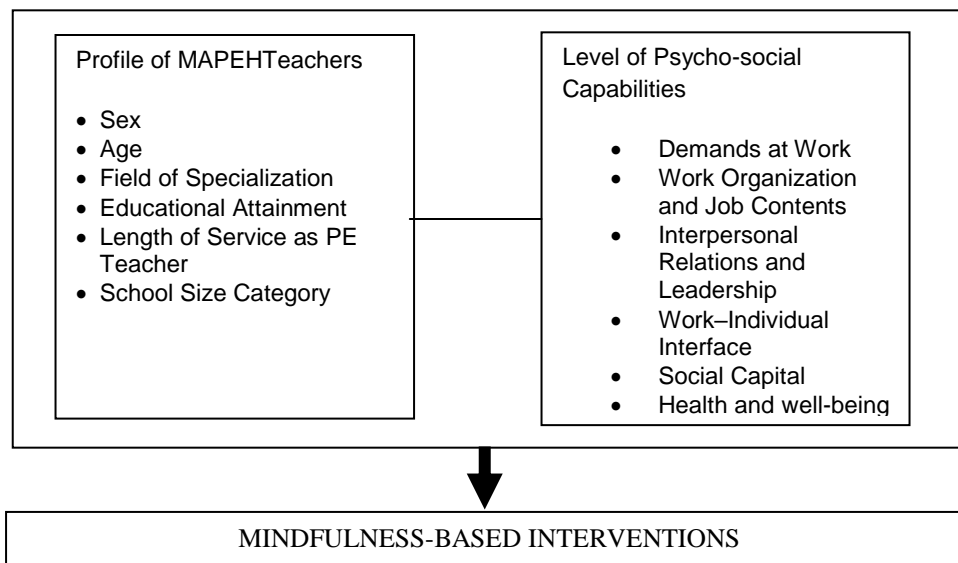


Figure 2:- Research Paradigm.

As shown in the paradigm above, the researcher determined first the profile of the public secondary MAPEH teacher respondents from the Fourth Congressional District of Batangas Province in terms of their sex, age, field of specialization, educational attainment, length of service as MAPEH teachers and the school size category.

The second box is on the level of psycho-social capabilities of the public secondary MAPEH teachers as assessed by the teachers themselves.

Such assessments were tested for differences for each respondent based on the profile variables, and the differences in the assessments of the group were compared. Ultimately, the relationship was determined by psycho-social capability.

This analysis was the basis of giving mindfulness-based interventions by the researcher.

To validate such analysis, the researcher asked for focus group discussions the MAPEH teachers and their immediate school head who in some ways have observed the psycho-social capability of public secondary MAPEH teachers.

This study determined the psycho-social capability of public secondary MAPEH teachers particularly in distance learning. The researcher made this basis in designing mindfulness-based interventions.

Specifically, it answers the following questions:

What is the profile of the public secondary MAPEH teacher respondents in terms of:

- 1.1 Sex
- 1.2 Age
- 1.3 Field of Specialization
- 1.4 Educational Attainment
- 1.5 Length of Service as MAPEH Teacher
- 1.6 School Size Category

What is the level of psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their:

Demands at Work

- Work Organization and Job Contents
- Interpersonal Relations and Leadership
- Work-Individual Interface
- Social Capital
- Health and well-being

Is there a significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their profile is taken as test factors?

What is the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion?

What is the psychosocial capability of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior?

What is the performance of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior?

What mindfulness-based interventions for public secondary MAPEH teachers can be developed?

The following hypotheses were tested in this research using the 0.05 level of significance.

There is no significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their profile is taken as test factors.

Significance of the Study

The teaching of MAPEH has been totally affected by the pandemic brought by the Covid-19 virus. For over two years now, the standard shift from face-to-face to new modalities back to face-to-face should learn from this experience and transform our classrooms to bring productivity. Therefore, this research highlights the encounters, understandings, and thoughts of MAPEH teachers to better understand the changing aspects of teaching in the new normal. Specifically, the following individuals will benefit from the results of this study:

Students. The students will be provided with the information through the result of this study that they are under the MAPEH teachers who have the appropriate psycho-social capability which would give them a guarantee of better education. MAPEH Teachers. This study would give MAPEH teachers an assurance that based on the result of this study, they would be guided on how else they can improve their psycho-social capability, especially them as

MAPEHteachers. Parents. The parents would be assured that the teachers of their children in the school have the necessary psycho-social capability to deal with their children. School Administrators. For the school administrators or superiors of these MAPEHteachers, the result of this study will serve as a guide to give them an opportunity of what appropriate faculty program would be best to conduct for their MAPEHteachers. Department of Education. For the Department, the result of this study will serve as a reference to plan and implement sustainable programs appropriate for their MAPEH teachers. Researcher. This study will guide the researcher in crafting particular program on the psycho-social capability of MAPEH teachers particularly for his school. Future Researchers. This study will guide future researchers who might be interested in doing a similar topic to this research particularly on the psycho-social capability of MAPEHteachers.

Scope and Delimitation of Study

This study focused on the psycho-social capability of public secondary MAPEHteachers as assessed by themselves and their immediate superior in distance learning.

The psycho-social capability of MAPEHteachers covered demands at work, work organization and job contents, interpersonal relations and leadership, work–individual interface, social capital and health and well-being.

This study made use of the public secondary MAPEHteachers from the Fourth Congressional District of Batangas Province as respondents during the academic year of 2021-2022. They were chosen using the total enumeration of data.

This study utilized the adapted questionnaire from the Third Version of the Copenhagen Psychosocial Questionnaire as primary tool and focal group discussion and interview in collecting the research data.

Definition of Terms

In this study, the following terms are defined. The reader may see how these terms were employed in the study after reading this definition.

Demands at Work, in this study, it refers to the job demands of MAPEH teachers in relation to all physical, psychological, social, or organizational aspects of a job that require continuous physical and/or psychological (i.e., cognitive or emotional) effort. A job demand may lead to positive as well as negative outcomes depending on the demand itself as well as on the individual's ability to cope with it. **Health and Well-being**, these pertain to the absence of “negative” things, like mental distress and physical illness amongst the teachers. A more positive well-being definition might be the maintenance of physical, mental, and emotional stability and balance — not just the absence of illness. **Interpersonal Relationship**, in this study it involves social associations, connections, or affiliations between the MAPEH teachers towards others. Interpersonal relationships vary in their degree of intimacy or self-disclosure, but also in their duration, in their reciprocity and in their power distribution, to name only a few dimensions. **Job contents**, in this study these are the factors controlled by the teachers themselves like performance, recognition, autonomy etc. **job content factors** are directly related to individual's job. **job context** are the factors controlled by the organization like work condition, base salary, company policies etc. **individual** has no control over it. **Leadership**, in this study, is the ability of an immediate supervisor to induce the MAPEHteachers to work with confidence and zeal. **Leadership** has the potential to influence behaviour of others. It is also defined as the capacity to influence a group towards the realization of a goal. **MAPEH Teachers**. These refer to the teachers who teach MAPEH subjects during the SY 2021-2022 at the four public secondary schools in the fourth Congressional District of Batangas Province. **Psychosocial Capability**, in this study, it refers to the second order construct encompassing individuals' hope, optimism, resilience, and self-efficacy MAPEH teachers based on their demands at work, work organization and job contents, interpersonal relations and leadership, work–individual interface, social capital and Health and well-being. **Social Capital**, in this study these pertain to the networks of relationships of teachers among other people who live and work in a particular society, enabling that society to function effectively. **Work–Individual Interface**, these pertain to the intersection of work and personal life of the MAPEH teachers. There are many aspects of one's personal life that can intersect with work including family, leisure, and health. **Work–life interface** is bidirectional; for instance, work can interfere with private life, and private life can interfere with work. This interface can be adverse in nature (e.g., work–life conflict) or can be beneficial (e.g., work–life enrichment) in nature. **Work Organization**, in this study it pertains to the distribution and coordination of teachers work tasks, skills and authority in a school organization. **Work organization** is the way that tasks are distributed amongst the individuals in an organization and the ways in which these are then coordinated to achieve the final product or service.

Methodology:-

Research Design

This section presents the research design, the respondents of the study, the research instrument and technique, the data gathering procedure and the statistical treatment of the data and data analysis.

This study is mostly quantitative-qualitative in nature. It utilized the descriptive-comparative method. Descriptive research purposes to define a population, situation, or phenomenon accurately and scientifically. A descriptive research design can utilize a wide diversity of research methods to examine one or more variables. (McCombes, 2019). In addition, it is also quantitative because data were analyzed as a basis for the description of the phenomena. This approach robust method allows research to closely look into complex issues within a bounded system (Zainal, 2007). Creswell (2013) mentioned that it explores multiple bounded systems through detailed and richer data collection involving multiple sources. Therefore, there is a wider exploration of the research questions and theoretical evolution and allows the researcher to understand similarities and differences of the informants' perspectives on the similar context (Eisenhardt & Graebner (2007) as cited by Brink, 2018 and Gustafsson, 2019).

This study is conducted in the Fourth Congressional District of Batangas Province using the public secondary schools in the Fourth Congressional District of Batangas Province.

The respondents in this study are different public secondary MAPEH teachers from the Fourth Congressional District of Batangas Province. They are chosen by the researcher using the total enumeration. The public secondary MAPEH teachers are the main respondents where they assessed their own psycho-social capability. At present, Fourth Congressional District of Batangas Province they are consisted of eight (8) municipal districts with fifty-three (53) public secondary schools. In the district of Ibaan, it has (6) six public secondary schools. The district of Padre Garcia has (3) three public secondary schools. Rosario East District have (6) six public secondary schools. Rosario West district have (9) nine public secondary schools. The district of San Jose has (4) four public secondary schools. San Juan East district has (9) nine public secondary schools. San Juan West district has (9) nine public secondary schools. The district of Taysan has (7) seven public secondary schools. The researcher got the total enumeration for these teachers totaling 209 teachers and 53 immediate superiors.

Name of School	Number of MAPEH Teachers
San Agustin Integrated School	3
Procopio Mailig Memorial Integrated School	3
Mabalor - Catandala Integrated School	3
Lucsuhin Integrated School	3
Dr. Juan A. Pastor Memorial National High School	14
Maximo T. Hernandez Memorial Integrated High School	3
Bukal Integrated National High School	4
Padre Garcia National High School	11
Pansol Integrated National High School	7
Alupay Integrated National High School	4
Baybayin National High School	6
Macalamcam B National High School	2
Palakpak Integrated National High School	3
The Saint Isidore National High School	3
Rosario Technical High School	2
Bulihan Integrated Senior High School	4
Itlugan National High School	4
Mayuro National High School	3
Rosario National High School	6
Timbugan National High School	4
Tulos National High School	3
Mayuro Senior High School	3
Calantas National High School	2
Calantas Senior High School	1

Bigain Integrated School	3
Taysan National High School	14
Dr. Bonifacio A. Masilungan Memorial National High School	4
Marcos Espejo Integrated School	3
Calubcub I National High School	4
Laiya National High School	6
Tipas Integrated National High School	7
Lumangbayan National High School	2
Calubcub I Senior High School	1
Nagsaulay National High School (Grade 7-12)	3
Lipahan National High School	4
Aplaya National High School	2
San Juan Senior High School	2
Buhaynasapa Integrated National High School	8
Palahanan Integrated National High School	7
Pulangbato National High School	1
Libato National High School	1
Don Leon Mercado, Sr. Memorial National High School	4
Sico 1.0 Integrated National High School	6
Sampiro Integrated Senior High School	2
Pacita Ramos Mendoza Memorial National High School	1
Angeles Luistro Integrated Senior High School	2
Bilogo Integrated National High School	3
Dagatan National High School	4
Pinagbayanan Integrated National High School	3
San Isidro National High School	3
Tilambo National High School	2
Mahanadiong National High School	4
Taysan Senior High School (formerly SHS in Taysan)	2
Total	209

The researcher utilized the adapted research questionnaire, Third Version of the Copenhagen Psychosocial Questionnaire as primary tool in collecting the research data. The final draft is prepared to administer the pre-test and post-test to select a department where to administer the pilot testing.

The COPSOQ is a widely used instrument for assessing psychosocial risk in the workplace, with thousands of enterprise-based risk assessments (Nübling et al., 2017). Based on the leading concepts and theories of occupational health and wellbeing, COPSOQ covers a wide range of key psychosocial aspects at work. It's becoming more popular for study (Nübling and Hasselhorn, 2018).

In response to changes in the workplace, theoretical notions, and worldwide experience, a new third version of the Copenhagen Psychosocial Questionnaire (COPSOQ III) has been produced.

The 4-point scale of alternative answers was employed. The scale, weight, and verbal interpretation of the responses of the respondents in terms of their psycho-social capability was described as follows:

Weight	Range	Qualitative Description	Interpretation
4	3.51-4.00	Always	Very High Adaptive and Coping Capability
3	2.51-3.50	Often	High Adaptive and Coping Capability
2	1.51-2.50	Rarely	Low Adaptive and Coping Capability
1	1.00-1.50	Never	Very Low Adaptive and Coping Capability

A letter of request to the schools to conduct the study was processed after the defense proposal.

The questionnaire's distribution utilized social media networks and a Google Form, the researcher delivered the survey questions to the respondents directly via messenger and face-to-face. Retrieval was done a week after the distribution of questionnaires.

In analyzing the data gathered, the following statistical treatments were used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software version 25:

Problem 1 was done using the frequency count and percentage.

Problem 2 was done using frequency and weighted mean.

Problem 3 was done using a t-test to determine the significant differences in their assessment of the MAPEH teachers' psycho-social capability.

Problems 4, 5 and 6 were done using Collaizi's qualitative data analysis.

Sample and Sampling Technique

There are no rules regarding the number of cases considered in a multiple-case study (Zach, 2006). However, Yin (1994), as cited by Zach (2006), suggested that 6-10 cases are sufficient to provide compelling support to the research. Creswell(2015) also mentioned not more than 4-5 cases as a negligible number in a multi-case study. In selecting informants, cases that show different perspectives on the problem, process, or event. This technique is purposeful maximal sampling (Creswell, 2013). Potential informants were recruited based on a set of desirable characteristics.

The criteria for focal group discussion are as follows:

1. active MAPEH teacher since the start of the pandemic.
2. aMAPEH teacher in a public secondary school.
3. MAPEH teachers with varying ages, lengths of service, fields of specialization, and school size category;

The criteria for immediate superiors are as follows:

1. active school head since the start of the pandemic.
2. a school head teacher in a public secondary school.
3. school head with varying school size categories.

The focal group discussion with the teachers and interview with the immediate superior utilized social media networks and a possible face-to-face interview with nearby and/or accessible schools.

Moreover, to comply with the ethical standards in conducting interviews, each informant was asked to sign an informed consent form to make sure that they clearly understand the intention of the study (Appendix A). In addition, the researcher also emphasized that questions were answered to their satisfaction before agreeing to sign the form.

Results And Analysis:-

This section presents the statistical treatment of the data and data analysis of the quantitative data gathered through the survey questionnaires.

Specifically, this study aimed to describe the participants' experiences in the psychosocial capability of public secondary MAPEH teachers. Using a semi-structured interview guide, this study collected qualitative data from participants and applied Colaizzi's method of qualitative data analysis. This study also aims to provide a basis for a more enhanced intervention plan towards the development of a mindfulness-based intervention that considers the perspective of MAPEH teachers.

Profile of the Co-researchers:

Participants as co-researchers refer to a participatory method of research that situates participants as joint contributors and investigators to the findings of a research project. In this present study, the co-researchers were 209 MAPEH teachers, 20 focal groups, and 20 immediate superiors. Samples were refined by eliminating from the research any participants who do not meet the requirements and failed to match the characteristics. The teacher participants were public teachers in high school. The participants participated voluntarily, and they gave informed consent. Also, the participants did not receive any sort of compensation or benefit for their participation.

Statement of the problem 1: What is the profile of the public secondary MAPEH teacher respondents in terms of

Table 1:- Profile of the public secondary MAPEH teacher respondents

Profile	Frequency	Percent (%)
Sex		
Male	97	46.4
Female	112	53.6
Age		
20-24	67	32.1
25-29	82	39.2
30-34	21	10
35-39	12	5.7
40-44	16	7.7
45-49	9	4.3
50-54	2	1
Field of Specialization		
MAPEH	151	72.2
English	29	13.9
Math	11	5.3
TLE	4	1.9
Science	6	2.9
Filipino	1	0.5
Social Science	5	2.4
Others	2	1
Educational Attainment		
Bachelor's Degree	74	35.4
Master's degree	47	22.5
Doctoral degree	1	0.5
Master's degree (Units)	83	39.7
Doctoral degree (Units)	4	1.9
Length of Service		
1-10	103	49.3
11-20	88	42.1
21-30	17	8.1
31	1	0.5
School Size Category		
Small	12	5.7
Medium	42	20.1
Large	66	31.6
Mega	89	42.6

It can be gleaned on the table that more than half of the respondents were female (53.6%). There were 112 female respondents. There were 97 male respondents (46.4%).

According to Ozamiz-Etxebarria, women experience higher levels of stress and anxiety than males. Pre-pandemic studies in the general population have previously shown that women are substantially more likely to experience anxiety and stress symptoms. Throughout the pandemic, investigations involving the general community (Liu et al., 2020) have shown that women experience more symptoms than males.

The table showed that 82 respondents belong to the age group 25-29 (39.2%). Also, there were 67 respondents in the age group 20-24 (32.1%); 21 respondents in the 30-34 age group (10%); 16 respondents in the 40-44 age group (7.7%); 12 respondents in the 35-39 age group (5.7%) and 9 respondents in the 45-49 age bracket (4.3%). There were only 2 respondents in the age group 50-54(1%).

Lai et al. (2020) explained that the higher levels of stress among young people (23–35 years), compared with those aged 36–46 years is in line with the general trend observed in other studies, that is, younger people experience higher levels of stress.

However, in terms of age, Picaza et al. (2020) found that people over 47 years old are those who reported the highest levels of anxiety and stress, given that in other studies it is young people who have shown more symptoms.

Based on the data presented, more than half (72.2%) of the respondents specialized in MAPEH since there were 151 MAPEH teachers. Also, there were 29 English teachers (13.9%); 11 Math teachers (5.3%); 6 Science teachers (2.9%), and 5 Social Science teachers (2.4%). These teachers who specialized in different subjects also taught PE subjects in the study.

Looking at the table, 74 respondents had a bachelor's degree in different subjects (35.4%); 47 respondents stated that they had finished their Master's degree (22.5%). Also, a single respondent finished a doctoral degree (0.5%). However, 83 respondents have units in the master's program while 4 respondents have units in a doctoral program.

Based on the table, close to half of the respondents (49.3%), 103 respondents in all, belong to the 1-10 years group; 88 respondents belong to the 11-20 years group. Also, 17 respondents answered that they belong to 21-30 years in teaching while only a single respondent has taught for 31 years.

Most of the respondents, 89 belong to a very large school category (42.6%). There were 66 respondents in the large school category(31.6%); 42 respondents belonged to the medium school (20.1%) while only 12 respondents belonged to the small school (5.7%).

According to McCarthy et al. (2017), teachers must currently adjust to quickly changing and uncertain teaching contexts. In addition to limited financial resources, increasing class sizes, restricted autonomy, and high-stakes testing, these additional difficulties contribute to the stress experienced by teachers.

Statement of problem 2. What is the level of psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their:

Demands at Work

Table2:- Level of psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their demands at work.

	Mean	Std. Deviation	Qualitative description	Interpretation
My workload and ancillary tasks are evenly distributed so it doesn't pile up	1.99	.90	Rarely	Low Adaptive and Coping Capability
I get ahead with my work	1.98	1.00	Rarely	Low Adaptive and Coping Capability
I have enough time to complete all my work tasks	2.02	1.03	Rarely	Low Adaptive and Coping Capability
I can work at a high pace throughout the day	2.73	.95	Often	High Adaptive and Coping Capability
I can keep eyes on lots of things while working	2.53	.90	Often	High Adaptive and Coping Capability
I am good at remembering a lot of things in my work	3.31	.99	Often	High Adaptive and Coping Capability
I am good at coming up with new ideas in MAPEH	3.12	.89	Often	High Adaptive and Coping Capability
I am able to make difficult decisions and problem solving	1.98	1.01	Rarely	Low Adaptive and Coping Capability
I can handle emotionally disturbing situations at work	2.11	1.08	Rarely	Low Adaptive and Coping Capability
I deal with other people's personal problems at work	2.42	1.16	Rarely	Low Adaptive and Coping Capability
Composite Mean	2.20	.991	Rarely	Low Adaptive and Coping Capability

Note. N = 2091.00-1.50 Never/ Very Low Adaptive and Coping Capability 1.51-2.50 Rarely/Low Adaptive and Coping Capability 2.51-3.50 Often/High Adaptive and Coping Capability 3.51-4.00 Always Very High Adaptive and Coping Capability

The respondents were often good at remembering a lot of things in their work (M = 3.31, SD = .99); they are good at coming up with new ideas in MAPEH (M = 3.12, SD = .89); they can work at a high pace throughout the day (M = 2.73, SD = .89); and they can keep eyes on lots of things while working (M = 2.53, SD = .90). However, they rarely deal with other people's personal problems at work (M = 2.42, SD = 1.16); they can handle emotionally disturbing situations at work (M = 2.11, SD = 1.08); they have enough time to complete all my work tasks (M = 2.02, SD = 1.03).

With the composite mean of 2.20, it can be said that the teacher's psychosocial are less capable of adapting, and coping. The teachers in the present scenario are still expected to perform duties and responsibilities, given that teachers must fulfill all their obligations. Even in the past years, teachers prioritize schools more than their personal lives and families. They are dedicated to what they are doing and sometimes neglect other matters. And beyond all the work expectations teachers do over-work which tends to affect their performance in schools. There are times that the department requires too much, not most of the teachers can easily cope with the situation and tend to fail in accomplishing other tasks.

It is well known that teaching is a demanding profession that presents a wide range of issues, including lack of autonomy, administrative obligations, long hours, and problems managing classrooms. Less than 5% of a teacher's working day is spent interacting with peers, keeping them apart from one another for most of the day. (Scholastic & the Gates Foundation, 2017). According to the Economic Policy Institute, they are also paid less than other workers with comparable experience and education, with the pay disparity growing from 4.3% in 1996 to 17% in 2015. (Allegretto & Mishel, 2017). Additionally, teachers work under intense social and political criticism for how they conduct themselves. (Goldstein, 2018).

Work Organization and Job Contents

Table 3:- Level of psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their work organization and job contents.

	Mean	Std. Deviation	Qualitative description	Interpretation
I have a large degree of influence on the decisions concerning my work as a PE teacher	3.46	.60	Often	High Adaptive and Coping Capability
I can influence the amount of work assigned to me	2.45	.98	Rarely	Low Adaptive and Coping Capability
I have the possibility of learning new things through my work	3.55	.73	Always	Very High Adaptive and Coping Capability
I can use my skills or expertise in teaching	3.55	.80	Always	Very High Adaptive and Coping Capability
My work as a teacher gives me the opportunity to develop my skills	3.90	.35	Always	Very High Adaptive and Coping Capability
I can influence the amount of work assigned to me	2.04	1.08	Rarely	Low Adaptive and Coping Capability
I can take holidays more or less when I wish	1.27	.52	Never	Very Low Adaptive and Coping Capability
I can leave the work to have a chat with a colleague	3.93	.25	Always	Very High Adaptive and Coping Capability
For some private business, it is	1.25	.61	Never	Very Low

possible for me to leave my piece of work without special permission				Adaptive and Coping Capability
I do overtime works and related ancillary tasks	3.37	.91	Often	High Adaptive and Coping Capability
Composite Mean	2.88	.68	Often	High Adaptive and Coping Capability

Note. N = 209 1.00-1.50 Never/ Very Low Adaptive and Coping Capability 1.51-2.50 Rarely/Low Adaptive and Coping Capability 2.51-3.50 Often/High Adaptive and Coping Capability 3.51-4.00 Always Very High Adaptive and Coping Capability

Regarding work organization and job content, the respondents always can leave the work to have a chat with a colleague (M = 3.93, SD = .25); their work as a teacher always gives them the opportunity to develop their skills (M = 3.90, SD = .35); they can always use their skills or expertise in teaching (M = 3.55, SD = .80); they always have the possibility of learning new things through their work (M = 3.55, SD = .73). Moreover, the respondents often have a large degree of influence on the decisions concerning my work as a PE teacher (M = 3.46, SD = .60) and they do overtime works and related ancillary tasks (M = 3.37, SD = .91). Also, they rarely can influence the amount of work assigned to them (M = 2.45, SD = .98) and can influence the amount of work assigned to them (M = 2.04, SD = 1.08). However, they can never take holidays more or less when they wish (M = 1.27, SD = .52) and for some private businesses, it is never possible for them to leave their piece of work without special permission (M = 1.25, SD = .61).

With the composite mean of 2.88, it is revealed that teachers psychosocial are highly capable of adapting and coping. Since the teachers are given opportunities for personal and professional growth. However, we can argue that most of the teachers cannot complain about the number of given tasks as per the school is concerned. And being in a government institution the teachers are still bound by the strict compliance of leaving and absences especially if it is for personal matters.

Although the importance of teachers' labor for student results is widely acknowledged, it is frequently ignored whether instructors are satisfied with their working environment. (Liang & Akiba, 2017). The ramifications of teacher work satisfaction are significant and far-reaching. First, it improves teacher well-being because happy instructors are less likely to experience stress and burnout. (Skaalvik & Skaalvik, 2017). Finally, content teachers are more loyal to their jobs and are less likely to quit (Blömeke, Houang, Hsieh, & Wang, 2017), which is particularly important during periods of high teacher turnover.

Interpersonal Relations and Leadership

Table 4:- Level of psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their interpersonal relations and leadership.

	Mean	Std. Deviation	Qualitative description	Interpretation
My work is recognized and appreciated by the school administrators	2.54	1.13	Often	High Adaptive and Coping Capability
I am respected by the school administrators	3.65	.68	Always	Very High Adaptive and Coping Capability
I am treated fairly at my workplace	3.71	.62	Always	Very High Adaptive and Coping Capability
I know exactly what is expected from me at work	3.03	.79	Often	High Adaptive and Coping Capability
I have similar demands placed on at work	2.77	1.07	Rarely	Low Adaptive and Coping Capability
I can do things which ought to have been done in a different way	1.98	1.03	Rarely	Low Adaptive and Coping Capability
I can do things which seem to be unnecessary	2.08	1.13	Rarely	Low Adaptive and Coping Capability

My immediate superior is good at work planning and solving conflicts in school	2.99	1.04	Often	High Adaptive and Coping Capability
My colleagues talk, listen, and help about how well I carry my work	3.02	.93	Often	High Adaptive and Coping Capability
My immediate superior is willing to talk, listen and help in my problems at work	3.32	.81	Often	High Adaptive and Coping Capability
Composite Mean	2.90	0.92	Often	High Adaptive and Coping Capability

Note. N = 209 1.00-1.50 Never/ Very Low Adaptive and Coping Capability 1.51-2.50 Rarely/Low Adaptive and Coping Capability 2.51-3.50 Often/High Adaptive and Coping Capability 3.51-4.00 Always Very High Adaptive and Coping Capability

The respondents disclosed that they are always treated fairly at their workplace ($M = 3.71$, $SD = .62$) and respected by the school administrators ($M = 3.65$, $SD = .68$). Their immediate superior often was willing to talk, listen and help in their problems at work ($M = 3.32$, $SD = .81$). They know exactly what is expected from them at work ($M = 3.03$, $SD = .79$) and their colleagues talk, listen, and help about how well they carry their work ($M = 3.02$, $SD = .93$).

Based on the results, with the composite mean of 2.90, it is viewed that teachers are psychosocially highly capable of adapting and coping. Even with the crisis, the teachers maintain good relationships with one another. It can be said that they also served as the strength of one another. A good factor is that most of the teachers felt the concern of their school head amidst every circumstance which also helps them overcome the situation.

Since both teachers are responsible for ensuring that the teaching and learning processes are successfully implemented, the interaction between them is crucial. (Delos Reyes and Torio, 2020). As a result, they must collaborate to create ideal learning environments. Teachers encourage the creation of such environments by exhibiting relational behaviors linked to students' good experiences. (Bolkan et al., 2015). As a result, successful instruction is typically realized within the context of a good teacher-student relationship. (Strachan, 2020). Even for many seasoned teachers, developing and sustaining a positive interpersonal relationship with a student is a challenging undertaking despite the fact that teacher relationships are essential components of any learning environment. (Strachan, 2020).

Work-Individual Interface

Table 5: -Level of psychosocial capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their work-individual interface.

	Mean	Std. Deviation	Qualitative description	Interpretation
I feel motivated and involved in my work	2.19	1.24	Rarely	Low Adaptive and Coping Capability
I enjoy telling others about my workplace	2.63	1.13	Often	High Adaptive and Coping Capability
I can take that the problems at school are mine also	2.82	1.11	Often	High Adaptive and Coping Capability
I am proud of being part of the school	3.86	.38	Always	Very High Adaptive and Coping Capability
There is a good atmosphere between me and my colleagues	3.78	.60	Always	Very High Adaptive and Coping Capability
There is a good cooperation between colleagues at school	3.27	1.12	Often	High Adaptive and Coping Capability
I feel part of a community at my school	3.10	.88	Often	High Adaptive and Coping Capability

I am not worried about being transferred to another task against my will	2.04	1.04	Rarely	Low Adaptive and Coping Capability
I am not worried about the timetable being changed (shift, weekdays, time to enter and leave, ...) against my will	2.11	1.07	Rarely	Low Adaptive and Coping Capability
I am satisfied with the quality of the work performed at my workplace	3.51	.61	Always	Very High Adaptive and Coping Capability
I can handle the times when I need to be at work and at home at the same time	1.85	.96	Rarely	Low Adaptive and Coping Capability
I can handle when my work takes so much time that it affects my private life	2.04	.85	Rarely	Low Adaptive and Coping Capability
Due to work-related duties, I can make changes to my plans for private and family activities	1.47	.73	Never	Very Low Adaptive and Coping Capability
Composite Mean	2.67	.90	Often	High Adaptive and Coping Capability

Note. N = 209 1.00-1.50 Never/ Very Low Adaptive and Coping Capability 1.51-2.50 Rarely/Low Adaptive and Coping Capability 2.51-3.50 Often/High Adaptive and Coping Capability 3.51-4.00 Always/Very High Adaptive and Coping Capability

According to their responses, the respondents were always proud of being part of the school ($M = 3.86$, $SD = .38$) because there is a good atmosphere between teachers and colleagues ($M = 3.78$, $SD = .60$) and they were satisfied with the quality of the work ($M = 3.51$, $SD = .61$). There is good cooperation between colleagues at school ($M = 3.27$, $SD = 1.12$) and they often feel part of a community at their school ($M = 3.10$, $SD = .88$). However, they rarely feel motivated and involved in their work ($M = 2.19$, $SD = 1.24$) and due to work-related duties, they never make changes to their plans for private and family activities ($M = 1.47$, $SD = .73$).

Based on the composite mean of 2.67, it is perceived that teachers are psychosocially highly capable of adapting and coping. Good atmosphere in the workplace supplies better output in the teacher's job. Including the support that they get from the community whom they served. However, it is a fact that the teachers focused mostly on their school duties, in which sometimes their personal obligations are being left behind. These somehow resulted with lack of motivation in doing their jobs properly.

Toom (2019), Due to the various institutional, contextual, and individual elements relating to instructors and teaching, teaching is always evolving and changing. The findings of the studies in this issue demonstrate how research on teacher identities, practices, and working methods continues to be crucial in advancing our understanding of the difficulties that all teachers encounter. They allow us to gain a deeper comprehension of the phenomenon's progression, and create ideas and methodological strategies that could aid in the professional growth of teachers and classroom instruction, ultimately leading to further advancements in school-based instruction.

Social Capital

Table6:- Level of psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their social capital.

	Mean	Std. Deviation	Qualitative description	Interpretation
The school administrators trust me in doing my work well	3.60	.64	Always	Very High Adaptive and Coping Capability
I trust the information that comes from the school administrators	2.59	1.16	Often	High Adaptive and Coping Capability
I am able to express my views and feelings	2.46	1.32	Rarely	Low Adaptive and Coping Capability
The school administrators deliver	3.66	.56	Always	Very High

important information to/from the teachers				Adaptive and Coping Capability
The school administrators resolve conflicts in a fair way	3.71	.62	Always	Very High Adaptive and Coping Capability
The school administrators distribute workload and tasks fairly	2.22	1.02	Rarely	Low Adaptive and Coping Capability
All suggestions from the teachers are treated seriously by the school administrators	2.10	1.09	Rarely	Low Adaptive and Coping Capability
I am appreciated when I have done a good job	3.44	.63	Often	High Adaptive and Coping Capability
Composite Mean	2.38	.70	Rarely	Low Adaptive and Coping Capability

Note. N = 209 1.00-1.49 Never/ Very Low Adaptive and Coping Capability 1.50-2.49 Rarely/ Low Adaptive and Coping Capability 2.50-3.49 Often/ High Adaptive and Coping Capability 3.50-4.00 Always/ Very High Adaptive and Coping Capability

Based on the findings, the school administrators always resolve conflicts in a fair way ($M = 3.71$, $SD = .62$) and the school administrators deliver important information to/from the teachers ($M = 3.66$, $SD = .56$). The school administrators trust the teachers in doing their work well ($M = 3.60$, $SD = .64$) and they were often appreciated when they have done a good job ($M = 3.44$, $SD = .63$). They often trust the information that comes from the school administrators ($M = 2.51$, $SD = 1.16$). However, they rarely were able to express my views and feelings ($M = 2.46$, $SD = 1.32$); since, the respondents believed the school administrators rarely distribute workload and tasks fairly ($M = 2.22$, $SD = 1.02$). Also, all suggestions from the teachers are rarely treated seriously by the school administrators ($M = 2.10$, $SD = 1.09$).

With the composite mean of 2.38, it is understood that teachers are psychosocially less capable of adapting and coping in terms of social capital. It is viewed that some of the teachers cannot easily state their views in the school policies. Most of the time their mouth are zipped even if they are having a hard time doing their work. Especially when given a certain load that seems to be a burden.

Demir (2021), shows in her study that different organizational forms may promote various aspects of social capital, including bonding, bridging, and linking. For the purpose of promoting the outlined objectives of teacher social capital, more research is required on the interaction between these characteristics and the organizational structure of schools. The discovery that social capital may be created by schools as well as by families supports Dewey's argument for progressive education. Dewey (2017). This encouraging outcome raises the prospect of modifying community social capital through instructional strategies. In actuality, the benefits of progressive education may be more than what we have suggested. We have just discussed the social capital payoff in this study. However, a sizable and expanding body of research suggests that noncognitive abilities, which appear to be closely tied to social capital, have an economic impact. benefit as well (Oreopoulos and Salvanes 2018). One of many unresolved issues is the connection between instructional methods and economic performance.

Health and well-being

Table7:- Level of the psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment in terms of their health and well-being.

	Mean	Std. Deviation	Qualitative description	Interpretation
I am always able to solve difficult problems if I try hard enough.	1.92	.95	Rarely	Low Adaptive and Coping Capability
It is easy for me to stick to my plans and reach my objectives.	1.97	.89	Rarely	Low Adaptive and Coping Capability
I have found it easy to go to sleep	3.10	.86	Often	High Adaptive and Coping Capability

I have woken up several times and found it easy to get back to sleep	1.88	1.23	Rarely	Low Adaptive and Coping Capability
I am not physically exhausted	1.44	.91	Never	Very Low Adaptive and Coping Capability
I am not emotionally exhausted	1.70	1.12	Rarely	Low Adaptive and Coping Capability
I am not irritable	2.99	.94	Often	High Adaptive and Coping Capability
I am not tensed	1.47	.95	Never	Very Low Adaptive and Coping Capability
I did not feel sad	1.29	.74	Never	Very Low Adaptive and Coping Capability
I have interest in everyday things	1.83	1.24	Rarely	Low Adaptive and Coping Capability
Composite Mean	1.96	.98	Rarely	Low Adaptive and Coping Capability

Note. N = 209 1.00-1.50 Never/ Very Low Adaptive and Coping Capability 1.51-2.50 Rarely/ Low Adaptive and Coping Capability 2.51-3.50 Often/ High Adaptive and Coping Capability 3.51-4.00 Always/ Very High Adaptive and Coping Capability

Regarding health and well-being, the respondents have often found it easy to go to sleep (M = 3.10, SD = .89); and often they are not irritable (M = 2.99, SD = .94)

However, they rarely stick to their plans and reach their objectives (M = 1.97, SD = .89); they are rarely able to solve difficult problems if I try hard enough (M = 1.92, SD = .95). They rarely have woken up several times and found it easy to get back to sleep (M = 1.88, SD = 1.23).

Since, in the statement, “they are I am not physically exhausted” which received an interpretation equivalent to never (N = 1.44, SD = .91), the respondents meant they were physically exhausted. Similarly, they were not tense (M = 1.47, SD = .95) and they did not feel sad (M = 1.29, SD = .74).

Having a composite mean of 1.96, it is understood that teachers are less capable of adapting and coping in terms of their health and well-being. This issue is not new to every teacher. Even without the current crisis, there are several reports of teachers having problems and concerns about their health. We can't deny the fact that teachers are also human beings, bound by all school obligations are suffering with health issues. Since some of the teachers are mostly not complaining about their tasks they tend to break down and have burnouts towards their jobs.

Porter (2020) Almost quickly, teachers had to become experts in online education due to the COVID-19 pandemic. Teachers can introduce new teaching and learning strategies to their colleagues to foster connections, build relationships, and collaboratively monitor whether these new techniques increase student achievement as educators become more at ease with their virtual teaching toolkit and students adjust to their new learning environment. Gewertz (2021) Districts were focusing more on the mental and emotional health of teachers even before the pandemic, providing workshops on yoga, meditation, exercise, and healthy diet. However, COVID-19 has sparked a nationwide epidemic of mental and emotional suffering, particularly in the teaching profession. Cann (2020) Discussions regarding the mental health of teachers frequently center on concepts like stress or burnout. This is also frequently true of scholarly research on teacher wellness, which mostly focuses on problems like stress, burnout, and attrition. To improve outcomes for both students and teachers, it is crucial to consider and encourage teacher wellness in a much more comprehensive manner.

Table 8:- Summary of the psycho-social capability of public secondary MAPEH teacher respondents based on their self-assessment.

	Mean	Std. Deviation	Qualitative	Interpretation
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			description	
Demands at Work	2.20	0.991	Rarely	Low Adaptive and Coping Capability
Work Organization and Job Contents	2.88	0.68	Often	High Adaptive and Coping Capability
Interpersonal Relations and Leadership	2.90	0.92	Often	High Adaptive and Coping Capability
Work-Individual Interface	2.67	0.90	Often	High Adaptive and Coping Capability
Social Capital	2.38	0.70	Rarely	Low Adaptive and Coping Capability
Health and Well-being	1.96	0.98	Rarely	Low Adaptive and Coping Capability
Over-all Mean	2.49	0.86	Rarely	Low Adaptive and Coping Capability

Note. N = 209 1.00-1.50 Never/ Very Low Adaptive and Coping Capability 1.51-2.50 Rarely/ Low Adaptive and Coping Capability 2.51-3.50 Often/ High Adaptive and Coping Capability 3.51-4.00 Always/ Very High Adaptive and Coping Capability

Table 8 exhibits that MAPEHteacherrespondents have shown high adaptive and coping capability in terms of interpersonal relations and leadership with a composite mean of (M = 2.90, SD = 0.92). having the highest mean result followed by work organization and job contents with a composite mean of (M = 2.88, SD = 0.68), and work-individual interface with a composite mean of (M = 2.67, SD = 0.90).Having the highest mean results among the variables, It can be concluded that with the first three variables, the teacher respondents can handle situations related to the interpersonal relations and leadership, organization and job contents and work-individual interface.

However, in terms of managingsocial capital with a composite mean of (M = 2.38, SD = 0.70),demands at work with composite mean of (M = 2.20, SD = 0.99), and health and well-being with a composite mean of (M = 1.96, SD = 0.98), being the lowest composite mean, it is revealed that MAPEHteachers’ psychosocial manifested a lesscapable in adaptingand coping on social capital, demands at work and mostly on health and well-being.

Generally, given the over-all data of the composite means from the variables, it revealed that MAPEHteacher respondents’ psychosocial is less capable in adapting and coping based on their self-assessmentwith composite mean of (M = 2.49, SD = 0.86).

One of the pillars of successful teaching is regarded to be possessing certain psychological traits. (e.g., Klassen & Tze, 2018). Additionally, certain psychological traits have been connected to important additional outcomes, like instructors' wellbeing. (e.g., Yin et al., 2019). The best available evidence does not now support an integrative analysis of the psychological traits of teachers and how they affect important outcomes in the teacher domain, despite the fact that systematic research syntheses have been conducted on individual psychological traits. Therefore, in order to advance our understanding of the relative contributions made by different psychological traits of teachers to a wide range of outcomes.

Statement of the problem 3. Is there a significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their profile is taken as test factors?

Table 9:- Significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their age profile is taken as test factors.

Source of Variation	Age	Mean	SD	F	Sig.	Decision	Remarks
Demands at Work	<29 y/o	2.42	0.48	124.585	>0.001	Reject H0	Significant
	30 - 49 y/o	2.47	0.60				
	50 and above y/o	2.35	0.78				
Work Organization and	<29 y/o	2.88	1.01	38.189	>0.001	Reject H0	Significant
	30 - 49 y/o	2.85	1.17				

Job Contents	50 and above y/o	2.90	0.94				
Interpersonal Relations and Leadership	<29 y/o	2.87	0.64	63.864	>0.001	Reject H0	Significant
	30 - 49 y/o	3.04	0.54				
	50 and above y/o	2.90	0.88				
Work-Individual Interface	<29 y/o	2.68	0.79	60.827	>0.001	Reject H0	Significant
	30 - 49 y/o	2.65	0.88				
	50 and above y/o	2.46	1.12				
Social Capital	<29 y/o	2.98	0.7	105.835	>0.001	Reject H0	Significant
	30 - 49 y/o	2.97	0.69				
	50 and above y/o	2.94	1.03				
Health and Well-being	<29 y/o	1.92	0.6	0.607	>0.001	Reject H0	Significant
	30 - 49 y/o	2.06	0.67				
	50 and above y/o	1.75	1.03				
Over-all	<29 y/o	2.625	0.703	65.651	>0.001	Reject H0	Significant
	30 - 49 y/o	2.673	0.758				
	50 and above y/o	2.55	0.96				

Since the significance value $p = .001$ is less than the set $\alpha = 0.05$ level of significance, null hypothesis is rejected which means that there is a significant relationship between the MAPEH teachers' psycho-social capability as public secondary MAPEH teachers when their age profile is taken as test factors. This indicates that public secondary MAPEH teachers when their age profile is taken as a test factor is significantly affected by their psycho-social capability in terms of age profile.

Based on the results, we can state the following: there was a significant difference in age profile and assessment of their psycho-social capability as public secondary MAPEH teachers ($t_{147} = 65.651, p < .001$).

In this study, it is revealed that the perceptions of the respondents when grouped according to their age where psychosocial capabilities were concerned differed from one another. Thus, the worries of the older teachers in terms of the changing world somehow varied amongst the perceptions of the young ones who at younger ages are still carefree and can easily adapt to the changing world. As well as in using alternatives while teaching the subjects. As for the study conducted by Pennington (2019), The main conclusions of this study were that, compared to a MAPEH teacher who was older in appearance, elementary pupils learned more from and had more favorable impressions of a younger MAPEH instructor. These results are consistent with earlier studies on young children's perceptions.

Table 10:- Significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their sex profile is taken as test factors.

Source of Variation	Sex	Mean	SD	F	Sig.	Decision	Remarks
Demands at Work	Male	2.39	0.52	1.54	>0.001	Reject H0	Significant
	Female	2.48	0.45				
Work Organization and Job Contents	Male	2.89	0.99	5.315	>0.001	Reject H0	Significant
	Female	2.85	1.11				
Interpersonal Relations and Leadership	Male	2.85	0.60	9.14	>0.001	Reject H0	Significant
	Female	2.98	0.60				
Work-Individual Interface	Male	2.62	0.84	0.664	>0.001	Reject H0	Significant
	Female	2.72	0.94				
Social Capital	Male	2.95	0.68	9.278	>0.001	Reject H0	Significant
	Female	3.01	0.67				
Health and Well-being	Male	1.93	0.61	246.95	>0.001	Reject H0	Significant
	Female	1.99	0.65				
Over-all	Male	2.605	0.707	45.481	>0.001	Reject H0	Significant
	Female	2.672	0.737				

Since $p = .001$ is less than our chosen significance level $\alpha = 0.05$, we failed to reject the null hypothesis of test and conclude that the variance in sex profile is significantly different from the teachers' assessment.

Based on the results, we can state the following: there was a significant difference in sex profile and assessment of their psychosocial capability as public secondary MAPEH teachers ($t_{206.974} = 45.481, p < .001$).

As stated by Castejón & Giménez (2018) Teachers believe that MAPEH classrooms still have a male-dominated perspective. The guys favor sports and fitness-related stuff, while the girls favor artistic stuff, particularly dance. There are tips for teachers to increase girls' participation. The more competitive MAPEH subject is typically given less weight by most girls, in contrast to the majority of boys. Boys are more engaged and rarely assist the girls.

Because of this, educators must discuss the advantages of physical activity. They engage in activities in a way that achieves their educational goals.

Table 11:- Significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their field of specialization profile is taken as test factors.

Source of Variation	Field of Specialization	Mean	SD	F	Sig.	Decision	Remarks
Demands at Work	PE Majors	2.41	0.48	137.245	>0.001	Reject H0	Significant
	Non-PE Majors	2.48	0.61				
Work Organization and Job Contents	PE Majors	2.88	1.01	24.703	>0.001	Reject H0	Significant
	Non-PE Majors	2.85	1.17				
Interpersonal Relations and Leadership	PE Majors	2.87	0.64	84.68	>0.001	Reject H0	Significant
	Non-PE Majors	3.04	0.54				
Work-Individual Interface	PE Majors	2.67	0.89	71.197	>0.001	Reject H0	Significant
	Non-PE Majors	2.65	0.88				
Social Capital	PE Majors	2.98	0.67	128.021	>0.001	Reject H0	Significant
	Non-PE Majors	2.97	0.69				
Health and Well-being	PE Majors	1.92	0.61	29.33	>0.001	Reject H0	Significant
	Non-PE Majors	2.06	0.66				
Over-all	PE Majors	2.622	0.717	79.196	>0.001	Reject H0	Significant
	Non-PE Majors	2.675	0.758				

Since the significance value $p = .001$ is less than the set $\alpha = 0.05$ level of significance, null hypothesis is rejected which means that there is a significant relationship between the MAPEH teachers' psycho-social capability as public secondary MAPEH teachers when their field of specialization profile is taken as test factors. This indicates that public secondary MAPEH teachers when field of specialization profile is taken as test factor is significantly affected by their psycho-social capability in terms of field of specialization profile.

Based on the results, we can state the following: there was a significant difference in field of specialization profile and assessment of their psycho-social capability as public secondary MAPEH teachers ($t_{206.65} = 79.196, p < .001$).

The complex set of factors that contribute to out-of-field teaching exist even though teacher education programs are closely supervised and regulated. These factors include a shortage of teachers in certain subject areas (such as mathematics, languages, and geography), limited school funding models, subpar school leadership techniques, and a history of governments, teacher unions, and school administrators downplaying or ignoring out-of-field teaching as "just part of what teachers do". (Hobbs, 2018) Because of this, the consequences of out-of-field teaching on teacher retention and well-being as well as on student achievement and involvement received little attention until recently.

Table 12:-Significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their highest educational attainment profile is taken as test factors

Source of Variation	Highest Educational Attainment	Mean	SD	F	Sig.	Decision	Remarks
Demands at Work	Bachelors' degree	2.52	0.65	242.625	0.737	Accept H0	Not Significant
	Master's degree	2.41	0.47				
	Doctorate degree	2.42	0.78				
Work Organization and Job Contents	Bachelors' degree	2.92	1.25	108.112	0.732	Accept H0	Not Significant
	Master's degree	2.90	0.99				
	Doctorate degree	2.96	0.94				
Interpersonal Relations and Leadership	Bachelors' degree	3.17	0.58	168.701	0.558	Accept H0	Not Significant
	Master's degree	2.82	0.64				
	Doctorate degree	2.92	0.88				
Work-Individual Interface	Bachelors' degree	2.70	0.97	168.054	0.753	Accept H0	Not Significant
	Master's degree	2.69	0.86				
	Doctorate degree	2.45	1.07				
Social Capital	Bachelors' degree	3.16	0.84	205.728	0.628	Accept H0	Not Significant
	Master's degree	2.97	0.63				
	Doctorate degree	2.98	1.01				
Health and Well-being	Bachelors' degree	2.01	0.72	146.932	>0.000	Reject H0	Significant
	Master's degree	1.96	0.59				
	Doctorate degree	1.74	1.05				
Over-all	Bachelors' degree	2.75	0.84	173.359	0.6816	Accept H0	Not Significant
	Master's degree	2.63	0.70				
	Doctorate degree	2.58	0.96				

Since the significance value $p = .681$ is greater than the set $\alpha = 0.05$ level of significance we failed to reject the null hypothesis of test and conclude that the variance in highest educational attainment profile has a significant relationship between the MAPEH teachers' psycho-social capability as public secondary MAPEH teachers when their highest educational attainment profile is taken as test factors. This indicates that public secondary MAPEH teachers when the highest educational attainment profile is taken as test factors do not significantly affect their psycho-social capability in terms of the highest educational attainment profile.

Based on the results, we can state the following: there was no significant difference in the highest educational attainment profile and assessment of their psycho-social capability as public secondary MAPEH teachers ($t = 173.359$, $p < .681$).

As the results revealed that level of educational attainment of the teachers is not a major concern, teachers have the important job of educating young minds for the future. There are many paths to becoming a teacher, including routes for those who did not study education in college. Gershon (2022) argued that in an increasingly globalized and tech-heavy world, young Americans can expect that they'll need more skills and knowledge in their roles as workers and citizens in the decades to come. That means the nation's schools are facing more and more pressure to prepare students for work and life.

Table 13:- Significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their length of service profile is taken as test factors.

Source of Variation	Length of Service	Mean	SD	F	Sig.	Decision	Remarks
Demands at Work	10 years below	2.42	0.48	0.037	>0.001	Reject H0	Significant
	11-20 years	2.47	0.60				
	20-30 years	2.35	0.78				
	31 years and above	2.45	1.01				

	bove						
Work Organization and Contents	10 years and below	2.88	1.01	6.665	>0.001	Reject H0	Significant
	11-20 years	2.85	1.17				
	20-30 years	2.90	0.94				
	31 years and above	2.75	1.09				
Interpersonal Relations and Leadership	10 years and below	2.87	0.64	18.464	>0.001	Reject H0	Significant
	11-20 years	3.04	0.54				
	20-30 years	2.90	0.88				
	31 years and above	2.70	1.16				
Work-Individual Interface	10 years and below	2.68	0.79	0.134	>0.001	Reject H0	Significant
	11-20 years	2.65	0.88				
	20-30 years	2.46	1.12				
	31 years and above	2.62	1.27				
Social Capital	10 years and below	2.98	0.7	24.212	>0.001	Reject H0	Significant
	11-20 years	2.97	0.69				
	20-30 years	2.94	1.03				
	31 years and above	2.88	1.45				
Health and Well-being	10 years and below	1.92	0.6	246.257	>0.001	Reject H0	Significant
	11-20 years	2.06	0.67				
	20-30 years	1.75	1.03				
	31 years and above	1.60	1.07				
Over-all	10 years and below	2.63	0.70	49.295	>0.001	Reject H0	Significant
	10-20 years	2.67	0.76				
	20-30 years	2.55	0.96				
	31 years and above	2.50	1.18				

Since the significance value $p = .001$ is less than the set $\alpha = 0.05$ level of significance, null hypothesis is rejected which means that there is a significant relationship between the MAPEH teachers' psycho-social capability as public secondary MAPEH teachers when their length of service profile is taken as test factors. This indicates that public secondary MAPEH teachers when the length of service profile is taken as a test factor are significantly affected by their psycho-social capability in terms of length of service profile.

Based on the results, we can state the following: there was a significant difference in the field of specialization profile and assessment of their psycho-social capability as public secondary MAPEH teachers ($t = 49.295$, $p < .001$).

Based on the given results, the length in service significantly reflected its purpose. As Lu & Barrett (2020) revealed for PE, the COVID-19 epidemic has brought about previously unheard-of difficulties. However, PE instructors will be best served by utilizing these exceptional circumstances to concentrate on the benefits (vs. drawbacks) of technology and employ technology as an educational tool. Chance to improve PE. Additionally, much of the content that is successfully taught online may be further leveraged and used in future blended teaching in the post-COVID-19 PE era, which might all result in time savings in face-to-face settings and increase the effectiveness of PE.

Table 14:- Significant difference in their assessment of their psycho-social capability as public secondary MAPEH teachers when their school size category profile is taken as test factors.

Source of Variation	School Size Category	Mean	SD	F	Sig.	Decision	Remarks
Demands at Work	Small	2.68	0.62	66.287	>0.001	Reject H0	Significant
	Medium	2.42	0.48				
	Large	2.47	0.60				
	Mega	2.35	0.78				
Work Organization and Job Contents	Small	2.84	0.57	0.099	>0.001	Reject H0	Significant
	Medium	2.88	1.01				
	Large	2.85	1.17				
	Mega	2.90	0.94				
Interpersonal Relations and Leadership	Small	2.67	0.56	29.71	>0.001	Reject H0	Significant
	Medium	2.87	0.64				
	Large	3.04	0.54				
	Mega	2.90	0.88				
Work-Individual Interface	Small	2.57	0.63	49.936	>0.001	Reject H0	Significant
	Medium	2.68	0.79				
	Large	2.65	0.88				
	Mega	2.46	1.12				
Social Capital	Small	2.83	0.71	43.927	>0.001	Reject H0	Significant
	Medium	2.98	0.7				
	Large	2.97	0.69				
	Mega	2.94	1.03				
Health and Well-being	Small	1.86	0.62	158.661	>0.001	Reject H0	Significant
	Medium	1.92	0.6				
	Large	2.06	0.67				
	Mega	1.75	1.03				
Over-all	Small	2.575	0.618	58.103	>0.001	Reject H0	Significant
	Medium	2.625	0.703				
	Large	2.673	0.758				
	Mega	2.550	0.963				

Since the significance value $p = .001$ is less than the set $\alpha = 0.05$ level of significance, the null hypothesis is rejected which means that there is a significant relationship between the MAPEH teachers' psycho-social capability as public secondary MAPEH teachers when their school size category profile is taken as test factors. This indicates that public secondary MAPEH teachers when a school size category profile is taken as a test factor are significantly affected by their psycho-social capability in terms of school size category profile.

Based on the results, we can state the following: there was a significant difference in the field of specialization profile and assessment of their psycho-social capability as public secondary MAPEH teachers ($t = 58.103, p < .001$).

The school size category matters in the relevant response of the teachers mostly in addressing the current scenario. The significant result of their perceptions revealed that teachers tend to address the situation differently as it is what is presented to their school. Some teachers are having hardships, especially those who come from small school which is viewed in the study conducted by Aparicio-Herguedas et. al (2022) the teaching skills in MAPEH teacher was factored, and an exploratory analysis was done for such purpose. The findings revealed various disparities about the abilities in theoretical models put forth by the literature as well as a good fit to the three-correlated model. Here, the implications for classroom instruction and student skill development are examined.

Statement of the problem 4. What is the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion?

The participants of the unstructured interview were asked to share their views about their level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. From their

responses came the formulated themes needed purposely to examine the researchers' observation of the phenomenon. The responses of the participants were grouped according to their common answers to determine essential themes in data categorization. The qualitative data analysis explores how do teachers' level of psychosocial capability. Specifically, the interview questions were formulated to describe the lived experiences of the participants.

After several phases of theme development, the researchers identified six important themes that answered the research questions. The themes are enumerated as follows: (1) resiliency; (2) excessive workload; (3) health and well-being; (4) school size; (5) specialization; and (6) psychosocial support. The presentation of subthemes from the data shared by informants is also organized in the table.

Table 15:- Emergent themes from clusters of themes on the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion.

Research Questions	Subtheme/s from focal groups	Theme
1. Kindly determine the different challenges that you have experienced in the implementation of the MAPEH curriculum under distance learning during this pandemic.	Participants' psychosocial resiliency	Resiliency
2. How were these challenges overcome by your school particularly teachers and transform into opportunities to sustain school operation?	Resilient, positive expectations	
3. How will you describe the psychosocial capability of MAPEH teachers during the distance learning modality?	Participants demand at work	Excessive workload
4. Kindly share the factors that affects your psychosocial capability in the new normal.	Affected psychosocial capability	Health and well-being
5. Kindly share which among your profile affects your psychosocial capability in the implementation of the MAPEH curriculum under distance learning during this pandemic? and why?	School size affecting level of psychosocial	School size
	Teachers field of specialization	Specialization
6. Share the support for the psychosocial aspects for MAPEH teachers considering those challenges during distance learning. 7. Kindly cite school-based programs implemented to address teachers' psychosocial capacity.	Schools have no psychosocial support program for teachers	Psychosocial Support

Each significant statement relating to the description of the experiences of the participants as they managed to express their experiences was read and reread carefully to get a sense of meaning. Formulated meanings were developed from each significant statement separately. The table below presents the theme of the participants pertaining to the determinant factors. When the theme psychosocial resiliency of the teachers is concerned the significant statements revealed important results which determine the crucial factors for this study.

Table 16:- Emergent themes from clusters of themes on the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion.

Theme	Narratives	Participants
Teachers Psychosocial Resiliency	"Ayo po. Matindi po ang dasalnanawa ay walangmagkasakitsa amin lalonsaamingpamilya. Yung work from home po ay di nakakapahinga po naman kahit may mgatrabaho ay naiiraos po namin. Yun nga po, pasalamatnalang po at walanagkasakitsaamingpamilya at samgakasamahan at talagangnapakahirap po kung nagkataon. Hindi natin masasabi"	Small School Group 5
	"Ayo naman po. Nakakausad naman po. Hindi lang talagamaiwasannaminsanmapapaisip ng malalim-lalim. Siyemprehindialam kung makakabalikagadsa normal ang lahat"	Medium School Group 2
	"Ahmm. sa amin naman ay anowala, kumbagay struggle lang doon ay satrabahoyung online maraming mga webinar nakailangangattendan. Yun ang naging cause kaya ang mga teacher ang pakiramdamnamin ay kailangang may patunayan kami sa work from home, Kailangan may	Medium School Group 3

	<p>ebidensyana may ginagawa kami sabahay. NakakaStress po sa part namin kasi madami tayo naririnigdiga”</p> <p>“Okay naman po. May mgapanahonngalamang po nasadaminangginagawabukodsapagcontactsa bata dahil di nakapasa ay di minsan po talaga ay hindinakinakaya ng mgaguronamatapos ang mgagawain. Matapos man po ay di nahuhulina.”</p> <p>“Kung mayroongmga negative there is still a positive way kasi dun naminnalamanna meron pang mga google app, google meet, messenger at least naiopen kami saibang alternative education. Medyosa part namin as teachers talaganglalo pa kami matanda pa butiyungibamga bata pa.”</p> <p>“Okay na okay po. Siyempre tayo po as MAPEH teachers talagangyungating stamina ay kung titingnan, ibatalaga. Iba yung outlook natin sabuhay. We are energetic. Siguro advantage yunsa amin, saatinnaito ang atingtinuturo. Nakakaboostba o nakakabawasnungisipin. Katulad nun asabahay kami. Kesamagisip ng kung anoanotalaganggrinabnaminyung opportunity. Mayroonsaminnagexercise, may nagzumba, kung ano-ano”</p>		
		Large Group 4	School
		Mega Group 2	School
		Mega Group 3	School
Teachers Excessive Workload	"Demands at work po, ginagawa naman po talaganamin ay di iyonminsan ang quality ay hindinaminmatiyak at iilannga po kami ay kailangan po namingawin lahat."	Small Group 1	School
	"Sa tinginnamin there is no such thing as "sleeping time". They will message/call anytime they want. The demand of work in the time of pandemic is challenging. Looking out for your health against the virus doubles it."	Small Group 5	School
	"Yung bigat ng trabahonaibinibigay. Siyempreyunghirap ka nangamakaonlinetasminsanmalalamanmo pa yung amin na lang palayungwala. Lalo na at my mga report nahindi by teachers lamang”	Medium Group 3	School
	"Mga demand po satrabaho, kumabagasadamingibinababa ng DepEd ay hindinakinakayangpagsabay-sabayin ng mgaguro.”	Medium Group 4	School
	"Patong-patong o sabaysabayngawain po. Lalo at kakaunti po kami wala po kami katulong kaya kami lamang po ang kailanganggumawa ng lahat ng gawain.”	Large Group 4	School
	"Work demands dahillalonatnaglabas ng memo napag below 80 ang bata ay kailanganmagconduct ng summer class ni teacher. Yung pagpipirintnamin ng modules almost 250 students per grade, naging stressor siya, honest! Kasi nagaagawan kami ng printer at kung ano-ano pang supplies.Totoo po!”	Mega Group 1	School
Health and Well-being	"Yun yun po dahitalagangnagstruggle po kami. Webinar ng kaliwatkanan, kailangan pa may MOVs kaya talagangngarag po ang mgakaguruan. Saka po yung adjustment, yung from face-to-face yung adjustment naminsa usual naming ginagawa kasi ngayongngasaatinsaMAPEH ay more on performances. Yung adjustment itself ay nakakastress din talaga."	Small Group 1	School
	"Mas marami sir ang hindimaganda kasi hindinga natin maimplementaryungtalagalalonayungsa sports. Hindi maimplementaryungmga sports na dating ginagawa .Taposmayroonnga tayo mga sports activities nakasamasa module kasohindi physical, more on mental sports halimbawa ay chess, scrabble which is we think is essential din lalo at nasabahay lang ang mga learners. Walang physical contact."	Small Group 2	School
	Takot! Takot po talaga ang una naming naramdaman. Hindi naman po maaalisyun. Lalo at may mabbalitaankaming may nagpositivena within the barangay. Takot kang lumabas, takot kang gumalaw. Hindin naman maaarinahindi ka lalabas ay may mga essential	Small Group 4	School

	tayongpangangailangan."		
	Okay naman. Kaso ay nakakatakotlumabaskahitkailanganlumabas. Gustong gusto mongmakipagkwentuhan o kumustahankaso limited ang time o pagkakataonahindi usual. Saka yung mga activities tulad ng mga sports meet ay di hinahanap hanap po namindahil usually yearround po iyontaposbiglanawala."	Medium Group 1	School
	"Nadepress, dahilinisip ko nuonnabakawala ng katapusan. Na bakanakakulongnalang tayo saapatnasulok ng bahay natin. Akala naminwala ng pag-asangbumaliksadati. Hindi ko naisipnababalikulitsa normal." "Yung stress po lalo at mas nadagdagan po ang trabaho. Yung head po naminsatunay ay hindi po naminalam ang ipinaglalaman. Lagi pong may gusto patunayan. Kaya iyonsa amin ang bagsak ng gawain."	Medium Group 2	School
	"Ayun medyo stressful po sa part namin kasi may mgapinapaattendan po na seminar tapos may mgaipinagagawa po. Sa IDEA exemplar ataiyonna ang hirapmakipagcollaborate. Wala kang matanongdahil lahat ay bago din sa amin. Napipilitangumawa ng diskartedahilyun ang hinihingi. Yung sa modules ata po iyonnapiinagawa po pero di naman kinuha"	Medium Group 5	School
	"Sa amin po as teachers, talagangnapakalaking burden po nitong current situation sa amin. In addition, po ay mahirapnanga po magkumpleto ng marka ng isa component ay lalona po ang apat. Bukod pa po sa teaching obligations ay siyempreyung mga additional workloads naibinigay at ang dahilanata po ay wala naman bata."	Large Group 2	School
	"Ahmm as a teacher, big adjustment po kasi hindinga po tayo makalabas ng ano basta basta. Unang-unaandiyang banta ng COVID, so medyomahiraplalohindi po natin mameet ang bata."	Mega Group 5	School
	"Ay yung stress level naman talaganamin ay kung nung face-to-face stress nasa bata, ngayon stress pa samgadagdagawainsapagtuturosa bata tasyungamga app appnakailangan para hindi kami mapagiwanan."	Mega Group 3	School
School Category	Size "Sya yung di yung School size po, unanguna, lilima po kami dito plus yung school head di anim. Yun naman pong pinapagawasamalalaking school ay ginagawa din naming maliliit. Unang-unailang grade level po ang hawaknamin. Yun pang mgacoordinatorshipnayungiba school tigitigisa ay kami ay talagangilanandahil hindi naman po pwedengwalanghahawak"	Small Group 5	School
	"Bilang small school po, napakadaming tasks naginagawa especially po as atinsa MAPEH mga programs naimbesnapagtuturolamang ang ginagawa ay madaming reports at kung anoanohinihingi. Dahil naguumpisa pa nga po ang school at maliit pa ang enrolment ay di ganunnga po. Kaso ay bilangisangguronaiisa din lang katawan ay mahirapsaamingkatawan."	Medium Group 2	School
	"Unang-unakakaunti kami ng teachers. Kapagnagbigay ng ancillary tasks my nakakatatlo o apat pa nagawaindahilbiglabiglangibinababa ng taas"	Medium Group 3	School
	"School Size Sir, sasobrangdami naming guro at bata, oonga at madamingguro ay hindi naman kami halos magkakakilalaih. Kamingsa department magkakakilala. Ay minsangga Sir may makikitakaming teacher hindinaminalamdito din nagtuturo. Lalo nakapagkailangannamin ng data, BMI at kung anu anu pa, sa grade level ibaiba pa ih. Pero pagdatingsaibang grade ay sobranghirap."	Large Group 4	School
	"Yung school size ayos naman po at districbuted ang mga tasks yunngalamang di mayroonmga factions. Yung sinolamanglagimokasama ay yun lang ang kialala."	Mega Group 2	School
Teachers' Field of	"Yung major ko po nung college versus itinuturo ko. Hindi po kasi	Small	School

Specialization	talagaako PE major. Ako po ay Science. Kahit paano ko po isipin ay malakingpagsubokna po iyonsa akin kung paano ko ituturo. Hindi naman po ito ang aking forte. Kaya kung first time aaralin ng bata ay ganun din po ako.”	Group 5	
	“Eh di yun pong Specialization ng mgaguronamin. Dahil kami nga pong major ang itinuturo ay minsannahirapan pa sa lesson, pano pa po ang mgakasamanaminnahindiyon ang linya. Yun nga po ay may mgaaralingmadalipero mas madami po ang hindi at hindinga po iyon ang inaralamin. Kailangan pa mag-aral ng bago at nakakahiyasa bata pagmali ang naituro.”	Medium Group 2	School
	Yung subject naituturo po namin. May ilandalawa po sa amin nahindiyon ang major. Nahihirapan po kami saibang competency, katulad ko po na math ang major namalayotalagasa PE.”	Medium Group 3	School
	"Field of Specialization, lahat kasi kami ay hindi PE major nanagtuturo ng PE. Kumbagahindiito ang amingpinag-aralan. Paano pa po ang pagtuturonaminsamga bata. Talagangkailanganmagback to zero ng guro para maiturokahitpapaano ang mgaaralin."	Large Group 4	School
	“At saka kami po naibasigurokasamana din anim po sa amin ay hindi naman talaga PE ang major nung college. Sabi nga po kalakinang adjustment nungmga MAPEH o PE na ang major ay lalona po sa amin. May AP, may Science.”	Mega Group 2	School
Needed Psychosocial Support	“Pang-school po samga teacher? Ay wala po. Sa bata po ang mayroonna module naibinigayperosa amin po ay kanya-kanyang adjust.”	Small Group 2	School
	"Sa bata po meron. Sa amin po as teachers wala panaman po akongnatatandaan."	Small Group 5	School
	“Ayun nga po, mas nakatuon ang atensyonaminsamgakailanganihandasapaaralan kaya walakamingprogramana para sa amin talaga.”	Medium Group 1	School
	“Sa programa po ay wala po, sa bata po mayroongibinaba, perosamgaguro ay di minsangnagpawebinar. Peropangschool po na kami ang nagconduct ay wala pa.”	Medium Group 5	School
	“Wala po kamingganoongprograma. Yun nangalang pong webinar napinapanoodsa amin perodito po sa school ay wala po.”	Large Group 1	School
	“Wala pa po kamingganungprogramaditosapaaralan, hindina din siguronapagtuunan ng pansinsadami po ng Gawain.”	Large Group 4	School
	“Meron ba tayo? Parang walana school-based program. Wala Sir.”	Mega Group 1	School
	“Wala kamingalam Sir. Kung may alam po kami naginagawa ay may masasabi kami. Hahaha.”	Mega Group 2	School
	Walang specific na psychosocial programs. Peromeron kaming guidance councilornaayunpwedelapitan kungsakali.”	Mega Group 4	School

Theme 1: Teachers Psychosocial Resiliency

The table presented the significant statements and formulated meanings through the unique experiences shared by the informants as the qualitative data analysis shows the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, participants' psychosocial resiliency emerged from significant statements from the narratives and significant meanings that produced the codes and theme clusters.

During the focal group discussion, a group expressed their collective resiliency during the crisis,

"It's okay. We prayed hard that no one would be sick mostly our family. Because of the work from home set up we can rest if there are still tasks to do we can still accomplish it. We are thankful that no one from our family and from our colleagues get sick because it will be very hard if it happens"-(Pos. 50).

It's okay. It's really sad. It's just unavoidable that sometimes you'll think deeply. Of course, you don't know if everything will return to normal right away."-(Pos. 53).

Initially, the informants were concerned about how they would adjust and deal with the current situation. It is revealed by the theme that participants view a positive outlook in life as a psychosocial skill. By sharing positive feelings towards one another they were able to overcome the current situation.

Another group stated what they did during the situation as they stated,
 "We are very okay. Of course, being MAPEH teachers, we have strong stamina. As well as our outlook on life. We are energetic. Maybe it is also to our advantage that we are teaching this subject. It boosts and lessens worries. Like when we are at home, instead of overthinking we grab the opportunity. Some of us have exercises, Zumba, and many more."-(Pos. 63).

Dultraet. al (2022) stated in their study that teachers' resiliency is best achieved through willingness and established interest in any means of making things happen. It is evident that mental training significantly contributed to enhancing the level of teachers' resiliency. Thus, it works among them, teachers and indeed the model is effective.

Theme 2: Teachers Excessive Workload

Table 22 shows the significant statements and formulated meanings through the exceptional experiences shared by the co-researchers as the qualitative data analysis shows the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, the teacher's excessive workload emerged from significant statements from the narratives and significant meanings that produced the codes and theme clusters.

During the focal group discussion, some group expressed their collective situation about more demands at work,
 "The demands at work. We still do it! However, sometimes we cannot guarantee the quality of work since we are only a few here."-(Pos. 67)

"Demands at work. There are lots of demands from DepEd that we really can't deal with at the same time" -(Pos. 74)

"Our work piles up since it is given at the same time. Since we are few, we still need to do it on our own."-(Pos. 81)

Even amidst the crisis, teachers continue to supply the needed tasks by the department. It is also revealed that in the absence of classroom set-ups, the demands on the workplace doubled since the teachers needed to reach out to their learners while accomplishing school-needed reports.

Another group added their experience,
 "Work demands, since there is a new memorandum that when the learners receive a grade of below 80, the teacher needs to conduct summer class. We also do the printing of almost 250 modules per grade, which has become a stressor because we have limited supplies. It's true! -(Pos. 82)

Ershtein (2021) discussed in his study that teachers talk about the need to adjust the workload to the standards of colleagues. It is necessary to take account of the hours one needs to prepare for one's classes, examinations, and tests, to supervise term papers and theses. It is proved that this situation is one of the factors of higher education destruction in Russia. There is an actual devaluation of higher education. Such a situation with the classroom workload affects not only higher education, but also the development of the whole society.

Theme 3: Health and Well-being

Table 23 demonstrates the significant statements and formulated meanings through the exceptional experiences shared by the informants as the qualitative data analysis shows how do the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, teacher's affected health and well-being appeared from significant statements from the narratives.

During the focal group discussion, a group expressed their collective resiliency during the crisis,

Fear! The first thing we felt was really fear. We can't get rid of it. Especially when we hear that someone has tested positive within the barangay. You are afraid to go out, you are afraid to move. It is impossible that you don't go out, we have essential needs.” –(Pos. 49).

“What happened was very challenging not only for the children. As teachers, it is also difficult for us to adjust. There was also a time when someone with us had a breakdown. As a PE teacher who handles 367 students in PE alone, find it difficult to assess the learners. I find it too stressful unlike if it's face-to-face classes.”–(Pos. 58)

Teachers like others are visibly suffering as well. They cannot erase the fact that they are gravely affected by the situation. Big adjustments in the education sector happened even during the limited face-to-face classes happened.

Another group participant added,

"We really had a culture shock because the new changes really had a big impact when it comes to our curriculum, we really struggled. But at the same time if there are negatives there is still a positive way because that's when we found out that there are more Googles app, Google meet, and messenger and at least we were opened to other alternative education. It's a bit on our part as teachers, we're really older, but the others are still young."–(Pos. 62).

Ozamiz-Etxebarria (2021) revealed that a high percentage of teachers showed anxiety, depression, and stress symptoms. Furthermore, variables such as gender, age, job stability, the level of education at which they teach, and parental status also influence this symptomatology. We argue for the need to safeguard the mental health of teachers in order to improve both the quality of teaching and the mental health of students.

Theme 4: School Size Category

Table 24 reveals the significant statements and formulated meanings through the exceptional experiences shared by the informants as the qualitative data analysis shows the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, teacher's school size emerged from significant statements from the narratives. Teachers have different experiences regarding the number of teachers in their school that affects their work pace.

During the focal group discussion, a group voiced their collective experiences,

“Our school size. First of all, we are only five here plus our school head we are a total of six. The works given to the big school is also expected to be accomplished by all schools even us small school. First of all, we are handling multi grade levels, also different coordinatorship which from other school a teacher holds one but for us we have many because it is not possible that no one will handle it. –(Pos. 89).

Having a small or large number of teachers has an array of effects to the school organization. Similarly, as for the small schools, they are also required to perform duties which are expected of the large schools. And for the big schools, the consolidation of the needed data is a burden having numerous sources.

Other group added their collective experiences as a big school,

The school size sir. With a lot of teachers and students, even though we have many teachers we almost didn't know each other. We in the department knows each other. Sometimes we encountered teachers, and we did not know that they were teaching here. Mostly when we needed data, BMI and many more, from our grade level it is somehow easy but gathering from other grade level is quite challenging. –(Pos. 103).

Garcia & Weiss (2019) discussed in their study that the shortage is even more acute than currently estimated, with high-poverty schools suffering the most from the shortage of credentialed teachers. A shortage of teachers harms students, teachers, and the public education system as a whole. Lack of sufficient, qualified teachers and staff instability threaten students' ability to learn and reduce teachers' effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating the shortage. In addition, the fact that the shortage is distributed so unevenly among students of different socioeconomic backgrounds challenges the U.S. education system's goal of providing a sound.

Theme 5: Field of Specialization

Table 25 tells the significant statements and formulated meanings through the exceptional experiences shared by the informants as the qualitative data analysis shows how do the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, teacher’s school size emerged from significant statements from the narratives.

Teachers have different concerns regarding their field of specialization in their school compared to what they are really teaching which significantly affects their work as a factor. Teachers teaching far beyond their specialty is definitely a challenge to a teacher as they leave their comfort zones and skills.

During the focal group discussion, a group expressed their collective experiences,

“The specialization of our teachers. Because even those of us teaching our majors are having a hard time, what’s more to the teachers who are not in line with the subject. There are lessons that are easy to teach but the rest are difficult since that is not our major in college. We need to study once again because it is shameful to the students if we cannot teach them.”–(Pos. 96)

Due to the curriculum mismatch which happens during the hiring process which is based on the items being to the schools. The schools need to prioritize academic subjects such as English, mathematics, and science, which visibly sacrifices the other learning areas.

Another group added,

“The field of specialization, since all of us are not PE majors who are teaching PE. This is not what we studied when we were in college. Teachers are really back to zero just to teach the lesson.”– (Pos. 100)

There are still too many teachers teaching beyond their area of expertise. The education system is still plagued by a large percentage of teachers who are ineligible to teach certain topics. As is so common, "out-of-field" teaching a subject without specialized training in that subject has long been a taboo practice that all teachers are aware of and many have encountered.

In the study of Johansson & Myberg (2019) they investigated and compared two teacher quality measures and their connections to the academic achievement of fourth-grade children. The use of a number of indications of teacher specialization with regard to preparation for the subject and the grade taught was made possible by a Swedish national extension. It was found that there was a positive, substantial relationship between teacher specialty and student achievement, which is consistent with the two earlier Swedish findings.

Theme 6: Psychosocial Support

Table 26 shows the significant statements and formulated meanings through the exceptional experiences shared by the informants as the qualitative data analysis shows how do the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, psychosocial support appeared from significant statements from the narratives. 12 out of 20 schools stated that they don’t have particular school-based programs to address the psychosocial of the teachers.

Teachers also need physical and social opportunities, like being aware of time and meeting places during their workday and making sure that learning resources are easy to get to when they are not at work. Individual and group social support is also needed, such as chances to talk, practice, and learn from peers. Teachers agreed that teaching could be a solitary job and that it would be hard to stay interested without a network of peers.

Kennedy et al. (2022) explained in their study that one of the psychological skills that teachers need have been an understanding of emotions, emotional reactivity, stress, and how these things affect well-being and behavior in the classroom. Teachers needed to improve their cognitive, interpersonal, and behavior management skills, as well as their ability to remember things and make decisions based on what they were paying attention to. This includes becoming more aware of oneself, the effects of one's actions on others, and self-monitoring, as well as improving one's ability to pay attention and stay focused and choose from a number of options.

Statement of problem 5. What is the psychosocial capability of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior?

Table 17:- Emergent themes from clusters of themes on the level of psycho-social capability of public secondary MAPEH teacher respondents based as evaluated by their immediate superior.

Research Questions	Subtheme/s from focal groups	Theme
1. Kindly describe the different challenges that MAPEH teachers have experienced in the implementation of the MAPEH curriculum under distance learning during this pandemic.	Participants observe assertive solutions	Assertive skills
2. How were these challenges overcome by your school, particularly teachers, and transformed into opportunities to sustain school operation?	Solution-minded despite frustrations	
3. How will you describe the psychosocial capability of MAPEH teachers under distance learning during this pandemic?	Psychosocial problems	Retiring psychosocial skills

After several phases of theme development, the researchers identified two important themes that answered the research questions. The themes are enumerated as follows: (1) assertive skills; and (2) retiring psychosocial skills. The presentation of subthemes from the data shared by informants is also organized in the table.

Table 18:- Some statements pertaining to the assertive and retiring psychosocial skills of the participants.

Theme	Narratives	Participants
Assertive Psychosocial Skills	"Ano, ang isa samgamagaganda din namang attributes ng teachers natin dito ay yunghinditumitigilhanggathihndinamamaximize ang lahat ng flatforms na available."	Head Teacher 4
	"It is definitely hard for us. Being the OIC, sometimes hindi ko nanga din alam kung paano pa masosolusyunanyungibang bagay. I can see how the MAPEH teachers think of other means kung paanoiiimplement ang curriculum or kung paaanonila ma-aaccomplishyungmga MELC nakailangangmaibigaysa bata. I can definitely see their frustrations in doing their tasks."	Officer-In-Charge 3
	"Overall, Okay naman po ang atingmga teachers. Update-update kami sabawat isa kung kumusta ang lagaysamgabahay-bahay. As far as I am concerned walanamangnagmanifestna may sobrangbigatnapinagdaanan kaya I or we are really thankful"	Officer-In-Charge 4
	"I believe the teachers can handle the situation very well. Although, we can't deny the fact that we are still thinking of all the possible outcome of this pandemic to the school, the learners and also to our personal lives." (Razon Dissertation MAXQDA 2022 (part 2), Pos. 53)	Officer-In-Charge 5
	"Personally, I can see how the teachersdoubled their efforts in fulfilling the needed tasks."	Principall
	"They're doing great. Sabi ko nga given that they are flexible as MAPEH teachers kinakayanilangmagsurvive. However, hindi naman talaga lahat ng times ganun. One of the biggest repositibilities kasi nasakanila. Talagang maybumibigayna din sakanila and that is understandable naman."	Principal 4
	"So far wala, kasi mga PE majorstalaganapaka versatile ng mgaitokahitsaanmoitapon angmgaito, Napapakacreative din ng isipnila. Napakaraminilangnaiisipna idea, where in fact nunglumuwagna tayo and daminakagad gusto gawin ng mga teacher's para sa bata. Sa mga loads lang talagangasilanagcocomplainnahindinaman talagamaiiwasan."	Principal 10
Retiring Psychosocial Skills	"Having these problems, I think it givesthe not just the teachers, but the learners and parents as well. Itis so stressful mostly in our part. Kase	Officer-In-Charge 1

	iniisipnaminpaanonatinmapapatuto ang mga bata given this situation. Another burdendin and stress saguro ang paghahanda, pagpiprint ng mga self- learning modules."	
	"All I can say is napakahirap. The teachers are struggling, physically, emotionally and of course mentally. Kasi yung mga physical activities na sana ay makakatulong samaganitong sitwasyon as limited or almost hindinanganagawa. Kaya sobrang hirapsa part nating mga teachers. We are badly affected by this situation."	Officer-In-Charge 2
	"It is definitely hard for us. Being the OIC, sometimes hindi ko nanga din alam kung paano pamasosolusyunanyung ibang bagay. I can see how the MAPEH teachers think of other means kung paano implement ang curriculum or kung paaanonila ma-aaccomplishyung mga MELC nakailang maibigaysa bata. I can definitely see their frustrations in doing their tasks."	Officer-In-Charge 3
	"With our age, it is really depressing. Lalo nasiyempre mas mahina din ang katawannaamin unlike samga bata. Hindi namin alam if this will end soon. Lalo at maya'tmaya ay may balita ng bagong cases. Tapos nasabahay lang kami. It is really depressing and stressful in our part."	Head Teacher 2
	"Stressful! Sobrang stressful ang dinanas ng mgaguro. Ang daming nabago at dun siyempre bilang head nila ako ang nagbibigay ng mgakailang ang gawain and ganun din pag my mga querriessilatalagang hindi ko din masagotagat. Kailangan naming dumiskarte lahat."	Head Teacher 5
	"Honestly, the teachers or we are having a really hard time to express ourselves during this time. All our actions are constraint and very limited given the threat of the pandemic in our lives."	Principal 1
	"I know that as much as the learners suffered, sila din ay greatly affected. Malaking dagok ito sa education sector especially samga teachers. Adjustment is the first in hand na kailang annilagawin. Hindi man sila nagsasabi, may mga report na nakakarating sa akin that they are really stressed or depressed. Napakahirap naman talaga especially samay mga non-MAPEH major teachers kami ay doble pa ang kailang pinagdaan sa magtatrabaho."	Principal 3
	"Based on my assessments with the teachers, I can see how their stress level reach it maximum. I cannot blame them, given our situation. Even they are doing their duties which is much more than the usual thing that they do, it is really stressful on how to cater 200-300 plus learners in this learning modality."	Principal 7
	"Mayroon lang talaga kami case nanawalan kami ng isang kasamahansa department at asawa dinala ng PE teacher din. As in we are mourn, total black-out. Kumbaga ang laki ng impact sa amin at malaking kawalansaamin ng pagkawalan niya. Parang napilayantalaga kami. Lahat kami bagsak, lahat kami hindi makausap which is until now makikitamoyun at hindiyun basta-basta mawawala."	Principal 8
	Kita motalagana stressed ang mga teachers given na more on execution sa learning area. At siyempre hindi natin talagasilamasisi. Siguro naman, hindi lang sila ang nakaexperience. Maytime pa nganadalawang teacher aynagka-COVID talaga, at nasakalagitnaan ng classes, ay just imagine that sa isang gurong nakaexperience nun."	Principal 9

Theme 1: Assertive Psychosocial Skills

Table 28 presents the significant statements of the participants pertaining to the determinant factors. It can be gleaned from the table the significant statements and formulated meanings through the unique experiences shared by the immediate superior as the qualitative data analysis shows how do the level of psycho-social capability of public

secondary MAPEH teacher respondents based on the interview. The theme, participants' assertive psychosocial skills emerged from significant statements from the narratives and significant meanings which produced the codes and theme clusters.

Despite having a stressful disposition, teachers are mentally tough.

"Overall, our teachers are okay. We update each other on how things are going from house to house. As far as I am concerned, no one has manifested that they have been through too much, so I or we are thankful."- (part 2), Pos. 50)

"So far we have none. Because the PE majors are very versatile, wherever you place them. They have creative minds as well. There are lots of ideas coming from them, where in fact when the situation gets better, they already have a lot of plans to do for the students. So far, they are just complaining about their loads which is unavoidable."- (part 2), Pos. 62)

A participant expressed overcoming fears:

"I think the teachers are doing well. But of course, at the height of the pandemic, everyone was really scared. We can barely talk to each other. Sometimes, when we have the chance, we have short chats. Video calls because it's scary to go out. " - (part 2), Pos. 51)

Lomas et al. (2019) explained that Individuals can gain the ability to notice their thoughts and emotions while still engaging in a scenario via repeated practice. By fostering this participant-observer skill, individuals can then choose adaptive behavioral reactions to emotional experiences, such as pausing before reacting, considering alternative perspectives, and engaging in self-care.

Theme 2: Retiring Psychosocial Skills

Table 29 presents the significant statements of the participants concerning the determinant factors. It can be garnered from the table the significant statements and formulated meanings through the unique experiences shared by the immediate superior as the qualitative data analysis shows the level of psycho-social capability of public secondary MAPEH teacher respondents based on the interview. The theme, participants' retiring psychosocial skills emerged from significant statements from the narratives and significant meanings which produced the codes and theme clusters.

Despite having mental toughness, teachers exhibit a stressful disposition during the focus group discussion, immediate superior 7 and 10 shared the same perspective:

"With our age, it is really depressing. Especially, of course, our bodies are also weaker, unlike children. We don't know if this will end soon. Especially since there is news of new cases every now and then. Then just stay at home. It is really depressing and stressful on our part." - (part 2), Pos. 52)

Stressful! The teachers suffered a lot of stress. There were a lot of changes and of course as their head I was the one who gave the necessary tasks and also when they were my queries, I really couldn't answer them. We all had to strategize." - (part 2), Pos. 55)

A principal added their heartbreaking experience,

"We really have a case when we lose someone from the department who happens to be the wife of our department member as well. As in we are mourning, it is a total blackout for us. Her loss really a huge impact for us. All of us are down, we are really injured, no one of us can talk to which is until now you can see it from us, and it will not be easily go away."- (part 2), Pos. 63)

Hecker et al. (2018) reported that stress among teachers is an increasing concern that adversely impacts their health and the learning of their students. Worldwide, 20–26% of teachers suffer high degrees of stress at work with rates equivalent to those reported by doctors and nurses. Masfétyet. al (2020) concluded in their study that the widely held belief that teachers experience a disproportionately high number of mental health issues. The mean psychological distress ratings or lifetime prevalence of any mental disease were not found to be significantly greater in instructors, with the exception of undifferentiated somatoform disorder in men. A higher incidence of lifelong anxiety disorders was reported among male teachers, according to numerous studies that were controlled for all confounding factors.

Statement of the problem 6. What is the performance of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior?

Table 19:- Emergent theme from clusters of themes on the performance of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior.

Research Questions	Subtheme/s from focal groups	Theme
4.How do the MAPEH teachers perform in the distance learning modality?	Gap in performance,	Performance gap
5. How does the performance of MAPEH teachers affect the school-based management?	Performance of MAPEH teachers affects the school-based management Principle II	

After several phases of theme development, the researcher identified an important theme performance gap that answered the research questions. The presentation of subthemes from the data shared by informants is also organized.

Table 20:- Some statements pertaining to the teacher's performance gaps.

Theme	Narratives	Participants
Performance Gaps	"They are trying their very best. Despite the situation, however, we can't deny the fact that they are also adjusting to the situation. I can say that there is a huge gap between their performance from the old normal than the new normal." "It greatly affects our SBM, especially since kakaunti lang kami. The teachers are the once making the SBM which is another task to them.	Officer-In-Charge 1
	"Performance overall, satingin ko hindi lang twice the effort. And with this dahil to exert na ng effort siyemprepektado pa rin, cause limited nga ang kilos natin. Sa totoo lang mas dumami pa nga ang kailangang-perform ng mgaguro sa ganitong sitwasyon. Kinakayaperomadalassadami ay hindina din." "Malaki, our SBM sa Principle 2 is based on the learners' achievements.	Officer-In-Charge 2
	"Having the problems mentioned earlier, it really affects our SBM, especially sa Curriculum.	Officer-In-Charge 3
	"Their performance really matters, Ika nga, since nakakaya naman ng teachers magpatuloy or gumawa ng different means to reach out the learners.	Head Teacher 1
	"We have Principle 2 Curriculum and Instruction. Among the four principles, their performance as teachers can be seen."	Head Teacher 2,3
	"Definitely the psychosocial capability affect how they lead being a teacher. If the teacher is, let's say experiencing or undergoing some emotional distress or some problems which are some too personal or which maybe due to blow of the COVID-19 pandemic. So this really affects their performance." "So, the performance of the teachers not necessarily for PE alone, really affect the school-based management Of course, the performance affects the learning"	Principal 5
	"Their performance are of course asignificant factor as they are the one responsible in implementing the curriculum. Since they are experiencing problems, personally or especially in school. The achievements of the learners must be evident and progressed even we are facing this situation."	Principal 7
	"Malaking bagay, since nung Old normal, very visible na ang mga programs ay halos malaki ang percentage ng PE. Ngayonsa Principle 2 nga, talagang dahil dunsilanahirapan ay di kitamo ang epektonitosa SBM. And unyung instruction, implementation kaya talagang kailang magtechnical assistance samgaguro."	Principal 9

	"Malaki, sobrang lakid dahil whatever they do will reflect in our SBM. Malaking segment pa lalong curriculum and instruction and what I have said meron talagang nahuhuli. And clearly, based on the records ay talagang makikita ang comparison."	Principal 10
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Theme: Performance Gaps

Table 31 shows the significant statements and formulated meanings through the unique experiences shared by the co-researchers as the qualitative data analysis shows how do the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. The theme, performance gap affects SBM Principle 2 emerged from significant statements from the narratives and significant meanings which produced the codes and theme clusters.

During the interview, immediate superiors emphasized issues concerning school-based management principle II, "We have Principle 2 Curriculum and Instruction. Among the four principles, their performance as teachers can be seen."- (part 2), Pos. 95-96)

"So, the performance of the teachers not necessarily for PE alone, really affect the school-based management Of course, the performance affects the learning"- (part 2), Pos. 102)

Another principle added,

"Their performance is of course a significant factor as they are the one responsible in implementing the curriculum. Since they are experiencing problems, personally or especially in school. The achievements of the learners must be evident and progressed even we are facing this situation."- (part 2), Pos. 104)

Hallinger, et. al., (2017) recognized the challenges in expecting a single principal to provide dozens of instructors with critical, in-depth evaluation. (a gap that only widens in large schools). Only 3% of a normal principal's work week was spent on teacher assessment,

There are just not enough hours in the day for principals to fulfill their tasks and meet evaluation requirements. Since the burden, paperwork, and time demands increased dramatically with each teacher ranked below proficient, the principals interviewed described a triage process in which only the very worst performance were rated below proficient. (Kraft & Gilmour, 2018).

Discussions:-

This study determined the psychosocial capability of the public secondary MAPEH teachers in the Fourth Congressional District of Batangas particularly in this time of the new normal. Profile of the respondents was also determined, as differences in their assessments when their profile variables are taken as test factors, and differences in the assessment of the MAPEH teachers themselves and their immediate superior. Profiles of the of respondents was also determined, differences in their assessments when their profile variables are taken as test factors, and differences in the assessment of the PE instructors themselves and their colleagues. The result of this study has led the researcher in designing mindfulness-based intervention program.

Summary of Findings

Profile of the MAPEH Teacher Respondents

The data revealed that 39.2% of the 82 respondents were between the ages of 25 and 29. More over half of the responders (53.6%) were female. There was a total of 112 female responses. Since there were 151 MAPEH teachers, the statistics showed that more than half (72.2%) of the respondents specialized in MAPEH. 74 respondents held a bachelor's degree in a variety of fields. Nearly half of the respondents (49.3%), or 103 in total, belong to the 1-10 years group; the majority of the respondents, or 89 in total, belong to the very big school category (42.6%).

MAPEH Teacher Respondents' Self-Assessment on their Level of Psychosocial Capability

Based on the result, MAPEH teacher respondents have shown high adaptive and coping capability in terms of interpersonal relations and leadership having the highest mean result, followed by work organization and job contents and work-individual interface. Having the highest mean results among the variables, it can be concluded

that with the three variables, the teacher respondents can handle situations related to interpersonal relations and leadership, organization and job contents and work–individual interface.

However, in terms of managing social capital, demands at work, and health and well-being, having the lowest composite mean, it is revealed that MAPEH teachers' psychosocial manifested a less capable in adapting and coping on social capital, demands at work and mostly on health and well-being.

Generally, given the over-all data of the composite means from the variables, it revealed that MAPEH teacher respondents' psychosocial is less capable in adapting , and coping based on their self -assessment with over -all mean of (\bar{x} =2.49, \square =.86).

Demands at Work

MAPEH teacher respondents agree that they are good at remembering a lot of things in their work with the highest assessment given by the MAPEH teacher respondents (\bar{x} =3.31, \square =.99) interpreted to have a high adaptive and coping capability. Similarly, they are often good at coming up with new ideas in MAPEH (\bar{x} =3.12, \square =.89) and often work at a high pace throughout the day (\bar{x} =2.73, \square =.95) interpreted to have a high adaptive and coping capability. On the other hand, MAPEH teacher respondents disagree that they get ahead with their work (\bar{x} =1.98, \square =1.00), they are rarely able to make difficult decisions and problem-solving (\bar{x} =1.98, \square =1.01) and their workload and ancillary tasks are rarely evenly distributed so it piles up (\bar{x} =1.99, \square =.90). A composite mean value of 2.20 shows that MAPEH teacher respondents capability is less capable in adapting and coping as an individual and as a teacher in terms of their demands at work.

Work Organization and Job Contents

MAPEH teacher respondents strongly agree that they can leave the work to have a chat with a colleague with the highest assessment given by the MAPEH teacher respondents (\bar{x} =3.93, \square =.25) interpreted to have a very high adaptive and coping capability. Likewise, their work as a teacher gives them the opportunity to develop my skills (\bar{x} =3.90, \square =.35) and they can always use their skills or expertise in teaching (\bar{x} =3.55, \square =.80) interpreted to have a very high adaptive and coping capability. Conversely, MAPEH teacher respondents disagree that for some private business, it is possible for them to leave their piece of work without special permission (\bar{x} =1.25, \square =.61), they are never take holidays more or less when they wish (\bar{x} =1.27, \square =.52) and they rarely influence the amount of work assigned to them (\bar{x} =2.04, \square =1.08). However, the composite mean value of 2.88 reveals that MAPEH teacher respondents have a high level of psychosocial capability in terms of their work organization and job contents.

Interpersonal Relations and Leadership

The MAPEH teacher respondents strongly agree that they are treated fairly at my workplace with the highest evaluation (\bar{x} =3.71, \square =.62) which is interpreted to have a very high adaptive and coping capability. Likewise, they are respected by the school administrators (\bar{x} =3.65, \square =.68) and their immediate superior is willing to talk, listen and help them in their problems at work (\bar{x} =3.32, \square =.81) interpreted to have a very high adaptive and coping capability. On the contrary, MAPEH teacher respondents disagree that they can do things that ought to have been done in a different way (\bar{x} =1.98, \square =1.03), they rarely do things which seem to be unnecessary (\bar{x} =2.08, \square =1.13) and their work is recognized and appreciated by the school administrators (\bar{x} =2.54, \square =1.13). Though, the composite mean value of 2.90 reveals that the MAPEH teacher respondents still have a high level of psychosocial capability in terms of their interpersonal relations and leadership in their school.

Work–Individual Interface

MAPEH teacher respondents strongly agree that they are always proud of being part of the school with the highest assessment given (\bar{x} =3.86, \square =.38) interpreted to have a very high adaptive and coping capability. Similarly, they always have a good atmosphere between them and their colleagues (\bar{x} =3.78, \square =.60) and satisfied with the quality of the work performed at their workplace (\bar{x} =2.51, \square =.61) interpreted to have a very high adaptive and coping capability. On the other hand, MAPEH teacher respondents disagree that they can make changes to my plans for private and family activities due to work -related duties (\bar{x} =1.47, \square =.73), they can never handle the times when they need to be at work and at home at the same time (\bar{x} =1.85, \square =.96), they can never handle when their work takes so much time that it affects their private life (\bar{x} =2.04, \square =.85) and worried about being transferred to another task against their will (\bar{x} =2.04, \square =1.04). A composite mean value of 2.67 indicates that MAPEH teacher respondents have a high level of psychosocial capability in terms of their work–individual interface as an individual and as a teacher.

Social Capital

MAPEH teacher respondents strongly agree that the school administrators resolve conflicts in a fair way with the highest given assessment ($\bar{x}=3.71$, $\square=.62$) interpreted to have a very high adaptive and coping capability. Likewise, the school administrators deliver important information to /from the teachers ($\bar{x}=3.66$, $\square=.56$) and the school administrators always trust them in doing their work well ($\bar{x}=3.60$, $\square=.64$) interpreted to have a very high adaptive and coping capability. Conversely, MAPEH teacher respondents disagree that all suggestions from the teachers are treated seriously by the school administrators ($\bar{x}=2.10$, $\square=1.09$), the school administrators rarely distribute workload and tasks fairly ($\bar{x}=2.22$, $\square=1.02$) and they rarely express their views and feelings ($\bar{x}=2.46$, $\square=1.32$). The composite mean value of 2.38 reveals that MAPEH teacher respondents psychosocial is less capable in adapting and coping in terms of their social capital.

Health and Well-being

The MAPEH teacher respondents agree that they found it easy to go to sleep ($\bar{x}=3.10$, $\square=.86$) which is interpreted to have a high adaptive and coping capability. Likewise, they are often not irritable ($\bar{x}=2.99$, $\square=.94$) interpreted to have a high adaptive and coping capability. On the contrary, MAPEH teacher respondents strongly disagree that they did not feel sad ($\bar{x}=1.29$, $\square=.74$), similarly they are physically exhausted ($\bar{x}=1.44$, $\square=.91$), tensed ($\bar{x}=1.47$, $\square=.95$) and they are emotionally exhausted ($\bar{x}=1.70$, $\square=1.12$). The composite mean value of 1.96 shows that the MAPEH teacher respondents psychosocial is less capable in adapting and coping in terms of health and well-being as a human being and as a teacher.

Differences in the MAPEH Teachers' Psychosocial Capability as Assessed by their Colleagues when their Profile is Taken as Test Factor

Based on the results, it can be stated that there was a significant difference in age, sex, field of specialization, length of service, and school size category profile and assessment of their psychosocial capability as public secondary MAPEH teachers. On the other hand, there was no significant difference in highest educational attainment profile and assessment of their psychosocial capability as public secondary MAPEH teachers.

Assessment on their Level of Psychosocial Capability based on Focal Group Discussions.

Findings showed significant statements and formulated meanings through the unique experiences shared by focal groups as the qualitative data analysis shows how do the level of psychosocial capability of public secondary MAPEH teacher respondents. The themes, resiliency, excessive workloads, health and well-being, field of specialization, school size, and psychosocial skills needs assistance emerged from significant statements from the narratives.

MAPEH Teachers Level of Psychosocial Capability as Assessed by their Immediate Superior.

Findings showed the significant statements and formulated meanings through the unique experiences shared by the immediate superior as the qualitative data analysis shows how do the level of psychosocial capability of public secondary MAPEH teacher respondents. The theme, participants' assertive and retiring psychosocial skills that needs assistance emerged from significant statements from the narratives and significant meanings which produced the codes and theme clusters.

MAPEH Teachers Performance as Assessed by their Immediate Superior.

Findings showed the significant statements and formulated meanings through the unique experiences shared by the immediate superior as the qualitative data analysis shows how do the level of performance of public secondary MAPEH teacher respondents based on the interview. The theme, performance gap affects SBM principle 2 emerged from significant statements from the narratives and significant meanings which produced the codes and theme clusters.

Teachers also require physical and social opportunities, such as knowledge of meeting times and locations throughout the workday and assurance that learning tools are accessible while they are not at their jobs. Additionally required are opportunities for communication, practice, and peer learning, as well as individual and group social support. Teachers concurred that working alone might be isolating and that maintaining interest in one's work would be difficult without a network of peers.

Conclusion:-

1. The majority of respondents were between the ages of 25 and 29. More than half of the respondents were female. The statistics showed that more than half of the respondents specialized in MAPEH. The majority of the respondents held a bachelor's degree. Nearly half of the respondents belong to the 1-10 years group; the majority of the respondents belong to the very big school category.

2. Teacher respondents have shown a high adaptive and coping capability in terms of work organization and job Contents, interpersonal relations and leadership and work-individual interface. However, in managing demands at work, social capital and health and well-being, it is evident that MAPEH teachers also demonstrated a psychosocial is less capable in adapting and coping on this factor. Generally, it can be said that MAPEH teacher respondents psychosocial exhibited less adapting and coping based on their self-assessment.

3. The significant difference in age, sex, field of specialization, length of service, and school size category profile and assessment of their psycho-social capability as public secondary MAPEH teacher's psycho-social capability has dismissed the null hypothesis of no significant difference. This means that the profile of the MAPEH respondents and their assessment of the level of psychosocial capability was substantially different. Meanwhile, the difference in highest educational attainment profile and assessment of their psycho-social capability as public secondary MAPEH teacher's psycho-social capability has accepted the null hypothesis of no significant difference.

4. With the present context, the informant found themselves adapting as the teachers claimed participants' psychological resilience, which pertains to the level of psycho-social capability of public secondary MAPEH teacher respondents based on the focal group discussion. However, it was shown that a significant number of teachers encountered issues and concerns regarding their excessive workload and most of the teachers have signs of stress, anxiety, and despair where health and well-being is concerned. This symptomatology is also influenced by elements including field of specialization and school size. We present a case for the significance of safeguarding teachers' mental health in order to promote both the efficacy of education and students' mental health.

5. The theme, participants' assertive psychosocial skills pertain to the psychosocial capability of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior. On the other hand, retiring psychosocial skills among teachers is a problem that is becoming worse and is detrimental to both their health and the academic performance of their students. With enough practice, individuals may discover how to become conscious of their emotions and thoughts while actively engaged in a scenario. By honing this participant-observer skill, people may choose appropriate behavioral reactions to emotional circumstances, such as taking other people's perspectives into account and engaging in self-care.

6. The theme, the performance gap affects SBM principle pertains to the performance of the public secondary MAPEH teachers' respondents as evaluated by their immediate superior. The availability of learning resources while they are not at work and knowledge of meeting times and places are further physical and social possibilities that teachers must have. Opportunities for practice, peer learning, and social support in both the individual and group are also necessary.

Given these circumstances, teachers are still expected to extend their tolerance by being more creative, flexible, sensitive, creative, and sympathetic to students' needs amid a global crisis. MAPEH teachers and educational leaders are now being challenged to be more proactive in the adaptation of new normal teaching pedagogy and effective and alternative modalities that could ultimately address the present needs of MAPEH learners.

Recommendation:-

1. Members in the teaching profession reported psychological distress at the start of the new 2021-2022 academic year and the subsequent school year. The findings highlight the necessity of protecting teachers' psychosocial skills in order to promote both student well-being and high-quality instruction. As a result, specific psychosocial and psychological care should be provided to those teachers who are most sensitive to the effects of this crisis, so that they can cope with the crisis and, as a result, perform better in their teaching job. Significant programs in handling demands at work, social capital and mostly in their health and well-being.

2. The school head, school guidance coordinator, learning and development coordinator, DRRM coordinator and teachers must craft, create and implement school-based programs to address issues in teachers' psychosocial capacity. School heads and administrators must assert the need to safeguard the mental health of teachers in order to improve both the quality of teaching and the mental health of students.

3. The school head must provide psychosocial literacy teacher training since the findings corroborated the need for an increasing health promotion role of teachers and school counselors.

4. School heads and teachers must improve the psychosocial capability of public secondary MAPEH teachers through the development of mindfulness-based intervention. MBIs, or mindfulness-based intervention programs, have proven to be successful treatments for a number of diseases, including depression and anxiety following exposure to a crisis.

**Researcher’s Output
Mindfulness-Based Intervention Program**

Rationale:

The capacity for positive adversity, failure, criticism, change, and pressure management is known as psychosocial capability. Their lives are stressed out by all of these factors. If people discovered that it takes a lot many individuals to be unable to cope with stress or pressure.

The researcher proposed mindfulness-based interventions for public secondary MAPEH teachers. The practice of mindfulness and mindfulness-based interventions (MBIs), which aim to improve learning environments and help teachers respond more effectively to stress caused by their jobs, are becoming increasingly popular (Zarate et al., 2019). In both systematic studies and meta-analyses, MBIs have demonstrated that they may be effective in lowering levels of stress, anxiety, and depression in the general population (Lomas et al., 2019).

Similar to the previous point, recent research on MBIs for teachers suggests that these approaches may have a positive effect on teacher emotional regulation, which may aid teachers in their work with students, help moderate stress and anxiety, reduce attrition, and improve teacher self-efficacy and resilience (Klingbeil & Renshaw, 2018).

Objectives of the Program:

Based on the discussion that has already taken place in this paper, the researcher considered suggesting the following mindfulness-based intervention to improve the students' teaching and learning through the explicit use of the teacher's capacity to foster a positive attitude through the development of psychosocial capability.

The researcher recommends these programs that focused on the following:

- Strengthen teachers’ psychosocial capability thru mindfulness attention and capacity building
- Raise awareness of psychosocial issues in the school
- Develop and implement comprehensive school policies, plans, and systems for teachers’ welfare.
- Establishing teachers and schools in addressing health and well-being.
- Develop asense of responsibility in helping the school personnel towards their demands at work, social capital, and health and well-being.

There is still a lot that needs to be done on the part of the institution, its faculty, and its administration, including but not limited to the following:

Details of the Program:

Key Result Areas	Strategies	Activities	Persons Involved	Time Frame	Performance Indicator	Budget
1. Demands at work	1. Training mindful-attention	1. The teachers should be given personality development seminars and training to foster a positive and cheerful attitude towards schoolwork during the teacher’s period. 2. The seminar and training	School Head L&D Coordinator Guidance Counselors Teachers	Monthly	Teachers Participation and Completion Rate	Php 5,000

		should focus on developing a cheery demeanor among the teachers especially when faced with work piling.				
	2. Seminar workshop on budget of works	<p>1. The training should focus on the teacher's mindful interest in the prescribed budget of work.</p> <p>2. The seminar and training should focus on developing proper time management in handling school-related works.</p>	<p>School Head</p> <p>L&D Coordinator</p> <p>Guidance Counselors</p> <p>Teachers</p>	Beginning of Every Semester	Teachers Participation and Completion Rate	Php 5,000
2. Social Capital	1. Strength-Weakness Mentoring	<p>1. The school administration should initiate strength-weakness mentoring.</p> <p>2. The facilitator allows the teachers to identify their strengths and weaknesses.</p> <p>3. The facilitator pair the teachers up based on their list. The pairing can be changed depending on the set-up.</p> <p>4. The facilitator should let the teachers acknowledge ways and means in dealing unwanted situations</p>	<p>School Head</p> <p>L&D Coordinator</p> <p>Guidance Counselors</p> <p>Teachers</p>	Monthly	Teachers Participation and Completion Rate	Php 10,000
	2. Teacher Openness Recollection	1. The school administration should facilitate consultation with	<p>School Head</p> <p>Guidance Counselors</p>	Monthly	Teachers Participation and Completion	Php 5,000

		<p>their teachers</p> <p>2. The facilitator allows the teachers to identify their views and feelings regarding school issues.</p> <p>3. School heads must take time to listen to the teachers' queries and concerns.</p> <p>4. School head must ensure to allow and maintain a sound interpersonal relationship with teachers, superiors, students, and other stakeholders</p>	Teachers		Rate	
3. Health and Well-being	1. Team-building Activities	1. The school should host a team-building activity that aims to develop and/or improve the camaraderie amongst the teachers for better and seamless transactions and communication between and among them.	School Head L&D/GAD Coordinator Guidance Counselors Teachers	Beginning of School Year	Teachers' Participation and Completion Rate	Php 50,000
	2. Wellness orientation guided Mindfulness meditation	<p>1. The school should host a mindfulness meditation activity that aims to develop and/or improve the psychological capacity of teachers for better performance in the school.</p> <p>2. The school should allow the</p>	School Head L&D/GAD/DRRM Coordinator Guidance Counselors Teachers	Weekly/Monthly	Teachers' Participation and Completion Rate	Php 5,000

		<p>teachers to recognize and exhibit methods in taking care of oneself.</p> <p>3. The facilitator should instruct the teachers Sitting meditation Breathing exercises</p> <p>4. The facilitator should address the anxiety, stress, anger, and other related concerns of the teachers to be released in the meditation.</p>				
	3. Teachers Capacity Building	<p>1. The school should host a capacity building training to develop teachers' capability in handling and facilitating psychosocial concerns</p> <p>2. The facilitator should allow the teachers explore and overcome limitations and borders</p>	<p>School Head</p> <p>L&D/GAD/ DRRM Coordinator</p> <p>Guidance Counselors</p> <p>Teachers</p>	Quarterly	Teachers' Participation and Completion Rate	Php10,000
	4. Self-care Techniques Seminar	<p>1. The school should host a seminar focusing on teachers' self-care.</p> <p>2. The facilitator should address the teachers' need for self-care.</p>	<p>School Head</p> <p>L&D/GAD/ DRRM Coordinator</p> <p>Guidance Counselors/ Licensed Psychometrist</p> <p>Teachers</p>	Quarterly	Teachers' Participation and Completion Rate	Php10,000
C. Feedback:						

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