Extent of Learning Resources Development In Relation to Teachers'Level of Mental Health and Stress

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ABSTRACT: Teachers' stress levels and mental health are crucial aspects that help them holistically manage and lead their classrooms. This quantitative study determined the impact of mental health and stress levels among Criminology faculty in relation to their learning resource development. It was conducted at the selected schools in the province od Zamboanga del Sur that offers a Criminology program. There were 108 criminology faculty who served as the study's respondents and were chosen through purposive sampling. The instruments used in this study were the Mental Health Survey, Stress level Questionnaire, and Learning Resource Development. The findings showed that the level of mental health among the Criminology faculty was high. The level of stress among the Criminology faculty was average. Therefore, the level of learning resources development among the Criminology faculty was very high. Mental health is no significant relationship to learning resource development. However, well-being and positive mental health are highly significant in learning resource development. The level of stress is no significant relationship to learning resource development. Positive mental health is a significant predictor of learning resource development. Thus, anxiety and stress do not predict learning resource development. It is recommended that further studies be c onducted using strong qualitative tools to investigate the level of stress and mental health related to learning resource development.

KEYWORDS*:* criminology faculty, learning resource development, teachers' mental health, teaching proficiency, teachers' stress level

I. INTRODUCTION

Teachers' stress levels and mental health are crucial aspects that help them holistically manage and lead their classrooms. Teachers are on the front lines of delivering their curriculum, services, and skill mastery to the learners. Even though schools must still prepare to use distance learning (Asio and Bayucca, 2021), the teaching process must continue. They participate in workshops and training sessions and receive technical support from mentors and specialists to enhance their teaching skills, be well-prepared for school-related activities, and become all-around learners' developers. Teachers' professional and personal backgrounds make up their innate skills for teaching in the twenty-first century. The state must consider their physical, mental, social, and psychological well-being because they will work with students with various needs. Education officials must ensure they know their perspective on learning, improved skills, and technical proficiency (Embse et al., 2019). They should be able to think clearly and be under enough stress to function.

Through school-based mental health programs, instructors with good mental health assist students with excellent learning and development experiences. Cowan (2018) claims that there is a greater need to enhance school-based mental health and school psychologists' skills as they are crucial to offering teachers high-quality, evidence-based services. Similarly, instructors' stress management amplifies the effects of controlled stress. However, according to a study by von der Embse et al. (2019), instructors have reported high levels of stress and burnout due to the increasing pressure from test-based accountability procedures, making stress interventions a crucial first step toward minimizing negative effects. The study's findings showed that behavioral, cognitive-behavioral, and mindfulness-focused therapies were the most successful ones.

Teachers deal with a lot of paperwork and workload. Teachers and government employees are overworked and under extreme pressure (Terrazola, 2018). This serves as additional evidence that public school instructors are overloaded with work-related responsibilities like reports, lesson plans, school designations, and other related tasks in addition to their daily six hours of instruction. This working environment causes teachers' performance to fall short of the aim of above Proficiency Level. Due to the

heavy workload, teachers are forced to neglect their teaching duties in favor of their numerous other jobs and obligations (David et al., 2019).

Farros (2019) confirmed that technology had revolutionized various forms of teaching and learning, including inter-communication learning, the e-economy, and even technological and pedagogical concerns in education. Enhancing the educational experience is inextricably linked to pedagogical knowledge and its application to current online learning. One of the biggest flaws of the traditional approach to education is that the lesson methodology should catch their attention and contain as little unnecessary information as possible. According to Zotti (2017), numerous teachers underlined the significance of flexibility while providing a few synchronous sessions. Furthermore, several instructors emphasized the importance of mixing real-time and time-independent engagement. Many educators in underdeveloped nations like the Philippines are concerned about integrating information and communication technology (ICT) into teaching and learning. Recognizing the increased influence of technology, teacher education institutes are attempting to modify their educational programs and classroom facilities to close the technology gap in teaching and learning. However, according to school leaders, game-based learning and flipped learning environments are still in their infancy. This restructuring process needs the proper integration of technology into an existing setting to supply learners with what they need. With specific knowledge, promote meaningful learning, and increase profession. Furthermore, most educators believe ICT can improve student learning outcomes (Chang and Wu, 2021).

According to the evaluated literature, the major goal of this study is to examine how instructors' stress levels and mental health affect the creation of learning resources. Additionally, it looked into the connection between learning resource development, teacher stress, and mental health. The overload due to the increased enrollment of faculty may be stressful and affect their positive state of mind; hence this study was conducted. Finally, the researcher hopes that the study's findings will give insight to the College Dean that overwork or stress may affect how the faculty develops resource materials. Poor resource material will also affect the faculty's teaching and students' learning. Therefore school administrators may create management plans and interventions to address their instructors' mental health and stress levels as they create learning resources.

II. METHODS AND MATERIALS

This study utilized the quantitative approach using the correlational design. It has made some inferential analysis on the significant relationships of the dependent variables as influenced by the independent variables. This correlational research design explored the interrelationships among variables of interest without any active intervention on the researcher's part (Quaranta, 2017). This design examined the self-belief in mental health and stress level of Criminology faculty towards learning resources development in selected higher education institutions.

This study was conducted at the selected schools offering Bachelor of Science in Criminology in the province of Zamboanga del Sur. The respondents of this study were the 108 Criminology faculty members, both full-time and part-time, in selected higher education institutions in the province of Zamboanga del Sur. They were selected through complete enumeration sampling. The following were the inclusion criteria: 1)are those who teach Criminology subjects; 2) those faculty who teach online and face-to-face; and 3) are willing to participate in the study.

The following instrument were used in gathering the data.

A. The Mental Health Survey. It is an adopted instrument proposed by LifeRicks (2018) and was used to determine the level of the teachers' mental health in terms of sleep, well-being, positive mental health, and bouncing back. The pilot test yielded a Cronbach's Alpha of 0.813. In determining the level of the respondents mental health, of self-belief, the following scale was used: *B. Stress level Questionnaire*. It is an adopted instrument proposed by Chan and La Greca (2013) that was used to determine the level of stress of the faculty members. The pilot test yielded a Cronbach's Alpha of 0.925. In interpreting the level of self-belief, the following scales was used: *C. Learning Resource Development Questionaire*. It is an adopted instrument proposed by Jimenez (2021).

The paper passed through the Ethics Board in necessary forms were filled out, including but not limited to the Ethical Review Assessment form, Informed Consent Assessment, and Technical Review of the Research Proposal. Then, the purpose of the study was conveyed to the Criminology faculty members before they gave their full consent to participate as respondents. The study used the following statistical tools in analyzing the data gathered: Mean and Standard Deviation were used to determine the mental health and stress level and the learning resources development of the Criminology Faculty members. Pearson Product – Moment Correlation Coefficient was used to determine the relationship of thefaculty members mental health, and stress level to learning resources developmen. Linear Regression Analysis was used to determine the predictors of different the faculty members' learning resources development.

III. RESULTS AND DISCUSSION

Level of the Respondents' Mental Health Table 1 presents the data on the level of the respondents' mental health in terms of sleep, well-being, positive mental health, and bouncing back. The table shows a high level of mental health (M= 3.55 and SD= 0.64). Criminology faculty frequently found themselves in situations where they were under pressure not only in teaching but also

overloaded paper works. Despite this, they were able to overcome it, demonstrated a positive outlook in their work, and were driven by their passion for teaching. They could still achieve their objectives despite their overburdened workloads and responsibilities.

The finding also suggests that Criminology faculty struggle with mental health, like other workers do. The demands and obligations imposed on them at home and in the classroom affect their mental state, like they cannot get enough sleep or wake up in the middle of the night or even have bad dreams. Despite these, they are optimistic about the future and expect more good things. Peters and Pearce (2018) stressed the importance of the positive mental health of teachers; thus, it will affect the quality of teaching they provide to the learners.

In a study, Rethinam and Ismail (2018) defined the quality of working life as workplace effectiveness that can increase employees' well-being and job satisfaction. By offering numerous chances for growth and self-development, the quality of a teacher's working environment can determine how well the structure of a school and the working environment can support and meet the psychological, social, political, and economic needs. Therefore, to improve the quality of teachers' working lives, schools must contribute to creating a better and more effective working environment. Maslow (1954), on the other hand, asserted that many employees, regardless of their standing or position within an organization, might be affected by their unhappiness with the quality of their working lives.

This findings that Criminology faculty members, even with many challenges, can still help themselves cope, especially during the pandemic, given that they have many things to do and many expectations to meet both work and their personal life. Teachers are resilient. They were able to bounce back quickly after hard times. As many studies perceive, this kind of job is already exposed to many stressors. Due to its unique nature, it is also a job with high social expectations and family pressures. The implementation of numerous educational reforms has increased teachers' workload and put them under more stress, resulting in various mental health issues that impact teachers.

Table 1 Level of the Respondents' Mental Health

Construct	WM	StDev	I
Sleep	2.83	0.6569	Average
Well-Being	4.12	0.4717	High
Positive Mental Health	4.06	0.5407	High
Bouncing Back	3.19	0.6685	Average
Total	**3.55**	**0.64**	**H**

Legend: 4.21-5.00 Very High (VH) 3.41-4.20 High (H) 2.61-3.40 Average (A) 1.81-2.60 Low (L) 1.00-1.80 Very Low (VL)

Level of the Respondents'Stress

Table 2 presents the level of the respondents' stress (M= 3.15 and SD = 0.5256). The result showed that the stress level is average, which implies that the faculty might feel upset sometimes. However, even though they could not control important times in life, they still maintained positive attitudes. Sometimes they felt doubtful about their decision but simultaneously found that they could cope with all the things they had to do and thought things were going their way.

The increased risk of burnout associated with teaching is attributed to the job's high level of stress and its many stressors. Teachers face a variety of stresses at work, including work overload, numerous demands, emotional labor, and a lack of psychological safety (Schonfeld et al., 2017). The study on the impact of spirituality and occupational stress among middle school teachers by Cook and Babyak (2019) emphasized how teachers' spirituality scores as measured by the Daily Spiritual Experience Scale significantly predicted their stress levels related to time management and their jobs. Outdoor adventure-based activities should offer chances to escape daily difficulties since they can lower physiological and psychological stress levels (Chang et al., 2019).

Teachers should be provided enough room to develop stress management techniques and better themselves as essential academic environment catalysts. Teachers endure stress as other professionals do and avoid using coping mechanisms, affecting their work performance. To prevent long-term issues in one's professional and personal life, it is crucial to understand and manage the negative impact of stress on one's health and academic performance (Gustems-Carnicer et al., 2019). A teacher experiencing unpleasant, negative feelings like anger, anxiety, tension, frustration, or despair due to some aspect of their job as a teacher is said to be under stress.

In the study of Jain (2021), the never-ending and intense effort was a trait of this job, and that teaching involved significant role demands. It was discovered that diligent and committed educators took on numerous extra work because they wanted to give the learners their all. Thus, their constant work demands, the added responsibilities of their teaching roles, and, to some extent, their urge to give the students all contributed to their work overload. Time-related constraints and obligations, such as working long hours, working on weekends, working during breaks, and working during school holidays.

Extent of Learning Resources Development In Relation to Teachers'Level of Mental Health and Stress

According to Spilt et al. (2019), it was evident that the primary function of teaching was satisfying and rewarding. Teachers internalize mental representations of teacher-student relationships, which serve as a framework for guiding responses and ultimately impact teacher well-being. Thus, teachers have a basic need for relatedness with the students in their class. This inherent fulfillment from doing what one does best—working with children—seemed to help manage the demands and tensions of the job.

This implies that respondents found it challenging to balance work requirements and personal life leading to stress. The profession's capacity to be a source of fulfillment and motivation led to constructive methods for managing job demands. It was connected with a strong wish to continue teaching. They are showing that teachers were considered the most resilient person during this time of the pandemic. They have evolved to cope with the challenge of the crisis.

Table 2 Level of the Respondents' Stress

Variable	WM	StDev	I
Level of Stress	3.32	0.5256	Average

Legend: 4.21-5.00 Very High (VH) 3.41-4.20 High (H)1.81-2.60 Low (L) 2.61-3.40 Average (A) 1.00-1.80 Very Low (VL)

Level of the Respondents' Learning Resources Development

Table 3 presents the data on level of the respondents' learning resources development. The respondents generally showed a very high level (M= 4.52 and SD = 0.573) on learning resources development. This findings means that the Criminology faculty possessed the required pedagogical skills in developing learning resources to deliver the program of instructions, where they had to cope with the demands of their jobs even during this challenging time. Therefore, teachers devised strategies that would make their learning objectives doable and aligned them to learning activities; they delivered the instructions to the students that would allow them student to learn the activities and solve problems on their own and assess the performance-based task of the students using rubrics, interpreting the scores and thereby utilizing the test results to improve their teaching approach despite minimal/unavailability of technologies and connectivity.

The combination of traditional teaching and online learning showed a smooth transition in an educational system where the learner and teachers were given time to cope and get oriented with the new mode of teaching and learning activities. Al-Balas et al. (2020) stated that with the availability of a technological arena, such as educational platforms and online educational tools, teachers and students need more support while using these tools. Particularly now since the position of the teacher is changing quickly and challenging in many ways compared to when learning exclusively happened in person. With the rapid advancement of technology, online education possibilities have considerably grown. This situation makes online learning delivery more convenient to propose and accept. During the delivery of teaching, these types of education retain the physical separation of location and time for teachers and pupils. It makes use of a variety of platform technologies to make student-teacher interaction easier (Friedman, 2019)

Contrary to the result, in the study of Thomas (2020), the teachers claimed that developing learning resources skills and exploring collaborative knowledge required much time to be strengthened and equipped. Still, they frequently needed more time to create materials resulting from their regular teaching responsibilities and additional need to pay more attention to late assignments. In addition, teachers were adamant about reducing their workloads and paperwork. According to a study by Friedman (2019), most teachers were reluctant to use many of the highly valuable materials because of a variety of factors, such as crowded classrooms, a lack of technological expertise, a lack of preparation time, time constraints related to the curriculum, a heavy workload, burnout,

To enhance people's lives, the Philippine government is always working to raise the standard of education in all academic fields. Although there are many obstacles and detractors, the government still seeks quantifiable learning procedures to accomplish desired learning outcomes by promoting various educational innovations, trends, and competitiveness (Jimenez, 2020). Although developing learning resources may take some time and sacrifices, used by learners effectively helps them to master learning competencies.

Fisher (2022) claimed that researches have been done on the role of student assessment in higher education teaching and learning. Student evaluation is an essential component of the teaching and learning process. It is vital for teachers, whether at the undergraduate or graduate level, to measure their teaching effectiveness by analyzing the quantity of material that students in the classroom are receiving. As a result, faculty can utilize their pedagogy to institutionalize good teaching practices and modify bad ones.

According to the Ministry of Education, New Zealand Teachers can use assessment to develop and alter teaching and learning programs, particularly the lessons for individual students, groups of students, and the entire class. Identify students' strengths, provide precise instructions on improving them, and recognize and address children's learning requirements straightforwardly and positively.

Extent of Learning Resources Development In Relation to Teachers'Level of Mental Health and Stress

The results indicate in Table 3 implies that teachers have a high degree of pedagogical understanding for developing an aligned learning resource arched to CHED learning competencies. Thus, they grab students' attention before classes begin and keep it throughout the lesson discussion. A greater level of learning resource development is required to give teaching in the classroom, create realistic goals, and grade students' performance in activities. These learning resources the learners use effectively can help t master learning competencies. Moreover, materials are developed to facilitate the delivery of the lessons.

Table 3 Level of the Respondents' Learning Resources Development

Variable	WM	StDev	I
Level on Learning Resource Development	4.52	0.5703	Very High

Legend: 4.21-5.00 Very High (VH)   3.41-4.20 High (H)1.81-2.60 Low (L) 2.61-3.40 Average (A) 1.00-1.80 Very Low (VL)

Significant Relationship between the Level of the Respondents' Mental Health
and Learning Resource Development

Table 4 presents the significant relationship between the level of the repondents' mental health as to sleep, well-being, positive mental health, and bouncing back and learning resources development. The data in the table showed no significant relationship between the two constructs; thus non-rejection of the null hypothesis, and the other two constructs rejected the null hypothesis. Regarding sleep and bouncing back, the result shows that the p values are greater than the 0.005 level of significance. Therefore, the null hypothesis in terms of sleep and bouncing back was accepted. There was no significant relationship between respondents' level of mental health in terms of sleep and bouncing back with learning resources development. However, well-being and positive mental health are highly significant in learning resource development.

Teachers can innovate holistic learning resources in the classroom if they maintain and balance their well-being and positive mental health. In the study, Jain (2021) stated that although teaching is very demanding, teachers often feel burnt out, but they strongly intend to continue to teach because of the fulfilling reward they from the learners. These gave them positive approaches to coping with the workload they had. According to Kebritchi (2017), teachers internalize mental representations of their interactions with their pupils and have a fundamental need to feel connected to them. These representations serve as a foundation for decision-making. They ultimately impact teachers' well-being and positive mental health that gear them to develop good learning resource materials.

Teachers' well-being and positive mental health are key to their ability to create good learning resource materials. Unfortunately, some teachers need more motivation due to their busy schedules and paperwork (Redmond and Lock, 2019). Additionally, although some of them are enrolled in their post-graduate studies, others have family obligations to take into account and prioritize. Therefore, teachers have largely outlined why they cannot begin creating materials. However, in the contemporary era of educational reform, teachers are required to exhibit and possess 21st Century Skills through the use of Information and Communication Technology (ICT), which assist in delivering each learning competency to the students. Therefore, to facilitate teaching and learning, teachers are needed to provide instructional technology.

The conviction in one's abilities, skills, and knowledge to successfully execute the behavior or activities is required to generate the intended results, whereas outcome expectancy is a person's estimate of the anticipated consequences or effects of doing a task at the self-expected level of performance. It implies that school heads may institutionalize and intensify seminars and webinars in accordance with continuing program development programs for faculty members, developing their coping mechanisms for teaching-learning gaps and boosting their self-esteem to heighten their teaching proficiency.

Table 4 Significant Relationship between the Respondents' Level of Mental Health and on the Learning Resource Development

Variable	r-value	p-value	Decision
Level of Mental Health as to Sleep and on the Learning Resource Development	-0.09	0.848	Do Not Reject Null Hypothesis
Level of Mental Health as to Well-being and on the Learning Resource Development	0.374	0.00**	Reject Null Hypothesis
Level of Mental Health as to Positive Mental Health and on the Learning Resource Development	0.591	0.00**	Reject Null Hypothesis

Extent of Learning Resources Development In Relation to Teachers'Level of Mental Health and Stress

Level of Mental Health as to Bouncing Back and on the Learning Resource Development	0.171	0.077	Do Not Reject Null Hypothesis

Ho₁: There is no significant relationship between the respondents' level of mental health and on the learning resource development.

Legend: 0.00-0.01** Highly Significant ; 0.02-0.05* Significant ; above 0.05 Not Significant

Significant Relationship between the Respondents' Level of Stress
and on the Learning Resource Development

Table 5 presents the significant relationship between the respondents' stress levels and learning resource development. It shows that the p-value is greater than 0.05, which means the stress level did not produce enough results to attain a significant relationship to the learning resource development among Criminology faculty. Therefore, regardless of the stress they experience at work, it does not necessarily affect their learning resource development.

The result supported by the study of Jimenez (2021) stating that although stress was high among teachers, it did not directly affect their development of learning materials aligned with the programs' competencies. Stress directly affected the teacher's lifestyle, directly affecting their well-being and positive mental health. The stress came from various places in the school setting and from resentment caused by the hurdles, restrictions, and frustrations of playing the role. It was clear that the job's high demands were related to moderate to high-stress levels; considering the severity of this disease, burnout could occur in extreme circumstances and could be cause for concern. In all health and well-being categories, teachers performed worse than school leaders, with burnout and stress being the most concerning results.

Corrente et al. (2022) found that work stress and burnout were linked to adverse psychological outcomes in a comparative investigation outcome, such as absenteeism, poor job satisfaction, quitting intentions, and dysfunctional coping. Teachers had much worse results than managers and doctors, including higher general stress and burnout levels, emotional tiredness, depression, job dissatisfaction, and absenteeism.

According to the findings of a German study, it also has a positive effect contrary to the general understanding of what stress is to the teachers depending on the level of stress they experienced. Hence, teachers had a healthier lifestyle and fewer cardiovascular risk factors; nonetheless, it was highlighted that mental and psychosomatic illnesses were more prevalent in teachers than in the general population.

Table 5 Significant Relationship between the Level of the Respondents'Stress and on the Learning Resource Development

Variable	r-value	p-value	Decision
Level of Stress and Level of Competency in Learning Resource Development	0.142	0.144	Do Not Reject Null Hypothesis

Ho₂: There is no significant relationship between the respondents' level of stress and on the learning resource development.

Legend: 0.00-0.01** Highly Significant ; 0.02-0.05* Significant ; above 0.05 Not Significant

Predictors of Learning Resource Development

The statistical result in Table 6 suggests that positive mental health ($\beta = 0.6238$, p = 0.00 is a significant predictor of learning resource development. Furthermore, the finding suggests that the more the faculty has a higher positive mental, the more they will be able to develop very satisfactory learning resource materials. Also, the enthusiastic faculty about completing their school responsibilities may develop effective and quality learning resources for classroom utilization.

The Regression equation results suggest that as the faculty's positive mental health increased and the learning resources development increased by 7.55. Additionally, for every increase in positive mental health among the faculty, their learning resource development also increases by 0.6238. The faculty-positive mental health variation towards learning resource development was explained using faculty-positive mental health and learning resource development for 34.37% ($r2 = 34.98\%$). The finding suggests that faculty positive mental health and learning resource development accounted for 65.02.

Teachers' mental health and stress levels are two important factors that allow them to become holistic classroom managers and leaders. Teachers are the frontlines of Higher Education Institutions in delivering their curriculum, services, and

skills mastery to the students. Their mental understanding should be sound, and their stress level must be tolerable (Jimenez, 2021). Teachers in higher education are confronted with a number of paperwork and workloads (Terrazola, 2018), such as reports, school designations, and learning resources development. Learning resource development requires a healthy mind and body and is free of distractions like anxiety and stress. Teachers need a clear mindset and psychological understanding to prepare and develop learning resource materials (Vci et al., 2017).

Table 6 Predictors of Learning Resource Development

Term	Coef (β	SE Coef	T-Value	P-Value
Constant	*1.991*	*0.338*	*5.89*	*0.00*
Positive Mental Health	0.6238	0.0826	7.55	0.00

R-sq: 34.98%

Adjusted $r^2 = 34.37\%$

Regression Equation: C1 = 1.991 + 0.6238 A3

Ho: Anxiety and stress are not predictors of learning resources development.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the following are the conclusions of the study: Most of the Facultys' mental health status is high regarding well-being and positive mental health. However, although they struggle with overloads, life still motivates them. The average degree of stress among the criminology faculty suggests that the faculty may occasionally feel unwell. Even though they felt powerless to influence crucial moments, they kept a cheerful outlook. Sometimes they had second thoughts about their choice, but they also discovered that they could handle everything that needed to be done and believed things were going their way. The faculty memberspossess the required pedagogical skills to develop learning resources to deliver the program of instructions and align it to the program competencies set by Commission on Higher Education. The mental health status of the Criminology faculty as to sleep and bouncing back do not affect their development of learning resources. However, well-being and positive mental health correlate with their learning resources development. The extent of development of the learning resources among the faculty is not affected by their stress level. The faculty who are enthusiastic about completing their school responsibilities developed effective and quality learning resources for classroom utilization.

From the results of the study, it is recommended that the criminology faculty continue attending different workshops, extensive training, webinars, orientation, advanced studies, and others to improve the quality of mental health, stress, and the teaching-learning process and anything related. Teachers should get enough hours of sleep per night to manage stress at work, maintain a healthy lifestyle, and have a healthy mind and body. They also engage in programs that can improve and promote a positive outlook despite the heavy workload that may create burnout resulting in poor learning delivery. To improve pedagogical skills in developing learning resources, educators may continue engaging in faculty development programs set by their institutions. Continue creating high-quality, timely, contextualized learning resources based on the most recent educational trends, especially in this era of the new normal. Thus, schools may also purchase more hands-on learning resources to strengthen technology integration into the curriculum and give teachers access to the internet. Higher education institutions keep developing programs and figuring out ways to suit the needs and welfare of students and professors. For instance, to improve faculty management regarding positive mental health and stress management, including instruction knowledge, oversee the proactive implementation of programs related to learning resources development that fit the program competencies.

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