

Post Pandemic Adjustment to Hybrid Teaching Mode and the Psychological Stress of Private School Teachers: Basis for Stress Management Activity

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Abstract

The research study aimed to gain quantitative knowledge regarding the psychological stress levels that private school teachers, as they teach transition to Hybrid Teaching Mode during Post Pandemic. Also, the study has a goal of finding out how well the said group adjust to their situation during the said period. The research employed a quantitative approach, to be specific, a descriptive normative survey. The researchers selected respondents through purposive sampling and had the private school teachers answer an item survey, composed of the Perceived Stress Scale - 10, to correspond to the first research question, and additional questions to answer the statement of the problem. The researcher calculated the results of the questions pertaining to the first research problem with the set grading system for the PSS – 10 survey, and used the weighted arithmetic mean for the additional queries that answer the rest of the statement of the problem. In the analysis of the breakdown of the participants' responses, the researchers found out that 40 out of 56 respondents experience moderate stress, while 16 out of 30 experience high stress levels. Private School Teachers are moderately stressed by the circumstances and conflicts they experience as they do their job of teaching hybrid during the coronavirus pandemic.

Keywords: *hybrid teaching; post pandemic; psychological stress; teachers; stress management activity*

The world collectively faced the turn of the decade with such hope and optimism for new beginnings and opportunities. But, 2020 has been a year of many tragedies and losses (Nafie, 2020). Numerous dilemmas faced by different parts of the globe filled the month of January. On the other hand, the Philippine Educational System, learning recovery and continuity tackle the challenges and problems. This new normal has exposed teachers to the significance and mental health issues. The quality of life comprises teachers' physical and psychological health was threatened by the impact of the COVID-19 pandemic (Rabacal et al. 2020). Moreover, "Mental Health" encompasses a person's "emotional, psychological, and social well-being." We need it to think, perceive, react, feel, engage, work, play, and enjoy life as a community and as individuals. When an individual is in a state of mental health, they are aware of their strengths and weaknesses. They can use them to deal with the challenges they face daily, as well as to advance professionally and make positive contributions to their communities (WHO 2020).

On January 12, the Taal Volcano started spewing ash after forty-two (42) years due to a steam-driven or phreatic eruption, with ashes and rock fragments of the volcano reaching up to ten to fifteen (10-15) kilometers as it continuously erupted. Ashfall reached the Calabarzon and Metro Manila by Sunday night, resulting in casualties from the zero visibility the ashfalls and debris brought to the area, prompting the Philippine Institute of Volcanology and Seismology to set the alert status at level four (4). The eruption has devastated thousands of families and caused destruction worth millions just days after the initial eruption (Rappler, 2020). However, these catastrophic events, and the like, were soon eclipsed by the COVID-19 pandemic as it triggered severe and disastrous political and socio-economic crises around the world (Nafie, 2020).

The coronavirus was first taken notice of on the 31st of December, 2019, by the WHO Country Office in the People's Republic of China as they picked up a statement from the website of Wuhan Municipal Health Commission on viral pneumonia cases in Wuhan, People's Republic of China (World Health Organization, 2020). In the months succeeding January, the virus soon progressively spread on a worldwide scale, infecting a total of 23 million (25,511,385) people worldwide and killing 800 thousand (851,154), as of the 1st of September, 2020 (Johns Hopkins University, 2020). This prompted various countries around the world to apply special measures and restrictions to their domains to help mitigate the crisis. Face-to-face methods of communicating and socializing were stop until further notice, and various rules and regulations were established to prevent the spread of disease (Wood, 2020). Because of this drastic change in the social climate, a lot of activities had to shift to an online approach. (Baticulon, Baron, et al.; 2020). Emergencies in public health like this can adversely affect the safety, health, and well-being of both individuals and communities due to the closures of work and schools, economic losses, insufficient medical response services, and poor distribution of necessities. With it causing, for instance, confusion, uncertainty, emotional crisis, and stigma. These effects can translate into a variety of harmful habits, such as inappropriate use of substances, emotional responses, like distress or psychological conditions, and non-compliance with public health guidelines, such as home containment and vaccination in the general public (Pfefferbaum & North, 2020). The pandemic also massively affected education, where teachers and the government system plan and execute attempts to accomplish it in an online video conferencing setting in an effort to continue the learning process of students (Baticulon, Baron, et al.; 2020). This idea has been widely contested not only in other parts of the world but also in the Philippines, wherein many groups fight for an academic freeze for the school year 2020-

2021, instead of a delayed school opening. On the 2nd of July, 2020, the Samahan ng Progresibong Kabataan (Spark) called out the Commission on Higher Education and the Department of Education for the said goal, calling the planned online classes anti-poor and suggested the continuation of the compensation of academic and non-academic employees (Hallare, 2020). The idea was expanded on in a Change.org petition made by "The Ruins," directed at the Department of Education. The petition maker pointed out the fact that not every Philippine household has stable internet and privileged enough to own the materials that are necessary for different modes of learning; the petition accumulated more than two hundred thousand signatures as of the 1st of September. To add to this, a 2019 study conducted by the American College Health Association concluded that different problems like the increased pressures to act independently, throwing away of the regular daily schedules, and similar issues all contribute to "heightened levels of psychological distress and downstream negative academic consequences." The emergency measures done to keep the academic streak of students are expected to worsen their academic stressors as it piles up with their existing issues and reduce their motivation towards learning (Grubic, Badovinac, et al.; 2020).

Moreover, teachers use coping mechanisms when they experience challenges and stress. As Lazarus Theory (1996) states, coping is merely a process of perspective as an ongoing identified cognitive and behavioral effort to process and manage the specific external and internal demands that are appraised as exceeding the person's resources. Likewise, Zhang et al. (2020) believed that people worldwide had found themselves coping and helping their selves with new professional scopes. Currently, the teacher initiates and applies various ways to cope with the challenges encountered in the modular distance learning modality, such as positive well-being, social support, openness to change, and job awareness of the new normal ways of education.

From the information gathered and analyzed for the study, the researcher decided to explore a related but under-discussed variable and gain knowledge on the psychological stress levels of educators amid the coronavirus pandemic, instead of the students. How they adjust to the new circumstances during the pandemic will also be studied. This study will be administered as there haven't been a lot of academic papers and dissertations that consider the psychological stress levels of teachers that resulted from worldwide conditions brought upon by the directives set to mitigate the spread of COVID-19. When, in fact, they have their own set of stressors and pressures that is associated with the dilemma of emulating a hybrid experience for their students. The research will add to the various studies and dissertations that analyze the psychological stress levels of different groups of persons amid the pandemic, where students, front liners, and personnel from the medical community are usually the considered variables. Furthermore, the researcher will gather all the responses and will make a basis in managing educator's stress.

Part 1. Post Pandemic

Table 1. Perceived Risk Awareness of Private School Teachers during Post Pandemic

Statements	Mean	Standard Deviation	Verbal Interpretation
1. I am aware of the right kind of mask to wear outside the house. (<i>May kamalayan sa tamang uri ng mask ang dapat suotin sa</i>	4.86	0.40	Always

<i>paglabas ng bahay.)</i>			
2. I am aware that I can still contract Covid-19. (Alam ko na maari pa din akong mahawaan Covid.)	4.88	0.33	Always
3. I am aware that interacting with my students is a possibility that I can contract covid. . (Alam ko na maari akong magka covid sa pakikisalamuha ko sa aking mga estudyante)	4.89	0.31	Always
4. It adds to my worry that my students are from different household (Alam ko na dagdag pangamba ang pagmumula ng mga mag-aaral sa iba't ibang sambahayan.)	4.91	0.29	Always
5. I am aware that my students could get sick and spread the virus among themselves. (Alam ko na maaring magkahawaan ang aking mga mag-aaral)	4.91	0.29	Always
Overall	4.89	0.30	Always

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often

2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely

1.00-1.49 - **N** Never

Table 1 illustrates the Perceived Risk Awareness of Private School Teachers during Post Pandemic. It has an overall mean of 4.89 and has a verbal interpretation of Always. The results show that the Private School Teachers are always aware of the possible risks during post pandemic. It is reflected that teachers' intention to get booster shots, flu and pneumonia vaccine and having themselves tested (antigens and saliva kits) just to be protected of the virus because of their awareness. It also showed that Private School Teachers are still practicing precautions even if they are facing their student physically. They are making sure that these

precautions are observed by all, for students and teachers' protection.

According to Berlin, (2021), the actual risk and the risk perception of teachers may differ significantly. With the multiwave pandemic dynamics in 2021 hitting most countries hard, and with health care systems reaching their limits and schools transitioning to hybrid and partial face to face classes, to better understand teachers' fear of infection and risk perception. Teachers have their intention to have booster, and their opinions on new virus variants and COVID-19-fighting strategies.

Table 2. Perceived Health Dilemma of Private School Teachers during Post Pandemic

Statements	Mean	Standard Deviation	Verbal Interpretation
1. I am worried about my medical expenses If I get sick. (Ako ay nangangamba sa aking gastusing medical kapag ako ay nagkasakit.)	4.93	0.26	Always
2. I am worried about my family because of my exposure to the virus. (Ako ay nangangamba sa aking pamilya dahil sa aking pagkakalantad sa virus.)	4.91	0.29	Always
3. I am worried about the possibility of getting exposed to students who contracted the virus. (Ako ay nangangamba sa sa aking pagkakalantad sa mga mag-aaral na nakakuha ng virus.)	4.91	0.29	Always
Overall	4.92	0.26	Always

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often
 2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely
 1.00-1.49 - **N** Never

Table 2 presents the Perceived Health Dilemma of Private School Teachers Teaching During Post Pandemic. It has an overall mean of 4.92 with a verbal interpretation of Always. 4.93 ranked first with the indicator of Private School Teachers worrying about medical expenses if they get sick

followed by 4.91 with the verbal interpretation of Always with the indicator of worrying about their families and themselves as well to the virus.

To protect themselves and their families, some teachers are planning to retire early, take an unpaid leave of absence, or quit teaching altogether. For those who decide to stay, some are stocking up on cleaning supplies or PPE for their classrooms, while simultaneously making sure their affairs are in order in case they get sick and die. Teachers are preparing to stop seeing their elderly parents or grandparents for some time or the entire school year, afraid of spreading the virus to them. Others are wracked with worry about how they can protect their own children, some of whom have underlying medical conditions.

According to Wills, (2021), About 18 percent of teachers are older than 55, putting them at higher risk for severe illness due to COVID-19. Teachers who are immunocompromised, obese, or have Type II diabetes are also at increased risk for severe illness—and the people with conditions like asthma, pregnancy, or high blood pressure may be at increased risk, too. Forty-three percent of teachers say they personally have a high-risk condition, and nearly half say they live with someone who is at risk for serious illness due to COVID-19.

Part 2. Post Pandemic Adjustment to Hybrid Teaching

Table 3. Perceived Post Pandemic Adjustment of Private School Teachers in Hybrid Teaching in terms of Instructional Materials

Indicators	Mean	Standard Deviation	Verbal Interpretation
1. I know how to navigate portals (MS TEAMS, ZOOM, GOOGLE MEET, and such) in delivering my lessons. (Alam ko ang pag gamit ng mga portal sa pagsasagawa ng aking mga aralin.)	4.61	0.56	Always
2. I know how to use the E-learning materials (SRA, KOOBITS, MATHSCORE, SCHOLASTIC) as part of my teaching method. (Alam ko ang paggamit ng mga elektronikong kagamitan bilang bahagi ng aking pagtuturo)	4.23	0.76	Often
3. I have available resources (laptop/ personal computer, speakers, headphones and such) in delivering my lecture. (Mayroon akong mga kagamitan na magagamit sa pagsasagawa ng aking mga leksyon.)	4.71	0.49	Always
4. I have enough visuals, textbooks and modules. (May sapat akong biswal sa pagsasagawa ng aking mga leksyon)	4.61	0.49	Always
5. I have a strong internet connection that could hold and sustain my lecture time. (Mayroong malakas na internet koneksyon hanggang sa	4.20	0.64	Often

<i>makatapos ako ng pagtuturo.)</i>			
Overall	4.47	0.40	Often

Legend: 4.50-5.00 - A Always 3.50-4.49 - O Often
2.50-3.49 - S Sometimes 1.50-2.49 - R Rarely
1.00-1.49 - N Never

Table 3 shows that majority of the respondents often have available instructional materials in delivering lectures, classes and sessions during post pandemic with the highest mean of 4.71. This clearly indicates that the respondents often have with the mean of 4.47 identified indicators with regard to Instructional materials available in order for them to deliver lessons comprehensively. Educators should have enough instructional materials to initiate learning in both physical and virtual classrooms. Relating to the study of Kadzera (2006), these instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves, but they are means to an end.

Furthermore, the gathered responses states that the Private school teachers provides quality trainings, seminars, and workshops for the educators/teachers to be prepared in preparation of the instructional materials. In addition, private school are investing to e-learning and instructional materials that are essential since they help the teachers and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways.

Table 4. Perceived Post Pandemic Adjustment of Private School Teachers in Hybrid Teaching in terms of Physical Learning Mode

Statements	Mean	Standard Deviation	Verbal Interpretation
1.) My classroom set-up is conducive for learning. (Ang aking silid-aralan ay nakakatulong sa pagkatuto ng aking mga mag-aaral.)	4.27	0.67	Often
2.) I am satisfied with the number of students I am handling. (May sapat na dami ng mag-aaral ang aking tinuturuan)	4.41	0.71	Often
3.) I am Comfortable in delivering my lecture in my classroom. (Maginhawa kong naisasagawa ang mga pagtatakay sa loob ng silid-aralan.)	4.25	0.67	Often
4. I have an enough space to initiate collaboration among my students. (May sapat akong espasyo para sa pagtutulungan ng aking mga estudyante tungo sa kanilang pang grupong gawain.)	4.32	0.61	Often
Overall	4.31	0.53	Often

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often
 2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely
 1.00-1.49 - **N** Never

Table 4 shows that the majority of the respondents often prepared with regards to accommodating students/learners in the physical classroom with the highest mean of 4.41 identified that the number of students accommodated is enough to deliver a comprehensive lecture in the physical classroom. In addition, the table shows that the private school teachers are comfortable and have enough space for the learners to be in the physical classroom when permitted. With 4.31 as the overall mean, it states that teachers in the private school are prepared, provided, and assisted in making sure that the physical classroom is conducive for learning, comfortable and has enough space for the learners and teachers to function accordingly in the hybrid teaching during post pandemic. (Van der Linden and Duffy, 2000; Tynjälä, Välimaa and Sarja, 2003.) We as a society of politicians, citizens, parents, teachers and company representatives strive for different learning outcomes to meet the demands from the knowledge-based economy as part of changing demands in society in general. Educational institutions seek to facilitate the process of learners to become competent, lifelong learning professionals able to cope with societal developments. To do so, established educational practices are fundamentally changing their relationship with their environments.

Table 5. Perceived Post Pandemic Adjustment of Private School Teachers in Hybrid Teaching in terms of Virtual Learning Mode

Statements	Mean	Standard Deviation	Verbal Interpretation
1.) My virtual classroom is conducive for learning. (Ang aking bertwal na silid-aralan ay kaaya-aya sa pagkatutuo ng aking mga estudyante.)	4.21	0.59	Often
2. I am satisfied with the number of students I am handling in the virtual room. (May sapat na dami ng mag-aaral sa loob ng bertwal na silid-aralan.)	4.34	0.51	Often
3. Comfortable in delivering my lecture in my virtual classroom. (Komportable sa pagtuturo ng leksyon sa loob ng bertwal na silid-aralan)	4.14	0.75	Often
4. Have enough application/ tools (Mentris, Quiz it,	4.14	0.72	Often

Wordwall) to initiate collaboration among students. (May sapat akong aplikasyon o kagamitan sa bertwal na silid-aralang naghihikayat ng pagtutulongan sa aking mga mag-aaral.)			
Overall	4.21	0.50	Often

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often
 2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely
 1.00-1.49 - **N** Never

Table 5 shows that most of the respondents are often prepared and adept with regards to satisfaction with the number of students handled in the virtual classroom with the highest mean of 4.34. This clearly states that the Private School Teachers in Laguna often have access, control and knowledgeable as they adjust to hybrid teaching during post pandemic. (Cao, Lietzau and Mann, 2021) revealed that the virtual classroom can stimulate and enhance collaborative student learning. Moreover, both teachers and students reported high levels of satisfaction as a result of productive shared contributions. (Cao et al.) stated that the virtual classroom effectively raises student satisfaction. It showed that students can learn more and achieve higher marks as long as they engage in synchronous virtual classrooms.

Table 6. *Perceived Post Pandemic Adjustment of Private School Teachers in Hybrid Teaching in terms of Schedule*

Statements	Mean	Standard Deviation	Verbal Interpretation
1.) I follow the time frame in teaching. (Sumusunod sa oras ng aking pagtuturo.)	4.21	0.78	Often
2.I am happy with the number of subjects I am handling per day. (Masaya sa dami ng asignatura na aking itinuturo sa isang araw.)	3.89	0.76	Often
3. I can still perform despite the arrangement of my subject	3.89	0.76	Often

per day. (<i>Nakakapagturo pa din sa kabila ng pagkakasunod sunod ng oras ng aking pagtuturo</i>)			
4. I am ready in the changes of schedule when necessary. (<i>Handa sa pagtuturo sa dagliang pagkakabago ng oras ng pagtuturo kung kinakailangan.</i>)	3.82	0.74	Often
5. I have enough time to prepare both physical and virtual classroom. (<i>May sapat na oras sa paghahanda sa pagtuturo sa pisikal at bertwal na silid-aralan</i>)	3.70	0.69	Often
Overall	3.90	0.60	Often

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often
 2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely
 1.00-1.49 - **N** Never

Table 6 presents overall mean of 3.90 with a verbal interpretation of often adjusted on the schedule as to hybrid teaching during post pandemic. This implies that private school teachers could follow given schedule, can work even when there is a sudden change in schedule and have enough time in preparation both physical and virtual classroom. With the highest mean of 4.21 with verbal interpretation of often under the indicator of following time frame in teaching, states that even in the hybrid set-up, teachers could still follow the schedule based on the competencies required during the day. This is because private school principals, owners and administrators gave an ample time and also considered working hours and the choice of working hybrid for the mean time and to actually focus on what was needed as of the moment. It also implies that the administrator is listening to their employees' needs. According to Downing and PeckhamHarding, (2012) An effective classroom schedule combines basic structure with enough flexibility to allow the teacher to respond to unanticipated events that may occur during the school day, ranging from assemblies to episodes of extreme behavior problems. Schedules should align with the way the individual classroom instruction is organized throughout the day and include those events over which teachers have little control, such as recess, lunch, or physical education (Gartrell, 2021; Kerr & Nelson, 2022). For example, after recess or a physical education class, there might be a specified transition time built into the schedule to allow students to calm down and

prepare for a quiet activity that might follow. Once a daily schedule is set, teachers should regularly review and modify it to diminish the occurrence of conflicts caused by problems with the environment or activities in which the students are engaged (Gartrell, 2001).

Part 3. Perceived Stress Scale of Private School Teachers

Table 7. Perceived Psychological Stress of Private School Teachers in terms of Emotional Stress

Statements	Mean	Standard Deviation	Verbal Interpretation
1. In the last month, how often have you been upset because of something that happened unexpectedly?	2.93	0.74	Fairly Often
3. In the last month, how often have you felt nervous and stressed?	2.73	0.70	Fairly Often
7. In the last month, how often have you been able to control irritations in your life?	2.38	0.59	Sometimes
9. In the last month, how often have you been angered because of things that happened that were outside of your control?	2.59	0.68	Fairly Often

Overall	2.66	0.39	Fairly Often
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Legend: 4.50-5.00 - A Always 3.50-4.49 - O Often
2.50-3.49 - S Sometimes 1.50-2.49 - R Rarely
1.00-1.49 - N Never

Table 7 exhibited above, show the scores corresponding to the research's thirty respondents and the level of psychological stress in the Emotional Stress indicator interpreted from each response. The scores of the private school teacher participants in the statements number 1,3, 7 and 9 will identify their Psychological stress in the Emotional Stress context. With the overall mean of 2.66 with the verbal interpretation of Fairly often, it states that private school teachers experienced fairly often stress in the category of Emotional Stress in the Psychological Stress. In addition, participants highest mean in the Emotional stress is 2.93 which gives a verbal interpretation of fairly often in the indicator of *how often have you been upset because of something that happened unexpectedly*. Followed by *how often have you felt nervous and stressed* with a weighted mean of 2.73 with verbal interpretation of fairly often, followed by *how often have you been angered because of things that happened that were outside of your control* with a weighted mean of 2.59 with verbal interpretation of fairly often and lastly *how often have you been able to control irritations in your life* with a weighted mean of 2.38 with a verbal interpretation of fairly often.

As teachers returned to instruction for the 2020- 2021 school year, many returned to drastically different learning environments, routines, and instructional approaches. Teachers faced new requirements for instruction, job expectations, and classroom environments. Districts pushed teachers to learn new virtual instruction pedagogy and platforms and made teachers the first resource for parents who had questions and concerns about district instructional technology, safety protocols, and instructional practices. With changes to instructional approaches, teachers, schools, and districts faced many challenges when providing hybrid and virtual teaching. These challenges included technology issues for students who may not have internet access or access to proper technology (Simmons, 2020), teachers incorporating new approaches to planning and instruction (Honigsfeld & Nordmeyer, 2020), and requiring teachers to learn new technology platforms (Wiggins, 2020).

Table 8. Perceived Psychological Stress of Private School Teachers in terms of Cognitive Stress

Statements	Mean	Standard Deviation	Verbal Interpretation
4. In the last month, how often have you felt confident about your ability to handle your personal problems?	2.20	0.67	Sometimes
6. In the last month, how often have you found that you could not cope with all the things that you had to do?	2.32	0.74	Sometimes
8. In the last month, how often have you felt that you were on top of things?	2.55	0.63	Fairly Often
Overall	2.36	0.35	Sometimes

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often
 2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely
 1.00-1.49 - **N** Never

Table 8 exhibited the responses of Private school teachers in terms of their Cognitive stress measured by the PSS-10. The overall mean of 2.36 with verbal interpretation of Sometimes, states that the private teachers experienced stress sometimes. 2.55 being the highest mean in the *how often have you felt that you were on top of things* with verbal interpretation of Fairly Often, followed by 2.32 mean with verbal interpretation of Sometimes and lastly *how often you have felt confident about your ability to handle your personal problems* with mean of 2.20 with verbal interpretation of sometimes. It clearly states that private school teachers experience Cognitive stress sometimes in adjusting to hybrid teaching during post pandemic.

As the needs arise for the teachers to deliver the lessons in the normal way, it leads them to experience Cognitive stress, wherein the time did not allow them to cope appropriately as they are expected to deliver from scratches.

As stated by Chew and Cerbin, (2021), teachers must manage a complex variety of cognitive factors in order to help their students learn. As educators transitioned from online to hybrid teaching and it requires to meet the nine cognitive challenges such as Student mental mindset, Metacognition and self-regulation, Student fear and mistrust, Insufficient prior knowledge, Misconceptions, Ineffective learning strategies, transfer of learning, Constraints of selective attention, and Constraints of mental effort and working memory to effective teaching.

Table 9. Perceived Psychological Stress of Private School Teachers in terms of Perceptual Stress

Statements	Mean	Standard Deviation	Verbal Interpretation
2. In the last month, how often have you felt that you were unable to control the important things in your life?	2.79	0.73	Fairly Often
5. In the last month, how often have you felt that things were going your way?	2.34	0.64	Sometimes
10. In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.70	0.74	Fairly Often
Overall	2.61	0.46	Fairly Often

Legend: 4.50-5.00 - **A** Always 3.50-4.49 - **O** Often
 2.50-3.49 - **S** Sometimes 1.50-2.49 - **R** Rarely
 1.00-1.49 - **N** Never

Table 9 showed the responses of Private School Teachers in the PSS-10 under perceptual stress. With overall mean of 2.61 with verbal interpretation of Fairly Often. Moreover, it clearly states that the private school teachers are experiencing stress fairly often in the indicator of Perceptual stress. 2.79 being the highest mean with verbal interpretation of fairly often in the indicator of *how often have you felt that you were unable to control the important things in your life*, followed by 2.70 with verbal interpretation of Fairly often in the indicator of *how often have you felt difficulties were piling up so high that you could not overcome them and* lastly the mean of 2.34 with the verbal interpretation of Sometimes in the indicator of *how often have you felt that things were going your way*.

Stacey and Gerbic (2008) discuss that faculty's needs and concerns were not documented properly, specifically the hindrances they experienced using blended teaching approaches. Scholars believe that faculty's perceptions, particularly exploring their teaching and learning satisfaction, towards blended/hybrid learning are crucial elements that must be explored. Individuals actively create their own meanings through constructing their personal experiences and resolve the conflicts through experiencing the world.

As stated by the study of Tim Pressley, (2022), during the 2020-2021 school year, the COVID-19 pandemic

pushed many school districts to implement alternative teaching approaches including, socially distanced classrooms with hybrid teaching schedules or all virtual instruction. Predictor variables for teacher stress included COVID-19 anxiety, current anxiety, anxiety communicating with parents, and administrative support. Additionally, the results included short answer responses to provide teacher perspectives on the study's variables. Based on the results, teachers need support during this unprecedented time. Support might include instructional, technology, or emotional support from school administrators or districts. Covid drastically impacted society as a whole and moved K-12 schools to a virtual format. As teachers returned to instruction for the 2020-2021 school year, many returned to drastically different learning environments, routines, and instructional approaches. Teachers faced new requirements for instruction, job expectations, and classroom environments. Districts pushed teachers to learn new virtual instruction pedagogy and platforms and made teachers the first resource for parents who had questions and concerns about district instructional technology, safety protocols, and instructional practices. With changes to instructional approaches, teachers, schools, and districts faced many challenges when providing hybrid and virtual teaching. These challenges included technology issues for students who may not have internet access or access to proper technology ,teachers incorporating new approaches to planning and instruction and requiring teachers to learn new technology platforms .In addition to technology and instructional issues, teachers also struggled to get students to engage during virtual instruction and faced high absenteeism rates for students during virtual instruction periods .With all the new challenges and COVID-19 policies teachers faced, it is important to understand their impact on teachers who taught hybrid and virtually fall 2020. Though the new challenges and demands may have been necessary to return to school during COVID, they added to teachers' already full workloads, which even before COVID-19 impacted teacher stress. Furthermore, with all the new demands teachers faced coming back to the classroom during the COVID-19 pandemic, they also faced the possibility of new stressors such as the threat of catching COVID-19, developing new lessons to meet new requirements, implementing COVID-19 safety protocols, and implementing district technology requirements. With the new challenges teachers faced during the COVID-19 pandemic, it is crucial to understand how they may impact teacher stress.

Part 4. Relationship between Psychological stress of Private School Teachers and the Adjustment to Hybrid Teaching

Table 10. Test of Significant Relationship Between Psychological Stress of Private School Teachers and Hybrid Teaching

Hybrid Teaching	Psychological Stress
1. Instructional Materials	-0.121
2. Physical Learning Mode	-0.087
3. Virtual Learning Mode	-0.016
4. Schedule	0.0167

*. Correlation is significant at the 0.01 level (2-tailed).

Table 10 depicts that hybrid teaching has no significant relationship with Psychological stress ($r = -.016$, $p < 0.01$) It implies that Hybrid Teaching did not brought Psychological Stress to Private school teachers. They were given enough instructional materials to be used in handling hybrid classes. In addition, they were given a lessened screen time that was compensated by the E-learning activities provided by the school. It was easier to monitor students by using the Applications providers used in the transition to hybrid teaching.

It was also stated by Mosleh, (2022) that the transition to remote education imposed mental burdens and stress on faculty members. Supportive professional development strategies to enrich faculty with online teaching skills are urgently required.

Moreover, Ryan, stated that Previous studies have examined a wide range of potential variables that impacted teacher stress, including the school environment, classroom factors, and instructional factors, (2017). However, he stated that other stress models also included pressure and demands, teachers' ability to cope with demands, and teacher burnout.

Part 5. Relationship between Psychological Stress of Private School Teachers in Laguna and the Post Pandemic

Table 11. Test of Significant Relationship Between Psychological Stress of Private School Teachers and The Post Pandemic

Post Pandemic	Psychological Stress
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1. Risk Awareness	-0.169
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2. Health Dilemma	-0.111
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*. Correlation is significant at the 0.01 level (2-tailed).

Table 11 depicts that hybrid teaching has no positive significant relationship with Psychological stress ($r = -.0111$, $p < 0.01$) It implies that Health Dilemma is one source of Psychological Stress of Private School Teachers but not merely affect their post adjustment to hybrid teaching. It also implies that there is no positive relationship between Psychological Stress and Health Dilemma of Private School Teachers During Post Pandemic.

Moreover, Private school teachers are worrying about their health and their family as they adjust to hybrid teaching during post pandemic. In addition, it makes them worried to attend not only to the medical bills but also their ways of handling the situation but not enough to bring Psychological stress among themselves. In addition, some Private School Administrators made an adjustment to the annual budget that allows medical portion to expound budget as the needs arise like the vitamins and the testing kits to make sure that their teachers are well taken care off. Moreover, teachers were provided with immunization and vaccines to make sure that they are provided with the best medical assistance available in the area.

As stated by Timothy Presley, (2022), educators and facilitators have worries about their family's situation as they go out of their households. There is a big tendency for them to bring the virus home. It was also stated that the virus has evolved into different symptoms that seemed less of a problem that can turn into a big picture. As the economy arises, medical bills also requires an amount of money in order to assure health protection both to the teachers and to their families.

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