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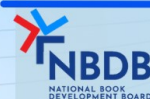
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Moderating Effects of Demographics on the Relationship Between Delivering Distance Learning and Teachers' Well-Being

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Abstract

Aim: This study investigated the moderating effects of demographics on the relationship between delivering distance learning and teachers' well-being in the Division of Lucena City.

Methodology: A quantitative research approach was used, involving a Likert-type scale via Google Forms to survey 350 teachers on their competency in distance learning. Data analysis included statistical measurements such as Mean, Standard Deviation, and Regression Analysis, with stratified random sampling. The primary research method was Structural Equation Modeling (SEM) to explore the moderating effects of demographics on the relationship between distance learning and teachers' well-being. SEM, which includes a structural model and a measurement model, was used to analyze complex relationships among variables, specifying direct effects of distance learning on well-being and potential moderating influences of demographics. Parameters were estimated using maximum likelihood estimation.

Results: The results demonstrate teachers' high competency in both online and modular learning, with consistent mastery in phases of Introduction, Development, Engagement, and Assimilation. Age significantly influences well-being in online distance learning, while civil status impacts well-being in modular distance learning.

Conclusion: The study highlights the need for individualized support systems for teachers, considering their unique demographic circumstances. It recommends educational establishments prioritize teachers' well-being by providing necessary tools and assistance, and encourages further research on the moderating roles of demographics in the relationship between teachers' well-being and distance learning delivery.

Keywords: Distance Learning, Internal and External Wellbeing, Moderation Analysis, Demographic Variables

INTRODUCTION

The integration of distance learning has transformed the landscape of global education, presenting both unprecedented opportunities and formidable challenges (Bation, et al., 2024; Cabiling-Ramos, et al., 2024; Carvajal & Sanchez, 2023). As educators worldwide grapple with adapting to remote teaching modalities, understanding the nuanced interactions between demographic factors, the delivery of distance learning, and teacher well-being becomes increasingly crucial. This research explored these dynamics through a comprehensive examination, drawing insights from diverse educational contexts such as Australia, Singapore, Japan, India, and the Philippines.

In Australia, Nolasco (2022) highlights the evolving trends in Western education, emphasizing how demographic characteristics influence teachers' experiences with distance learning. Similarly, Zhou and Nanakida (2023) analyzed the experiences of educators in the Asia-Pacific region, shedding light on regional variations and strategies for supporting teacher well-being amidst technological advancements.

The Philippines serves as a unique case study, reflecting the socio-economic complexities that shape educators' engagement with distance learning (Dayagbil et al., 2021). The implementation of DepEd Order No. 12, s. 2020, in response to the COVID-19 pandemic, underscores the pivotal role of demographic factors in shaping teachers' experiences, necessitating adequate technological support, training, and emotional resilience.

Demographic variables such as age, gender, teaching experience, and socio-economic background significantly moderate the relationship between distance learning delivery and teacher well-being. Younger teachers



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often face higher levels of stress and burnout, while female educators, particularly those balancing caregiving responsibilities, encounter challenges in achieving work-life balance (McLaren, 2022). Technological proficiency emerges as a critical factor, particularly for older teachers initially challenged by digital tools (Brown & Chen, 2021), whereas experienced educators benefit from adaptable pedagogical skills (Dayagbil et al., 2021). Moreover, emotional resilience and adequate support systems play pivotal roles in mitigating stress and fostering positive teacher-student interactions in virtual classrooms (Zhang & Fang, 2019). The varying degrees of instructional control and flexibility also significantly impact job satisfaction and overall well-being (Chen & Lee, 2019).

This research aimed to contribute to evidence-based strategies and policy recommendations that foster a conducive educational environment globally. By delving into the intricate dynamics of demographics, distance learning delivery, and teacher well-being, this study sought to provide insights that support the holistic development and support of educators worldwide.

Objectives

This research study determined the effects of demographics on the relationship between delivering distance learning and teachers' wellbeing.

Specifically, it aimed to answer the following questions:

1. What is the demographic profile of teachers in terms of:
 - 1.1. Age
 - 1.2. Gender
 - 1.3. Civil Status
 - 1.4. Educational Attainment
 - 1.5. Designation
 - 1.6. Years in Teaching
 - 1.7. Grade Level Handled
2. What is the teachers' degree of facility in delivering lessons using the modular modality in terms of:
 - 2.1. Introduction?
 - 2.2. Development?
 - 2.3. Engagement?
 - 2.4. Assimilation?
3. What is the teachers' degree of facility in delivering lessons using online modality along the following:
 - 3.1. Introduction?
 - 3.2. Development?
 - 3.3. Engagement?
 - 3.4. Assimilation?
4. What is the teachers' degree of wellbeing along the following dimension:
 - 4.1. Internal
 - 4.1.1. Physical
 - 4.1.2. Emotional
 - 4.1.3. Intellectual
 - 4.1.4. Spiritual
 - 4.2. External
 - 4.2.1. Environmental
 - 4.2.2. Social
 - 4.2.3. Financial
 - 4.2.4. Occupational
5. Does distance learning significantly relate to the teachers' well-being?
6. Do the teachers' demographics significantly influence the relationship of the modes of delivering distance learning to their wellbeing?

Hypothesis

This study tested the following hypotheses:

H₀₁: Distance learning does not significantly predict the teacher's wellbeing.

H₀₂: The teachers' demographics do not significantly influence the relationship of the modes of delivering distance learning to their wellbeing.



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METHODS

Research Design

This study employed a quantitative correlational research design using survey methodology combined with Structural Equation Modeling (SEM). The research aimed to investigate the moderating effects of demographics on the relationship between delivering distance learning and teachers' well-being in the Division of Lucena City. By utilizing a cross-sectional survey approach, data were collected from a large sample of teachers at a single point in time. This design allowed for the examination of correlations between variables and the assessment of potential moderating effects of demographic factors.

SEM was chosen as the analytical technique due to its ability to test complex relationships among multiple variables simultaneously. This method provided a comprehensive understanding of how different demographic factors, such as age, gender, and years of teaching experience, moderated the relationship between distance learning delivery and teachers' well-being. The combination of survey methodology and SEM ensured a rigorous and nuanced exploration of the research questions, offering valuable insights into the dynamics influencing teacher well-being in the context of distance learning.

Population and Sampling

The population consisted of public elementary school teachers employed in the Division of Lucena City, Quezon. Considering the requirements of SEM and potential issues such as non-response, the sample size was increased from the initially considered 200 to 300, as suggested by Hancock and Mueller (2021). Stratified random sampling was used to ensure proportional representation of teachers from different schools and of different genders.

Instrument

A five-part questionnaire was used to systematically gather data:

1. **Demographics:** Collected information on respondents' demographics.
2. **Modular Distance Learning (MDL):** Measured the degree of facility in conducting MDL across four dimensions.
3. **Online Distance Learning (ODL):** Measured the degree of facility in conducting ODL across four dimensions.
4. **Internal Dimensions of Well-being:** Assessed internal aspects of teachers' well-being.
5. **External Dimensions of Well-being:** Assessed external aspects of teachers' well-being.

Each part used a 4-point Likert scale. The questionnaire underwent a validation process involving expert reviews and content validity index computation. Pilot testing with 30 teachers was conducted to establish internal reliability, calculated using Cronbach's Alpha.

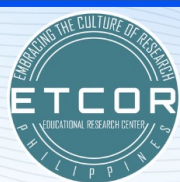
Data Collection

Data collection for this study followed a systematic process to ensure ethical considerations and the reliability of the responses. Approval was first obtained from key authorities, including the thesis adviser, the Schools Division Superintendent of Lucena City, and the school principals, to conduct the research within the schools. Informed consent was secured from the teacher respondents through a Google form, ensuring that participants were fully aware of the study's purpose and their rights. The questionnaires were then distributed, and responses were collected in a structured manner to facilitate the drawing of valid conclusions. Additionally, efforts were made to clarify any questions the respondents had to ensure that their answers were accurate and reflective of their true experiences. This careful and methodical approach to data collection helped ensure the integrity and validity of the research findings.

Treatment of Data

The data was analyzed using the following statistical treatments:

1. **Percentage:** To express the distribution of teachers across demographic categories.
2. **Mean and Standard Deviation:** To understand the performance and variability of teachers' effectiveness in delivering lessons using both modular and online approaches, as well as their well-being.
3. **Regression Analysis:** To investigate the relationship between distance learning and teachers' well-being.



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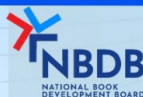
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4. **One-way ANOVA:** To determine the moderating influence of demographics on the relationship between distance learning and well-being.

Ethical Considerations

The researchers ensured that all research protocols involving ethics were complied with to protect all individuals and institutions involved in the conduct of the study. Initially, the researchers applied for research ethics clearance from the PUP Sta. Mesa University Research Ethics Center. This process involved submitting the required documents, which detailed the study's objectives, methodologies, and measures for safeguarding participant welfare. The researchers then waited for the research ethics clearance before commencing the study, ensuring full compliance with ethical standards.

Informed consent was obtained from all teacher respondents through a Google form, which included comprehensive information about the study's purpose, procedures, potential risks, and benefits. Participants were assured of their right to withdraw from the study at any time without any negative consequences. Anonymity and confidentiality were strictly maintained throughout the research process, with personal identifiers removed from the data to protect respondents' privacy.

Additionally, the researchers ensured that respondents clearly understood the questionnaire by providing clarifications as needed. This step was crucial to ensure that participants' responses accurately reflected their experiences and perspectives, thereby upholding the integrity of the data collected. The researchers also made sure that the study adhered to all relevant institutional and national guidelines on ethical research conduct. These measures collectively ensured that the research was conducted responsibly, ethically, and with the utmost respect for all participants.

RESULTS and DISCUSSION

This chapter includes various figures and tables presenting the data of the study findings along with their respective interpretations. The data were analyzed and interpreted to draw conclusions and make recommendations based on the study.

Table 1
Demographic Profile of Teachers

Demographic Variables	Categories	Sex					
		female	%	male	%	total	%
District	North	90	25.71	16	4.57	106	30.29
	South	65	18.57	15	4.29	80	22.86
	East	61	17.43	9	2.57	70	20.00
	West	82	23.43	12	3.43	94	26.86
	Total	298	85.14	52	14.86	350	100.00
Age group	early adulthood (19 to 29 years old)	109	31.14	18	5.14	127	36.29
	middle adulthood (30-60 years old)	188	53.71	34	9.71	222	63.43
	late maturity 61 years old and above	1	0.29	0	0.00	1	0.29
	Total	298	85.14	52	14.86	350	100.00
Civil Status	Single	93	26.57	23	6.57	116	33.14
	Married	205	58.57	29	8.29	234	66.86
	Total	298	85.14	52	14.86	350	100.00
Educational attainment	bachelor's degree	79	22.57	13	3.71	92	26.29
	with units in master's degree	174	49.71	32	9.14	206	58.86



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	master's degree and higher	45	12.86	7	2.00	52	14.86
	Total	298	85.14	52	14.86	350	100.00
Designation	Teacher I	160	45.71	31	8.86	191	54.57
	Teacher II	39	11.14	8	2.29	47	13.43
	Teacher III	72	20.57	10	2.86	82	23.43
	Master Teacher	27	7.71	3	0.86	30	8.57
	Total	298	85.14	52	14.86	350	100.00
Years in teaching	1 to 10 yrs	175	50.00	35	10.00	210	60.00
	11 to 20 yrs	76	21.71	11	3.14	87	24.86
	21 to 30 yrs	47	13.43	6	1.71	53	15.14
	Total	298	85.14	52	14.86	350	100.00
Grade handled	level						
	Kindergarten	35	10.00	2	0.57	37	10.57
	Grade 1	43	12.29	3	0.86	46	13.14
	Grade 2	46	13.14	1	0.29	47	13.43
	Grade 3	49	14.00	3	0.86	52	14.86
	Grade 4	48	13.71	13	3.71	61	17.43
	Grade 5	42	12.00	10	2.86	52	14.86
	Grade 6	35	10.00	20	5.71	55	15.71
	Total	298	85.14	52	14.86	350	100.00

The demographic profile of teachers in the four districts of the Division of Lucena City, Quezon, as outlined in Table 1, presents several significant observations that align with existing literature. A notable proportion of the respondents, 106 out of 350 (30.29%), are from the North District. The gender distribution is skewed, with 298 females and only 52 males, highlighting the ongoing issue of feminization in the teaching profession. This gender imbalance, as discussed by Bongco and Abenes (2019), may exacerbate gender inequalities and social exclusion within the educational sector.

The age distribution reveals that the majority of the teachers (222 or 63.43%) are in the middle adulthood category (30 to 60 years old). This is noteworthy, as studies such as Li et al. (2020) have indicated that older teachers tend to experience higher levels of anxiety, especially during challenging times like the pandemic. This demographic insight is critical for understanding the stress and well-being of teachers within this age group.

Marital status data shows that 234 teachers are married, suggesting that the majority of respondents juggle professional responsibilities with family commitments. This aligns with findings by Zhang and Fang (2019) and Ayeop (2019), which indicate that marital status can significantly impact teachers' dedication and job satisfaction.

In terms of educational attainment, 206 out of 350 teachers have MA Units, while only 52 hold a Master's Degree or higher. This reflects the challenges faced by working learners, who must balance their professional duties with family and academic responsibilities. Motseke (2020) and Morris (2021) have similarly highlighted these tensions, underlining the difficulties that working learners face in advancing their education.

The majority of respondents hold the designation of Teacher I (191 or 54.57%), while only 30 are Master Teachers. This distribution points to the limited promotion opportunities, as influenced by the criteria set in DepEd Order No. 66 s. 2007. The years of teaching experience further show that 210 teachers are in the 1-10 years category, with 53 having over 21 years of experience. This reflects the impact of the K-12 curriculum implemented in 2012-2013, which increased the demand for teachers.

Lastly, the grade level distribution indicates that 61 teachers handle Grade 4, 52 handle Grade 5, and 55 handle Grade 6. The higher number of teachers at the intermediate level suggests a focused effort within the school system to address the educational needs of students in these critical years.

These demographic insights provide a comprehensive understanding of the teaching workforce in Lucena City, contextualized within broader educational trends and challenges. The observations highlight areas for potential



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policy interventions, particularly in addressing gender imbalances, supporting older teachers' well-being, and providing advancement opportunities for educators.

Table 2

Teachers' Degree of Facility in Delivering Lessons in Four Phases of Modular Distance Learning

Introduction	Mean	Std. Deviation
I utilize appropriate strategies in presenting the MELC and desired learning outcomes for the day or week.	3.8	0.46
I explain to the parents/learners the purpose of the lesson every week lesson every week	3.74	0.5
I help learners to maximize their awareness of their own knowledge as regards content and skills required for the lesson,	3.78	0.44
I send video lessons to fully understand the skills and concepts	3.53	0.62
I answer parents' queries in messenger, text messages, and phone calls all the time.	3.91	0.35
overall	3.75	0.47
Development	Mean	Std. Deviation
I present activities, tasks, contents of value and interest to the learners.	3.82	0.42
I develop what learners knew, what learners' does not know and what learners wanted to know and learn.	3.72	0.5
I crafted materials or worksheets revolved around the concepts to develop and master the skills or the MELC.	3.77	0.47
I send video lessons to fully understand the skills and concepts	3.57	0.6
I answer parents' queries in messenger, text messages, and phone calls all the time.	3.87	0.39
overall	3.75	0.48
Engagement	Mean	Std. Deviation
I allow the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the development.	3.71	0.48
I expose the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation.	3.65	0.51
I help learners to make their performance satisfactory.	3.77	0.47
I send video lessons to fully understand the skills and concepts.	3.58	0.58
I answer parents' queries in messenger, text messages, and phone calls all the time.	3.87	0.39
overall	3.72	0.49
Assimilation	Mean	Std. Deviation
I bring the learners to a process where they shall demonstrate ideas.	3.64	0.52
I help learners to create pieces of information that will form part of their knowledge in reflecting.	3.68	0.5
I encourage learners in creating conceptual structures giving them the avenue to integrate new and old learnings.	3.71	0.5



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I send video lessons to fully understand the skills and concepts	3.59	0.59
I answer parents queries in messenger, text messages, and phone calls all the time.	3.87	0.39
overall	3.7	0.5

Legend: 1.00 – 1.74 = Rarely to Almost Never, 1.75 – 2.49 = Sometimes, 2.50 – 3.24 = Frequently, and 3.25 – 4.00 = Always

The data presented in Table 2 provides a comprehensive view of teachers' self-assessed proficiency in delivering lessons through modular distance learning. Overall, teachers rate their competence relatively high across all phases, with the highest confidence in tasks involving direct communication with parents via technology. A recurring observation is that the task of sending video lessons consistently receives the lowest mean scores and highest standard deviations across all phases. This suggests that teachers face challenges or feel less confident in effectively utilizing video lessons to enhance students' understanding of concepts and skills. Prior research by Nesari and Heidari (2022) and Ferris and Silburn (2020) highlights the importance of video lessons in distance education but also underscores the need for technical skills, infrastructure, and pedagogically sound design to implement them effectively.

The findings also align with studies by Pozo et al. (2023) and Haller and Novita (2022), which emphasize the critical role of adequate ICT devices, internet access, educational resources, and training in successful distance learning. Teachers' high confidence in technology-mediated communication with parents suggests that with proper support and resources, they can adapt effectively to digital tools for other instructional tasks as well (Muñoz & Sanchez, 2023; Paraiso, et al., 2024; Salendab, Ocariza-Salendab & Sanchez, 2023; Sanchez, 2023b; Sanchez, et al., 2024a).

In summary, while teachers generally express confidence in delivering lessons through modular distance learning, there is a clear need for additional support and training to enhance their proficiency in utilizing video lessons. Addressing challenges related to technology access and infrastructure is crucial for ensuring equitable and effective distance learning experiences for all students. By providing the necessary resources and training, the education system can better support teachers in their transition to and execution of distance learning, ultimately improving learning outcomes for students (Amihan & Sanchez, 2023; Bation & Nambatac, 2024; Carvajal, et al., 2024a; Carvajal, Sanchez & Amihan, 2023; Salendab, et al., 2024a; Sanchez, 2022; Sanchez, 2020).

Table 3
Teachers' Degree of Facility in Delivering Lessons in Four Phases of Online Distance Learning

Introduction	Mean	Std. Deviation
I use google meet, zoom, or other platforms in delivering online lessons.	3.35	0.84
I explain the learning objectives and learning goals before the class starts.	3.66	0.64
I prepare activity to motivate learners to learn.	3.71	0.6
I enjoy facilitating interactions among my learners.	3.69	0.61
I am available to my learners on a regular basis for questions and assistance.	3.78	0.53
overall	3.64	0.64
Development	Mean	Std. Deviation
I use a variety of teaching strategies to help my learners learn.	3.67	0.59
I enjoy lecturing to my learners for most of the class period.	3.64	0.61
I teach around the concepts to develop and master the skills or the MELC.	3.69	0.58
I use different online applications to increase the learner's attention.	3.37	0.76
I give explanations and examples on the topic.	3.72	0.57
overall	3.62	0.62
Engagement	Mean	Std. Deviation
I guide my learners to answer the individual activities	3.73	0.53
I provide lessons and activities that are connected to real-world applications.	3.72	0.54
I help learners to make their performance satisfactory.	3.76	0.51



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I give enrichment activities to engaged in learning and further understanding their learned concepts	3.71	0.54
I allow my learners to perform particular task on their own.	3.75	0.51
overall	3.74	0.53
Assimilation	Mean	Std. Deviation
I provide timely, constructive feedback to students about assignments and questions	3.67	0.55
I help learners to reflect on the experience and analyze the effectiveness of the lesson.	3.62	0.57
I encourage my learners to relate their learned concepts to their personal lives.	3.71	0.55
I give assessment to further assimilates learners' learned concepts.	3.7	0.54
I develop educational content such as notes and quizzes.	3.67	0.56
overall	3.67	0.55

Legend: 1.00 – 1.74 = Rarely to Almost Never, 1.75 – 2.49 = Sometimes, 2.50 – 3.24 = Frequently, and 3.25 – 4.00 = Always

Tables 3 illustrates teachers' perceptions of their proficiency across different phases of online distance learning: Introduction, Development, Engagement, and Assimilation. Overall, teachers generally rate themselves highly competent in delivering online lessons, with mean scores ranging from 3.62 to 3.74 across these phases. They are particularly confident in tasks such as explaining learning objectives, giving clear explanations, and guiding students to satisfactory performance. However, challenges persist in using specific online applications to enhance student engagement and fostering reflective practices among learners.

These findings align with previous research indicating that while teachers demonstrate proficiency in basic online teaching tasks, they may encounter difficulties in utilizing diverse online applications effectively and promoting reflective learning experiences (Cullinan et al., 2023; Kulal, 2022; Ahmad, 2020; Carvajal & Sanchez, 2024; Carvajal, et al., 2024b; Dizon & Sanchez, 2020; Salendab & Sanchez, 2023; Sanchez, 2023a; Sanchez, et al., 2024b; Selvaraj, 2021; Efriana, 2021). Addressing these challenges through targeted professional development, technical support, and collaborative learning opportunities can enhance teachers' skills in navigating the complexities of online teaching, ultimately improving the quality of distance learning experiences for students (Amihan, Sanchez & Carvajal, 2023; Salendab, et al., 2024b; Sanchez, et al., 2024c; Sanchez & Sarmiento, 2020; Sanchez, Sanchez & Sanchez, 2023).

Table 4
Teachers' Self-Rating on their Internal Dimensions of Well-being

Physical Well-Being	Mean	Std. Deviation
I am eating regularly to improve concentration and performance.	3.75	0.51
I am drinking water while working and staying hydrated throughout the day.	3.72	0.52
I protect myself and others from getting ill (e.g., wash my hands, cover when I cough, etc.).	3.89	0.35
I am getting sufficient sleep (quality and quantity) every night.	3.31	0.73
I am able to keep up with my tasks/electronic communication and can determine which tasks are most pressing.	3.67	0.54
I am setting aside time throughout my day at regular intervals to be physically active.	3.51	0.66
overall	3.64	0.55
Emotional Well-Being	Mean	Std. Deviation
I deal with my problems well.	3.57	0.59
I feel nervous and stress.	3.16	0.88
I am able to control my irritations.	3.4	0.65
I feel happy to learn and adjust to new technologies.	3.65	0.53
I am confident about my ability to handle my personal problems.	3.6	0.57
I love and accept myself for who I am.	3.79	0.45
overall	3.53	0.61
Intellectual Well-Being	Mean	Std. Deviation



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I engage in intellectually engaging activities.	3.84	0.41
I am confident in my ability to find solutions to my problems.	3.79	0.46
I feel capable of creating important decisions.	3.74	0.48
I am able to resolve conflicts peacefully.	3.67	0.54
I was able to manage my workload.	3.77	0.47
I feel that my education is a priority.	3.8	0.46
overall	3.77	0.47
Spiritual Well-Being	Mean	Std. Deviation
I can feel that my life has purpose and meaning	3.68	0.52
I take time to think about what's important in life-who I am, what I value, where I fit in, and where I am going.	3.41	0.77
I take out time for prayers, fasting, and religious activities	3.68	0.52
I engage in self-reflection	3.63	0.56
I experience love, joy and fulfillment.	2.93	1.03
My spiritual beliefs and values give me direction whenever I came across my problems	3.24	0.84
overall	3.43	0.71

Legend: 1.00 – 1.74 = Rarely to Almost Never, 1.75 – 2.49 = Sometimes, 2.50 – 3.24 = Frequently, and 3.25 – 4.00 = Always

The self-ratings provided by teachers across dimensions of well-being—physical, emotional, intellectual, and spiritual—reveal both strengths and areas for improvement in their overall wellness. Teachers generally rate themselves highly in physical well-being, particularly in practices like regular eating and hydration, and diligent preventive measures against illness. However, challenges persist in achieving sufficient sleep, which is crucial for overall health and performance, likely exacerbated by the demands of remote teaching during the COVID-19 pandemic (Rosenberg, 2023).

Emotionally, teachers report a positive self-regard and adaptive coping strategies, though there is variability in experiences of stress and nervousness. The pandemic has introduced significant stressors related to health concerns, remote work adjustments, and personal responsibilities, influencing teachers' emotional well-being (Brackett, 2022).

Intellectually, teachers excel in engaging in stimulating activities and problem-solving confidence. However, there are opportunities to enhance skills in conflict resolution, crucial for maintaining a supportive classroom environment (Turk, 2021).

Spiritually, teachers generally find purpose and meaning through reflection and spiritual practices, yet experiences of love, joy, and fulfillment vary. This dimension is critical as it influences teachers' resilience and satisfaction amidst professional challenges (Porter, 2020).

To support teachers comprehensively, educational institutions should prioritize holistic well-being initiatives (Sanchez, et al., 2024d; Sanchez, et al., 2022). These include targeted interventions such as sleep hygiene education, stress management resources, conflict resolution training, and spiritual well-being programs. By fostering a supportive environment and addressing these multifaceted needs, schools can promote the overall wellness and resilience of their educators, ultimately enhancing teaching effectiveness and job satisfaction (Rosenberg, 2023; Brackett, 2022; Turk, 2021; Porter, 2020).

Table 5
Teachers' Self-Rating on their External Dimensions of Well-being

Environmental Wellness	Mean	Std. Deviation
I am in a comfortable working environment.	3.65	0.63
I engage in environmentally friendly behaviors like walking and biking	3.79	0.48
I recognize the impact of my work environment on my health.	3.44	0.75
I feel safe in my working environment.	3.73	0.49
I feel that I work in a stressful environment.	3.68	0.55
I spend time in outdoors activities to enjoy nature.	3.56	0.65
overall	3.64	0.59
Social Well-being	Mean	Std. Deviation
I have someone I can talk to about my private feelings.	3.54	0.6



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I feel supported by my family.	3.41	0.62
I give priority to my own needs by saying 'no' to others' requests of me when applicable	3.38	0.66
I am able to maintain healthy relationships with my workmates.	3.05	0.84
I feel a sense of belonging to a group or community.	3.41	1
I feel comfortable communicating face-to-face with others.	3.34	0.98
overall	3.35	0.78
Financial Well-being	Mean	Std. Deviation
I pay all of my bills on time.	3.44	0.68
I can plan a financial budget.	3.53	0.6
I track my spending to stay within my budget.	3.59	0.59
I have enough money saved to handle financial emergencies.	3.21	0.91
I feel stressed by the amount of money I owe (credit cards, loans, etc.).	3.56	0.62
I feel stressed about my finances.	3.53	0.61
overall	3.48	0.67
Occupational Well-being	Mean	Std. Deviation
I am able to balance my personal time and work.	3.44	0.68
I get personal satisfaction and enrichment from work.	3.53	0.6
I am happy with where I am in my career.	3.59	0.59
I feel that my work interferes with other aspects of my life.	3.21	0.91
I feel that I work in a positive environment.	3.56	0.62
I can manage my workload.	3.53	0.61
overall	3.48	0.67

Legend: 1.00 – 1.74 = Rarely to Almost Never, 1.75 – 2.49 = Sometimes, 2.50 – 3.24 = Frequently, and 3.25 – 4.00 = Always

The self-ratings provided by teachers across various dimensions of well-being—environmental, social, financial, and occupational—offer insights into their perceptions and experiences within the educational setting.

Teachers generally rate their environmental wellness positively, indicating comfort, safety, and engagement in eco-friendly behaviors. However, awareness about the impact of their work environment on health varies, suggesting room for enhancing understanding and support in this area (Lizana et al., 2023).

Socially, teachers report feeling supported and having avenues for personal expression, yet maintaining healthy work relationships presents challenges. Remote work arrangements, as discussed by Bulinska-Stangrecka & Bagienska (2022), can influence social dynamics, impacting feelings of inclusion and connection among colleagues.

Financially, teachers exhibit strong budgeting skills but express concerns about savings and debt stress. Lauermaann and Konig (2021) underscore the significant role of financial stress in teachers' overall well-being, highlighting the need for tailored support and resources in financial planning.

Occupationally, teachers report satisfaction and enrichment in their careers, yet concerns about work-life balance persist. Zurawik (2020) emphasizes the importance of fostering a supportive work environment and implementing policies that promote flexibility and well-being to address these challenges.

To support teachers comprehensively, educational institutions can implement targeted initiatives. These may include environmental health programs, fostering inclusive workplace cultures, providing financial literacy workshops, and promoting work-life balance strategies. By addressing these multifaceted needs, schools can foster a supportive environment that enhances teachers' well-being, job satisfaction, and ultimately, educational outcomes (Lizana et al., 2023; Bulinska-Stangrecka & Bagienska, 2022; Lauermaann & Konig, 2021; Zurawik, 2020).

Table 6
Path Coefficient Showing Relationship of Teachers' Degree of Facility in Distance Learning and Wellbeing

Latent Variable	Path	Latent Variable	Beta	Probability	Level Significance of
MDLInt	→	idwPH	0.247	<0.001	Significant
MDLInt	→	idwInte	0.171	<0.001	Significant



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MDLInt	→	idwSpi	0.139	0.004	Significant
MDLDev	→	idwPH	0.224	<0.001	Significant
MDLDev	→	idwEmo	0.281	<0.001	Significant
MDLDev	→	idwInte	0.248	<0.001	Significant
MDLDev	→	idwSpi	0.169	<0.001	Significant
MDLDev	→	idwEnv	0.291	<0.001	Significant
MDLDev	→	edwSoc	0.092	0.0041	Significant
MDLDev	→	edwFin	0.171	<0.001	Significant
MDLDev	→	edwOcc	0.295	<0.001	Significant
MDLEng	→	edwSoc	-0.13	0.007	Significant
MDLAss	→	edwSoc	-0.14	0.004	Significant
MDLAss	→	edwFin	0.189	<0.001	Significant
ODLInt	→	idwInte	0.143	0.003	Significant
ODLInt	→	idwSpi	0.146	0.003	Significant
ODLDev	→	idwPH	0.141	0.004	Significant
ODLDev	→	idwSpi	0.092	0.041	Significant
ODLAss	→	idwPH	0.262	<0.001	Significant
ODLAss	→	idwEmo	0.303	<0.001	Significant
ODLAss	→	idwInte	0.334	<0.001	Significant
ODLAss	→	Idw	0.328	<0.001	Significant
ODLAss	→	idwEnv	0.283	<0.001	Significant
ODLAss	→	edwOcc	0.249	<0.001	Significant

Note P values < 0.05 are desirable for reflective indicators.

Legend: MDL – Modular Distance Learning, ODL – Online Distance Learning, Int – Introduction, Dev – Development, Eng – Engagement, Ass – Assimilation, IDW – Internal Dimension of Wellbeing, EDW – External Dimension of Wellbeing, PH – Physical Health, EW – Emotional Wellbeing, Iwb – Intellectual Wellbeing, SW – Spiritual Wellbeing, EW – Environmental Wellbeing, SWb – Social Wellbeing, FWb – Financial Wellbeing, OWb – Occupational Wellbeing

Based on the findings presented in Table 6, significant relationships were identified between different phases of Modular Distance Learning (MDL) and Online Distance Learning (ODL) and various dimensions of teachers' well-being. Specifically, the MDL Introduction phase was found to correlate significantly with Internal Dimensions of Wellness (IDW) such as Physical Health ($\beta = 0.247$, $p < 0.001$), Intellectual Well-being ($\beta = 0.171$, $p < 0.001$), and Spiritual Well-being ($\beta = 0.139$, $p < 0.001$). These results suggest that teachers who excel in the MDL Introduction phase tend to experience better physical health, intellectual well-being, and spiritual well-being (Ansari, 2020).

The sudden shift to distance learning, accelerated by the pandemic, had a profound impact on teachers, especially those who were not adequately prepared for emergency remote teaching (Brown, 2019). However, teachers proficient in modular teaching, akin to emergency remote teaching, reported enhanced well-being during the MDL Introduction phase, highlighting the importance of training and support in adapting to new teaching modalities (Ansari, 2020).

During the MDL Development phase, significant correlations were observed with IDW Physical Health ($\beta = 0.224$, $p < 0.001$), Emotional Well-being ($\beta = 0.281$, $p < 0.001$), Intellectual Well-being ($\beta = 0.248$, $p < 0.001$), Spiritual Well-being ($\beta = 0.169$, $p < 0.001$), Environmental Wellness ($\beta = 0.291$, $p < 0.001$), and External Dimensions of Wellness (EDW) such as Social Well-being ($\beta = 0.092$, $p = 0.0041$), Financial Well-being ($\beta = 0.171$, $p < 0.001$), and Occupational Well-being ($\beta = 0.295$, $p < 0.001$). This phase underscores the positive impact of proficient technology use on overall teacher well-being, despite potential stress related to constant digital tool usage (Chua, 2020; American Psychological Association, 2021).

In the MDL Engagement phase, a significant relationship was found with EDW Social Well-being ($\beta = -0.13$, $p < 0.007$). This phase involves teachers utilizing digital platforms for video lessons and parent communication, which can initially stress technologically inexperienced educators (Kamamia, Ngugi, & Thinguri, 2014). However, mastery of digital skills in this phase has been shown to improve overall well-being, aligning with previous findings on skill mastery and confidence (Gurung, 2020).

The study also identified the MDL Assimilation phase as significantly related to EDW Social Well-being ($\beta = -0.13$, $p < 0.007$) and EDW Financial Well-being ($\beta = 0.189$, $p < 0.001$). Effective communication with parents during



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this phase plays a crucial role in reducing teacher stress, thereby enhancing social and financial well-being (Duke, 2019; Drossel, 2020).

In the context of Online Distance Learning (ODL), the ODL Introduction phase correlates significantly with IDW Intellectual Well-being ($\beta = 0.143$, $p = 0.003$) and IDW Spiritual Well-being ($\beta = 0.146$, $p = 0.003$). This phase requires teachers to adapt to online teaching methodologies, mastering new digital tools to deliver effective online lessons (Dayagbil, 2021; Galusha, 2021).

Similarly, the ODL Development phase shows significant correlations with IDW Physical Well-being ($\beta = 0.141$, $p = 0.004$) and IDW Spiritual Well-being ($\beta = 0.146$, $p = 0.003$). Proficiency in digital teaching strategies during this phase contributes to improved teacher physical and spiritual well-being, highlighting the importance of ongoing professional development in digital pedagogy (Galusha, 2021).

Finally, the ODL Assimilation phase significantly relates to various dimensions of teachers' well-being, including Physical Well-being ($\beta = 0.141$, $p = 0.004$), Emotional Well-being ($\beta = 0.303$, $p < 0.001$), Intellectual Well-being ($\beta = 0.334$, $p < 0.001$), Spiritual Well-being ($\beta = 0.146$, $p = 0.003$), Environmental Wellness ($\beta = 0.283$, $p < 0.001$), and Occupational Well-being ($\beta = 0.249$, $p < 0.001$). Effective assessment practices and feedback delivery during this phase enhance overall teacher well-being and contribute to successful student outcomes in the virtual learning environment (Hara, 2021; King, 2021).

In summary, the study underscores the critical role of effective technology integration and professional development in supporting teachers' well-being during the transition to distance learning. By emphasizing skill mastery, communication strategies, and ongoing support, educational institutions can enhance teacher resilience and job satisfaction in the evolving landscape of online education.

Summary of Findings from Two-Way ANOVA on Teacher Well-being and Modular Distance Learning

1. Overall Impact of Modular Distance Learning (MDL)

- Internal Well-being: Significant positive effect. Teachers with higher proficiency in MDL have better internal well-being ($F(1,349) = 60.787$, $p < .01$).
- External Well-being: Significant positive effect. Teachers with higher proficiency in MDL have better external well-being ($F(1,349) = 49.357$, $p < .01$).

2. Impact of Age Group

- Internal Well-being: No significant effect ($F(1,349) = 2.002$, $p = .158$).
- External Well-being: No significant effect ($F(1,349) = 1.076$, $p = .300$).
- Interaction (MDL * Age Group): No significant interaction effect on either internal or external well-being.

3. Impact of Sex

- Internal Well-being: No significant effect ($F(1,348) = .727$, $p = .395$).
- External Well-being: No significant effect ($F(1,348) = 3.351$, $p = .068$).
- Interaction (MDL * Sex): No significant interaction effect on either internal or external well-being.

4. Impact of Civil Status

- Internal Well-being: Significant effect ($F(1,342) = 4.333$, $p = .038$). Married teachers show higher internal well-being compared to single teachers.
- External Well-being: No significant effect ($F(1,342) = 1.612$, $p = .205$).
- Interaction (MDL * Civil Status): No significant interaction effect on either internal or external well-being.

5. Impact of Educational Attainment

- Internal Well-being: No significant effect ($F(2,344) = .044$, $p = .957$).
- External Well-being: No significant effect ($F(2,344) = 1.000$, $p = .369$).
- Interaction (MDL * Educational Attainment): No significant interaction effect on either internal or external well-being.

6. Impact of Designation

- Internal Well-being: No significant effect ($F(1,342) = 2.762$, $p = .097$).
- External Well-being: No significant effect ($F(1,342) = 2.318$, $p = .129$).
- Interaction (MDL * Designation): No significant interaction effect on either internal or external well-being.

7. Impact of Years in Teaching

- Internal Well-being: No significant effect ($F(2,344) = 2.259$, $p = .106$).



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- External Well-being: No significant effect ($F(2,344) = 1.216, p = .298$).
- Interaction (MDL * Years): Significant interaction effect on internal well-being. Teachers with 11-20 years of experience show better internal well-being in MDL compared to those with 1-10 years and 21+ years.

8. Impact of Grade Level Handled

- Internal Well-being: No significant effect ($F(1,349) = 1.860, p = .174$).
- External Well-being: No significant effect ($F(1,349) = 1.769, p = .184$).
- Interaction (MDL * Grade Level): No significant interaction effect on either internal or external well-being.

Interpretation and Implications

1. MDL Proficiency and Well-being:
 - Proficiency in MDL significantly enhances both internal and external well-being of teachers.
 - Training and support for teachers to improve their MDL skills can be crucial for their overall well-being.
2. Civil Status:
 - Married teachers have better internal well-being compared to single teachers, likely due to emotional and logistical support from partners.
3. Years of Experience:
 - The interaction effect suggests mid-career teachers (11-20 years) benefit more in terms of internal well-being from MDL than their less or more experienced counterparts. This could be due to a combination of experience, adaptability, and support networks.
4. General Findings:
 - Age, sex, educational attainment, designation, and grade level do not significantly impact the well-being of teachers in the context of MDL.
 - Emphasizing teacher proficiency in MDL is more critical than demographic or professional variables for enhancing well-being.

Summary of Findings from Two-Way ANOVA on Teacher Well-being and Online Distance Learning

1. Age Grouping and Level of Facility in Online Distance Learning
 - Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 61.970, p < .01$) and external well-being ($F(1,349) = 65.789, p < .01$).
 - Age Group: No significant effect on either internal ($F(2,346) = 0.870, p > .05$) or external well-being ($F(2,346) = 0.226, p > .05$).
 - Interaction Effect: No significant interaction between age group and level of facility in online distance learning on well-being.
2. Sex and Level of Facility in Online Distance Learning
 - Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 37.147, p < .01$) and external well-being ($F(1,349) = 45.542, p < .01$).
 - Sex: Significant effect on external well-being ($F(1,348) = 5.469, p < .05$), but not on internal well-being ($F(1,348) = 1.033, p > .05$).
 - Interaction Effect: No significant interaction between sex and level of facility in online distance learning on well-being.
3. Civil Status and Level of Facility in Online Distance Learning
 - Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 72.610, p < .01$) and external well-being ($F(1,349) = 75.478, p < .01$).
 - Civil Status: Significant effect on external well-being ($F(1,342) = 3.984, p < .05$), but not on internal well-being ($F(1,342) = 7.549, p < .05$).
 - Interaction Effect: No significant interaction between civil status and level of facility in online distance learning on well-being.
4. Educational Attainment and Level of Facility in Online Distance Learning
 - Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 79.199, p < .01$) and external well-being ($F(1,349) = 72.185, p < .01$).



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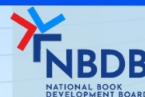
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- Educational Attainment: No significant effect on either internal ($F(2,344) = 0.020$, $p > .05$) or external well-being ($F(2,344) = 1.084$, $p > .05$).
- Interaction Effect: No significant interaction between educational attainment and level of facility in online distance learning on well-being.

5. Designation and Level of Facility in Online Distance Learning

- Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 23.853$, $p < .01$) and external well-being ($F(1,349) = 31.733$, $p < .01$).
- Designation: No significant effect on either internal ($F(3,342) = 1.643$, $p > .05$) or external well-being ($F(3,342) = 1.218$, $p > .05$).
- Interaction Effect: No significant interaction between designation and level of facility in online distance learning on well-being.

6. Years in Teaching and Level of Facility in Online Distance Learning

- Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 36.677$, $p < .01$) and external well-being ($F(1,349) = 42.828$, $p < .01$).
- Years in Teaching: No significant effect on either internal ($F(2,344) = 1.820$, $p > .05$) or external well-being ($F(2,344) = 0.663$, $p > .05$).
- Interaction Effect: No significant interaction between years in teaching and level of facility in online distance learning on well-being.

7. Grade Level Handled and Level of Facility in Online Distance Learning

- Level of Facility in Online Distance Learning: Significant effect on both internal ($F(1,349) = 68.065$, $p < .01$) and external well-being ($F(1,349) = 72.256$, $p < .01$).
- Grade Level Handled: No significant effect on either internal ($F(1,348) = 2.493$, $p > .05$) or external well-being ($F(1,348) = 3.807$, $p > .05$).
- Interaction Effect: No significant interaction between grade level handled and level of facility in online distance learning on well-being.

Summary of Findings

- Facility in Online Distance Learning: Teachers with higher facility in online distance learning consistently show significantly better internal and external well-being across all analyses.
- Age Group, Educational Attainment, Designation, Years in Teaching, and Grade Level Handled: These factors do not significantly impact well-being independently.
- Sex and Civil Status: These factors have a significant effect on external well-being, but not on internal well-being.
- No Interaction Effects: No significant interaction effects between any of the factors and the level of facility in online distance learning on well-being.

Conclusion

This study provides valuable insights into the demographics, adaptation to online distance learning (ODL) and modular distance learning (MDL), and the overall well-being of teachers in Lucena City. Demographically, the teaching profession predominantly comprises women in middle adulthood, with marital status and educational attainment significantly influencing career trajectories. Teachers have demonstrated strong adaptation to ODL, effectively managing challenges such as connectivity issues and resource availability while designing engaging lessons. Despite these challenges, teachers report robust well-being across physical, emotional, intellectual, and spiritual dimensions. They express high satisfaction with their work environment, social connections, financial status, and occupational roles, contributing to a balanced professional life.

The study highlights the differential impacts of MDL and ODL components on teachers' well-being, emphasizing the positive influence of structured learning phases on various dimensions of well-being. Factors like marital status and age play significant roles in influencing well-being within the context of distance learning, underscoring the necessity for tailored strategies and support systems.



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Recommendations

Looking forward, future research should prioritize the development of enhanced training programs that address both technical competencies and emotional resilience needed for effective online teaching. Ensuring equitable access to home resources, such as reliable internet connectivity and adequate teaching materials, is essential. Implementing support systems that promote comprehensive well-being, including financial planning assistance and mental health resources, will be crucial.

Longitudinal studies are recommended to explore the enduring effects of distance learning on teachers' personal and professional lives. These studies can provide insights into the long-term impacts on teacher resilience, job satisfaction, and career development. Such insights are vital for guiding continuous improvements in educational practices and support systems tailored to the evolving needs of teachers in the digital age.

By prioritizing these recommendations, educational institutions can better support their teaching workforce, foster resilience, and ultimately enhance educational outcomes in a rapidly changing educational landscape.

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