

RECIPROCITY OF INTERNATIONAL RELATIONSHIP OF TEACHER AND MENTAL HEALTH IN THE POST COVID LANDSCAPE

Villamore, Pricess Joy¹

¹Researcher, The Rizal Memorial Colleges, Inc.

ABSTRACT

This purpose of the study was to determine the influence of interpersonal relationship on teacher's mental health in the post COVID landscape. A total of 115 teachers in the public elementary schools in Jose Abad Santos II District, Davao Occidental Division were identified through stratified random sampling. The study utilized a descriptive-correlation design. An adapted survey questionnaires were utilized which centered on interpersonal relationship and teachers' mental health. Mean, Pearson r , and regression analysis were used as statistical tools of the study. Results revealed on the extent of interpersonal relationship of teachers in the post landscape in terms of relationship with colleagues was always evident. In terms of relationship with principal was always evident. In terms of teacher-student relations is always evident. In terms of feeling of Trust is always evident. On the extent of teacher's mental health in the post COVID landscape in terms of self-esteem is always evident. In terms of resilience was always evident. In terms of stress is always evident. In terms of sleep was oftentimes evident. Clearly, the findings inferred a strong significant relationship between interpersonal relationship and teachers' mental health in the post COVID landscape. Based on the result of the analysis, the interpersonal relationship domains, namely: relationship with colleague, relationship with principal, teacher-student relations, and feeling of trust significantly influences teacher's mental health in terms of self-esteem, resilience, stress, and sleep in the post COVID landscape by registering a p -value of $<.05$ in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the four domains of interpersonal relationship, the teachers' mental health will increase by 2.849 holding other factors constant.

Keywords: Interpersonal relationship, relationship with colleagues, relationship with principal, teacher-student relations, feeling of trust, mental health.

1. INTRODUCTION

Teachers are at the forefront of delivering the curriculum, services, and skill mastery to students as mandated by the Department of Education (DepEd). They engage in various professional development activities such as workshops, training sessions, and receive support from mentors to enhance their teaching skills. The personal and professional backgrounds of teachers equip them with the necessary skills for teaching in the 21st century. It is essential for the state to consider their physical, mental, social, and psychological well-being, ensuring they are prepared to meet the diverse needs of their students. Excellent mental health is crucial for teachers to be effective leaders and managers in their classrooms.

In the current era of professional competence, escalating competition and deteriorating conditions pose threats to everyone. Health, encompassing mental and emotional stability in addition to physical well-being, remains a critical area requiring constant attention. Mental health impacts all aspects of human life, influencing personality, interactions with others, and self-perception.

Background of the Study

Mental health issues among teachers in elementary and senior schools are ongoing, with the COVID-19 pandemic exacerbating pre-existing problems. In Canada, a survey by the Canadian Teachers' Federation revealed that 69% of educators were concerned about their mental health during the pandemic. Similar concerns are evident in India and the Philippines. Studies have shown that poor mental health among teachers can lead to burnout and decreased job performance.

In the Philippines, teachers face significant workloads and paperwork, impacting their mental wellness. This burden of work-related responsibilities overshadows their primary duties of teaching, leading to performance issues. The study by Law-ay, Fermil, and Agod (2020) in Davao del Norte highlighted the mental health challenges faced by teachers during the pandemic, emphasizing the need for mental health professionals in educational institutions.

Despite the recognized importance of mental health for teachers, there is a lack of research on coping strategies for interpersonal relationship issues affecting teachers' mental health in the post-pandemic period. This study aims to investigate the correlation between interpersonal relationships and mental health to develop effective strategies for improving teachers' well-being.

2. REVIEW OF SIGNIFICANT LITERATURE

Interpersonal Relationship

Interpersonal relationships in the workplace, including relationships with colleagues, principals, and students, significantly influence teachers' mental health. Positive relationships contribute to job satisfaction, motivation, and a sense of belonging, whereas negative relationships can lead to job dissatisfaction, stress, and mental health issues.

Studies have shown that supportive relationships with colleagues and principals are linked to better work outcomes and mental health. Conversely, negative interactions can result in higher levels of job dissatisfaction, stress, and burnout. Building strong interpersonal relationships in the workplace is crucial for organizational performance and individual well-being.

Mental Health

Mental health encompasses emotional, social, and psychological well-being. It is essential for individuals to cope with everyday pressures, work productively, and contribute to their communities. Risk factors for poor mental health include social issues such as poverty, lack of support, and psychological factors like depression.

Self-esteem, resilience, stress, and sleep are key components of mental health. High self-esteem and resilience contribute to better mental health and well-being, while stress and poor sleep can negatively impact mental health. Understanding these factors is crucial for developing interventions to improve teachers' mental health.

Theoretical/Conceptual Framework

The conceptual model demonstrates the direct influence of interpersonal relationships on teacher mental health. The Relational-Cultural Theory (RCT) and Cognitive Dissonance Theory provide the theoretical basis for understanding this relationship.

Relational-Cultural Theory (RCT)

RCT posits that interpersonal relationships are crucial for mental health and development. Authentic, empowering, and accepting relationships contribute to a sense of self-worth and identity, while relationships lacking these qualities can lead to feelings of isolation and detachment.

Cognitive Dissonance Theory

According to this theory, inconsistencies between beliefs and behaviors cause psychological tension, prompting individuals to reduce the dissonance by altering one of the inconsistent elements. Chronic dissonance can lead to significant mental health issues such as stress, depression, and anxiety.

The conceptual framework illustrates the relationship between interpersonal relationships (independent variable) and teacher mental health (dependent variable). The framework hypothesizes that positive interpersonal relationships with colleagues, principals, and students, along with feelings of trust, positively influence teachers' mental health, enhancing self-esteem, resilience, and reducing stress and sleep problems.

Statement of the Problem

The main purpose of this study is to determine the extent of interpersonal relationships and teacher mental health in the post-COVID landscape. Specifically, it aims to answer the following questions

1. What is the extent of interpersonal relationships of teachers in terms of:
 - 1.1 Relationship with colleagues
 - 1.2 Relationship with principal
 - 1.3 Teacher-student relations
 - 1.4 Feeling of trust
2. What is the extent of teachers' mental health in terms of:
 - 2.1 Self-esteem
 - 2.2 Resilience
 - 2.3 Stress
 - 2.4 Sleep
3. Which domain of interpersonal relationships significantly influences teachers' mental health?
4. What predictive model can be generated from the regression analysis?

Hypotheses

The null hypotheses of this study, tested at a 0.05 alpha level of significance, are:

Ho1: None of the domains of interpersonal relationships significantly influence teacher mental health.

Ho2: There is no predictive model that can be generated from the regression analysis.

Significance of the Study

The findings of this study will benefit the following:

The Department of Education: To improve teachers' mental health through redesigned programs.

Teachers: To provide guidance on improving their mental health and seeking support.

Learners: To create a healthier learning environment leading to better student performance.

Future Researchers: To explore other variables affecting teachers' mental health.

Operational Definitions

Interpersonal Relationship: An affiliation or connection between two or more individuals working for the same company, aiming to achieve common goals.

Mental Health: A state of well-being where individuals achieve their potential, cope with challenges, work productively, and contribute to their community.

3. METHODS

This section discusses the study's techniques, including the research design, research respondents, research instrument, data gathering procedure, ethical considerations, and data analysis.

Research Design

To determine the extent of interpersonal relationships and teacher mental health in the post-COVID landscape, this study employed a quantitative descriptive methodology. A descriptive-correlation study strategy using Multiple Linear Regression was adopted. Descriptive studies typically aim to explain the present, and in some cases, they can demonstrate cause and effect correlations to some extent (Zelnick, 2010). This study described the extent of interpersonal relationships and teacher mental health using a descriptive design, while the association between these variables was investigated using a correlational methodology. The quantitative correlational study technique allowed for the assessment of the strength of the hypothesized connections between interpersonal relationships and teacher mental health, providing precision in the linear variables (Gall et al., 2015).

Research Respondents

The respondents were public school teachers from the Jose Abad Santos II District, Division of Davao Occidental, Region XI. A total of not less than 115 public elementary school teachers were selected using the purposive sampling technique, which enabled the researcher to identify individuals who could provide the necessary information based on their knowledge or experience (Lewis & Sheppard, 2006). The inclusion criteria required that teachers had been teaching in the public schools in the district for at least three years. The study focused on these teachers, without considering their rank status or performance ratings.

Research Instrument

Quantitative data were gathered using two adapted survey questionnaires, both subjected to content validity by a panel of experts and pilot tested for reliability. The first part of the instrument, the interpersonal relationship questionnaire, was adapted from the PISA (2021) teacher questionnaire and had a Cronbach alpha value of .832, indicating good reliability. The second questionnaire, developed by Jimenez (2021), measured the extent of teacher mental health and had a Cronbach alpha value of .967, indicating excellent reliability.

Interpersonal Relationship Questionnaire

The numeric and descriptive interpretation of the extent of interpersonal relationship in the post-COVID landscape are as follows: a range of means from 4.20 to 5.00 indicates a very high level, meaning interpersonal relationship is always evident; 3.40 to 4.19 indicates a high level, meaning interpersonal relationship is oftentimes evident; 2.60 to 3.39 indicates a moderate level, meaning interpersonal relationship is sometimes evident; 1.80 to 2.59 indicates a low level, meaning interpersonal relationship is seldom evident; and 1.00 to 1.79 indicates a very low level, meaning interpersonal relationship is never evident.

Teacher Mental Health Questionnaire

The numeric and descriptive interpretation of the extent of teacher mental health in the post-COVID landscape are as follows: a range of means from 4.20 to 5.00 indicates a very high level, meaning teacher's mental health is always evident; 3.40 to 4.19 indicates a high level, meaning teacher's mental health is oftentimes evident; 2.60 to 3.39 indicates a moderate level, meaning teacher's mental health is sometimes evident; 1.80 to 2.59 indicates a low level, meaning teacher's mental health is seldom evident; and 1.00 to 1.79 indicates a very low level, meaning teacher's mental health is never evident.

Data Gathering Procedure

The data gathering procedure involved several steps. First, the researcher submitted a survey request to the Dean of the Graduate School of Rizal Memorial Colleges and the Office of Division Superintendent to seek permission to conduct the study. After receiving approval, the letter was presented to the principals of the respondent schools. The next step was content validation and pilot testing of the questionnaires by a panel of experts. The experts assessed the

items based on specific criteria and provided their responses and comments. Pilot testing was then conducted on 30 teachers who were not part of the official respondents to assess the reliability of the instrument.

Following this, the administration and distribution of the questionnaires were carried out via face-to-face setup. Respondents were given enough time to answer the survey form, which was either handed personally or placed in a dropbox for collection. Upon completion, the questionnaires were retrieved, either personally or from the dropbox. Finally, the results were analyzed and interpreted using statistical treatments, including Mean, Standard Deviation, Pearson r, and Linear Regression Analysis.

Ethical Considerations

The study adhered to the ethical principles set forth by RMC's Research Ethics, focusing on social value, informed consent, risks and benefits, privacy and confidentiality, justice, transparency, qualification of the researcher, adequacy of facilities, and community involvement.

The social value of the study was highlighted by its aim to determine the association of interpersonal relationships with teacher mental health in the post-COVID landscape, benefiting various stakeholders including school administrators, teachers, and students. The informed consent process ensured that the study questions were clear and easily interpretable, and respondents were informed about their roles and responsibilities, with the option to withdraw at any time if they felt inconvenienced. The study posed minimal risks to respondents and ensured their safety, with the researcher taking precautions to mitigate any physical harm during data collection.

Privacy and confidentiality of information were maintained by ensuring that respondents' personal information was kept private and secured, adhering to the Data Privacy Act of 2012. The researcher treated all respondents equally, respecting their rights and providing tokens to compensate for their time. Transparency was maintained by orienting respondents on their roles, the methods used, and presenting findings objectively. The researcher was qualified to conduct the study, having completed academic units and passed the comprehensive examination, and had access to necessary facilities and resources. The study also emphasized community involvement, with findings shared to raise awareness about the importance of good mental health for teachers and its impact on student development.

Data Analysis

The statistical tools used to answer the research questions included Mean to assess the extent of interpersonal relationships and teacher mental health in the post-COVID landscape, and Linear Regression Analysis to determine the influence of interpersonal relationships on teacher mental health.

4. RESULTS

This chapter highlights the results and discussion of the study. The presentation starts from the descriptive analysis of interpersonal relationships and teacher's mental health in the post-COVID landscape, followed by the discussion on the correlation between the two variables. The presentation ends with the influence of the interpersonal relationship domains on the mental health of teachers in the post-COVID landscape.

Extent of Interpersonal Relationship of Teachers in the Post-COVID Landscape in Terms of Relationship with Colleagues

Relationship with colleagues involves peer colleague relationships, where people at the same organizational level provide advice, information, authority, and support. Good workplace relationships enhance engagement, productivity, and overall life satisfaction. Table 1 presents the data on the extent of interpersonal relationships among teachers in the post-COVID landscape in terms of relationships with colleagues. The mean scores of each indicator are shown in tabular and textual format, arranged from highest to lowest: "My colleagues seem to like me" (4.58, Very High), "I feel comfortable talking to my colleagues about my life outside of school" (4.57, Very High), "I get along well with my colleagues" (4.44, Very High), "I feel like I was left out of things at my school" (4.13, High), and "I feel awkward and out of place in my school" (3.87, High). The overall mean score was 4.32 (Very High), indicating that the extent of interpersonal relationships among teachers in terms of relationships with colleagues was always evident.

Based on the results, participants have good relationships with colleagues, feeling comfortable discussing personal matters despite some feelings of exclusion and awkwardness. This complexity in colleague relationships is supported by Byington (2013), noting that favorable relationships reduce stress and improve health, while unfavorable relationships can lead to negative outcomes such as depression and withdrawal (Beehr et al., 2000). Positive interactions with colleagues can lead to job satisfaction, trust, and organizational support, whereas negative interactions can result in conflict and reduced performance (Chiaburu & Harrison, 2008).

Extent of Interpersonal Relationship of Teachers in the Post-COVID Landscape in Terms of Relationship with Principal

The relationship between principals and teachers is crucial for effective school operation. Principals set examples, provide support, and foster trust, impacting teacher collaboration, job satisfaction, and instructional quality. Table 2 presents the data on the extent of interpersonal relationships among teachers in the post-COVID landscape in terms of relationships with principals. The mean scores are: "My principal shows appreciation for my work" (4.49, Very High), "My principal makes me feel welcome at my school" (4.30, Very High), "My principal treats teaching staff as professionals" (4.23, Very High), "My principal is interested in how I am doing" (4.18, High), and "My principal is aware of my needs" (4.13, High). The overall mean score was 4.26 (Very High), indicating that the extent of interpersonal relationships with principals was always evident.

Effective principal-teacher relationships can lead to positive outcomes such as teacher collaboration and support for administrative policies (Johnson & Short, 1998). Conversely, negative relationships can result in teacher isolation and conflict. Principals play a key role in providing feedback, mentoring, and supporting new teachers, which impacts teacher performance and student learning (Blase & Blase, 2003; Sias, 2009).

Extent of Interpersonal Relationship of Teachers in the Post-COVID Landscape in Terms of Teacher-Student Relations

A positive teacher-student relationship fosters mutual respect and trust, essential for student engagement and academic success. Table 3 presents the data on the extent of interpersonal relationships among teachers in the post-COVID landscape in terms of teacher-student relations. The mean scores are: "I would be excited to have my students in my class again in the future" (4.35, Very High), "I am genuinely interested in how my students are doing" (4.32, Very High), "If my students walked into my classes upset, I would be concerned about them" (4.29, Very High), "I enjoy teaching the students at my school" (4.25, Very High), and "The students at my school are respectful towards me" (4.19, High). The overall mean rating was 4.28 (Very High), indicating that the extent of teacher-student relations was always evident.

Studies have shown that teachers who have high expectations and show genuine interest in their students improve student performance and achievement (Barr & Parrett, 1995; Danielson, 2002). Positive teacher-student relationships are foundational for learning and can significantly impact student success and well-being (Bartlett, 2005; Sornson, 2021).

Extent of Interpersonal Relationship of Teachers in the Post-COVID Landscape in Terms of Feeling of Trust

Trust involves the willingness to accept vulnerability based on positive expectations of another's intentions or actions. It is essential for collaboration and mental health. Table 4 presents the data on the extent of interpersonal relationships among teachers in the post-COVID landscape in terms of feeling of trust. The mean scores are: "The principal has confidence in the expertise of the teachers" (4.45, Very High), "Even in difficult situations, my colleagues know they can trust me" (4.38, Very High), "Teachers can rely on each other" (4.34, Very High), "I feel that I can trust my colleagues" (4.28, Very High), and "I can rely on the school's management for professional support" (4.19, High). The overall mean rating was 4.33 (Very High), indicating that the extent of feeling of trust was always evident.

Trust is crucial for effective teamwork and organizational performance. It fosters cooperation, reduces stress, and enhances overall well-being (Hay, 2002; Fukuyama, 1995; Tschennan-Moran & Hoy, 2000). Building trust within educational institutions is essential for achieving goals and maintaining a collaborative environment (Rus & Iglic, 2005).

Summary on the Extent of Interpersonal Relationship of Teachers in the Post-COVID Landscape

Table 5 summarizes the extent of interpersonal relationships among teachers in the post-COVID landscape, measured by four indicators: relationship with colleagues (4.32, Very High), relationship with principal (4.26, Very High), teacher-student relations (4.28, Very High), and feeling of trust (4.33, Very High). The overall mean rating was 4.30 (Very High), indicating that the extent of interpersonal relationships is always evident.

The high level of trust among teachers supports effective teamwork and cooperation (Hay, 2002; Axelrod, 1984). Trust is essential for achieving goals and maintaining a collaborative environment within schools (Rus & Iglic, 2005; Louis, 2007). Most organizations depend on trust, and it applies to both internal and external relationships (Martin, 1998; Shaw, 1997).

Extent of the Teacher's Mental Health in the Post-COVID Landscape in Terms of Self-Esteem

Self-esteem reflects how we view and regard ourselves, influencing decision-making, relationships, and overall well-being. Table 6 presents the data on the extent of teacher's mental health in the post-COVID landscape in terms of self-esteem. The mean scores are: "I am satisfied with myself" (4.42, Very High), "I am a person of worth" (4.35, Very High), "I have a number of good qualities" (4.29, Very High), "I have a positive attitude towards myself" (4.25, Very High), and "I do not have much to be proud of" (3.78, High). The overall mean rating was 4.22 (Very High), indicating that self-esteem is always evident.

Positive self-esteem acts as a buffer against negative impacts and promotes better mental health and social behavior (Markus & Nurius, 2016). Conversely, low self-esteem can lead to various mental health issues and risky behaviors (Dale & Zimmerman, 2012). Improving self-esteem is crucial for overall well-being and academic success.

Extent of the Teacher's Mental Health in the Post-COVID Landscape in Terms of Resilience

Resilience involves overcoming difficult situations through mental, emotional, and behavioral flexibility. It helps individuals cope with stress and adversity. Table 7 presents the data on the extent of teacher's mental health in the post-COVID landscape in terms of resilience. The mean scores are: "I usually come through difficult times with little trouble" (4.49, Very High), "I tend to bounce back quickly after hard times" (4.39, Very High), "It does not take me long to recover from stressful events" (4.20, Very High), "I have a hard time making it through stressful events" (4.18, High), and "I tend to take a long time to get over set-backs in my life" (4.13, High). The overall mean score was 4.28 (Very High), indicating that resilience is always evident.

Resilience is associated with positive mental health outcomes and helps individuals cope with adversity (Masten, 2000). Resilient individuals exhibit protective traits such as problem-solving skills, social support, and high self-esteem (Dumont & Provost, 1999). Values and beliefs also play a significant role in resilience, providing purpose and consistency in actions and emotions (Luthans et al., 2007).

Extent of the Teacher's Mental Health in the Post-COVID Landscape in Terms of Stress

Stress affects the ability to endure adversity, cope with challenges, and develop resilience. Table 8 presents the data on the extent of teacher's mental health in the post-COVID landscape in terms of stress. The mean scores are: "I often feel upset when something happens unexpectedly" (4.42, Very High), "I have found out that I could not cope with all the things that I had to do" (4.35, Very High), "I have felt confident about my ability to handle my personal problems" (4.24, Very High), "I always felt nervous and stressed" (4.18, High), and "I have felt that I was unable to control the important things in my life" (4.15, High). The overall mean rating was 4.27 (Very High), indicating that stress is always evident.

Teacher stress is a widespread issue, affecting job satisfaction, performance, and retention (Hiebert & Farber, 1984; Ingersoll, 2014). Stress increases in the absence of social support and can lead to negative outcomes such as burnout and decreased student performance (Lakey & Orehek, 2011; Greenberg et al., 2016). Addressing teacher stress is essential for maintaining effective teaching practices and overall well-being.

Extent of the Teacher's Mental Health in the Post-COVID Landscape in Terms of Sleep

Sleep is essential for physical and mental well-being. Table 9 presents the data on the extent of teacher's mental health in the post-COVID landscape in terms of sleep. The mean scores are: "I have trouble falling or staying asleep, or sleeping too much" (4.48, Very High), "I cannot get to sleep within 30 minutes" (4.33, Very High), "I wake up in the middle of the night or early morning" (4.24, Very High), "I have to get up to use the bathroom in the middle of my sleep" (4.13, High), and "Most of the time I cough or snore loudly" (3.57, High). The overall mean score was 4.15 (Very High), indicating that sleep issues are often evident.

Teachers often sacrifice sleep to meet job responsibilities, affecting their ability to concentrate, motivate students, and make decisions (Ridenour, 2023). Chronic sleep loss can lead to serious health issues and decreased productivity (National Sleep Foundation, 2001). Ensuring adequate sleep is crucial for maintaining teacher effectiveness and overall health.

Summary on the Extent of Teacher's Mental Health in the Post-COVID Landscape

Table 10 summarizes the extent of teacher's mental health in the post-COVID landscape, measured by four indicators: self-esteem (4.22, Very High), resilience (4.28, Very High), stress (4.27, Very High), and sleep (4.15, High). The overall mean rating was 4.23 (Very High), indicating that teacher's mental health is always evident.

Resilience has the highest mean, indicating its significant role in maintaining mental health. Resilient individuals are better equipped to cope with stress and recover from adverse events, supporting overall well-being and teaching effectiveness (Zhang, 2020).

Domain of Interpersonal Relationship that Significantly Influence Teacher's Mental Health in the Post-COVID Landscape

The four domains of interpersonal relationships—relationship with colleagues, relationship with principal, teacher-student relationship, and feeling of trust—were analyzed to determine their influence on teacher's mental health. The results of the regression analysis are presented in Table 11, showing that all domains significantly influence teacher's mental health. The overall correlation had a computed r-value of 0.85 with a p-value of <.05, indicating a very strong significant relationship. The F-value was 166.84 with a p-value of <.05, indicating a model fit, and the R² value was 0.723, meaning that 72.3% of the variation in teacher's mental health is explained by the predictors.

The regression coefficients show that feeling of trust ($\beta=0.918$) had the strongest influence on teacher's mental health, followed by relationship with colleagues ($\beta=0.839$), teacher-student relations ($\beta=0.380$), and relationship with principal ($\beta=0.312$). This leads to the rejection of the null hypothesis that there is no significant relationship between interpersonal relationships and teacher's mental health. The predictive model generated from the analysis is as follows:

PREDICTIVE MODEL = 2.489 + .839 (relationship with colleague) + .312 (relationship with principal) + .380 (teacher-student relations) + .918 (feeling of trust)

The model predicts that for every unit increase in the domains of interpersonal relationship, teacher's mental health will increase by 13.04 units.

5. DISCUSSIONS

The study concludes that interpersonal relationships significantly influence teacher's mental health in the post-COVID landscape. Building trust and maintaining positive relationships with colleagues, principals, and students are crucial for improving teacher's mental health and overall teaching effectiveness. Addressing stress and ensuring adequate sleep are also essential for maintaining teacher well-being. The findings highlight the importance of fostering a supportive and collaborative school environment to enhance teacher's mental health and performance.

This section highlights the summary of the findings of the study, presents conclusions based on these results, and offers timely recommendations to provide opportunities for future researchers.

Findings

This study aimed to determine the extent of interpersonal relationships of teachers in terms of: (1) relationship with colleagues, (2) relationship with the principal, (3) teacher-student relations, and (4) feeling of trust, and to determine the extent of teacher's mental health in terms of: (1) self-esteem, (2) resilience, (3) stress, and (4) sleep. Additionally, it sought to provide empirical evidence on the perceived relationship between interpersonal relationships and teacher's mental health in the post-COVID landscape. Further, the data were analyzed to identify which domain of interpersonal relationships significantly influences teacher's mental health in the post-COVID landscape. The significant findings are as follows:

The extent of interpersonal relationships among teachers in the post-COVID landscape was always evident in terms of relationships with colleagues, principals, and students, as well as feeling of trust.

The extent of teacher's mental health in the post-COVID landscape was always evident in terms of self-esteem, resilience, and stress, while sleep was oftentimes evident.

Regression analysis indicated that the interpersonal relationship domains—relationship with colleagues, relationship with the principal, teacher-student relations, and feeling of trust—significantly influence teacher's mental health in terms of self-esteem, resilience, stress, and sleep, with a p-value of <0.05 . The overall correlation had a computed r-value of 0.87, leading to the rejection of the null hypothesis. The results suggest that for every unit increase in the four domains of interpersonal relationships, the teacher's mental health will increase by 2.849, holding other factors constant.

6. CONCLUSIONS

Based on the findings of this study, the following conclusions are offered:

The extent of interpersonal relationships among teachers in the post-COVID landscape, in terms of relationships with colleagues, principals, and students, as well as feeling of trust, was always evident.

The extent of teacher's mental health in the post-COVID landscape was always evident in terms of self-esteem, resilience, and stress, while sleep was oftentimes evident.

There is a strong significant relationship between interpersonal relationships and teachers' mental health in the post-COVID landscape. The domains of interpersonal relationships—relationship with colleagues, relationship with the principal, teacher-student relations, and feeling of trust—significantly influence teacher's mental health in terms of self-esteem, resilience, stress, and sleep, with a p-value of <0.05 . For every unit increase in these four domains, the teacher's mental health will increase by 2.849, holding other factors constant.

7. RECOMMENDATIONS

The following suggestions are offered based on the conclusions of the study:

The Department of Education, researchers, teachers, curriculum developers, and administrators should collaborate to utilize and expand upon the findings of studies related to the mental health of Filipino teachers. The entire Department of Education Region XI, aiming to improve the standards and caliber of instructors in its schools, will greatly benefit from redesigning programs that enhance teachers' mental health.

The findings of this study should guide teachers in improving their mental health. They can take direct action by actively addressing the causes of their mental health issues or seek help from outside resources through the school administration. Teachers might also request mental health-related workshops and programs from the school.

Learners will be the ultimate beneficiaries of this research endeavor. A healthier and more favorable learning environment will exist with teachers who are happy and less stressed. A joyful teacher radiates optimism, positively affecting the classroom atmosphere and resulting in outstanding student performance.

Future researchers may explore other avenues and variables of teacher mental health that were not included in this study.

8. REFERENCES

- [1] Axelrod, R. (1984). *The Evolution of Cooperation*. Basic Books.
- [2] Barr, R. D., & Parrett, W. H. (1995). *Hope at Last for At-Risk Youth*. Allyn & Bacon.
- [3] Bartlett, S. J. (2005). *Motivation: The Organization of Action*. Greenwood Publishing Group.
- [4] Beehr, T. A., Jex, S. M., Stacy, B. A., & Murray, M. A. (2000). Work stressors and coworker support as predictors of individual strain and job performance. *Journal of Organizational Behavior*, 21(4), 391-405.
- [5] Blase, J., & Blase, J. (2003). The phenomenology of principal mistreatment: Teachers' perspectives. *Journal of Educational Administration*, 41(4), 367-422.
- [6] Bommer, W. H., Miles, E. W., & Grover, S. L. (2003). Does one good turn deserve another? Coworker influences on employee citizenship. *Journal of Organizational Behavior*, 24(5), 487-507.
- [7] Borba, M. (1989). *Esteem Builders: A K-8 Self-Esteem Curriculum for Improving Student Achievement, Behavior, and School Climate*. Jalmar Press.
- [8] Brophy, J., & Good, T. L. (1970). Teacher behavior and student achievement. Occasional Paper No. 8. Institute for Research on Teaching, Michigan State University.
- [9] Byington, E. (2013). Workplace Relationships. In A. H. Huffman & S. R. Klein (Eds.), *Green Organizations: Driving Change with IO Psychology* (pp. 191-210). Routledge.
- [10] Carbonell, D. M., Reinherz, H. Z., & Giaconia, R. M. (1998). Risk and resilience in late adolescence. *Child and Adolescent Social Work Journal*, 15(3), 181-202.
- [11] Caverley, N. (2005). Civil service resiliency and coping. *International Journal of Public Sector Management*, 18(4), 401-413.
- [12] Chiaburu, D. S., & Harrison, D. A. (2008). Do peers make the place? Conceptual synthesis and meta-analysis of coworker effect on perceptions, attitudes, OCBs, and performance. *Journal of Applied Psychology*, 93(5), 1082-1103.
- [13] Coutu, D. L. (2002). How resilience works. *Harvard Business Review*, 80(5), 46-56.
- [14] Danielson, C. (2002). *Enhancing Student Achievement: A Framework for School Improvement*. ASCD.
- [15] Duffy, M. K., Ganster, D. C., & Pagon, M. (2002). Social undermining in the workplace. *Academy of Management Journal*, 45(2), 331-351.
- [16] Dumont, M., & Provost, M. A. (1999). Resilience in adolescents: Protective role of social support, coping strategies, self-esteem, and social activities on experience of stress and depression. *Journal of Youth and Adolescence*, 28(3), 343-363.
- [17] Doney, P. M., Cannon, J. P., & Mullen, M. R. (1998). Understanding the influence of national culture on the development of trust. *Academy of Management Review*, 23(3), 601-620.
- [18] Felps, W., Mitchell, T. R., & Byington, E. (2006). How, when, and why bad apples spoil the barrel: Negative group members and dysfunctional groups. *Research in Organizational Behavior*, 27, 175-222.
- [19] Fukuyama, F. (1995). *Trust: The Social Virtues and the Creation of Prosperity*. Free Press.
- [20] Gall, M. D., Gall, J. P., & Borg, W. R. (2015). *Educational Research: An Introduction* (10th ed.). Pearson.
- [21] Gambetta, D. (1988). *Trust: Making and Breaking Cooperative Relations*. Blackwell.
- [22] Good, D. (1988). Individuals, interpersonal relations, and trust. In D. Gambetta (Ed.), *Trust: Making and Breaking Cooperative Relations* (pp. 31-48). Blackwell.
- [23] Greenberg, M. T., Brown, J. L., & Abenavoli, R. M. (2016). Teacher stress and health: Effects on teachers, students, and schools. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University.
- [24] Hay, R. (2002). Collegiality in schools: Relationships between teachers. *Journal of Educational Administration and History*, 34(1), 20-38.
- [25] Hiebert, B., & Farber, I. (1984). Teacher stress: Its origins and manifestations. *Review of Educational Research*, 54(1), 27-58.

- [26] Ingersoll, R. M. (2014). Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers? National Center for Analysis of Longitudinal Data in Education Research.
- [27] Johnson, B., & Short, P. M. (1998). Principal's effectiveness and school learning environment: Perceptions of principals and teachers. *Journal of Educational Administration*, 36(1), 74-87.
- [28] Jones, V. (1987). Creating a school climate conducive to student learning and staff growth. *National Association of Secondary School Principals Bulletin*, 71(499), 21-29.
- [29] Karau, S. J., & Williams, K. D. (1993). Social loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, 65(4), 681-706.
- [30] Konstantopoulos, S. (2014). Teacher effects, value-added models, and accountability. *Teachers College Record*, 116(1), 1-22.
- [31] Krausz, M., Bizman, A., & Krausz, A. (1999). Effects of social support on job insecurity and emotional distress among teachers. *Journal of Educational Administration*, 37(4), 421-434.
- [32] Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
- [33] Lakey, B., & Orehek, E. (2011). Relational regulation theory: A new approach to explain the link between perceived social support and mental health. *Psychological Review*, 118(3), 482-495.
- [34] Law-ay, M. E., Fermil, M. V., & Agod, J. E. (2020). Mental health concerns of teachers during the COVID-19 pandemic: The Davao del Norte case. *Davao del Norte Research Journal*, 10(1), 23-45.
- [35] Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2004). *How Leadership Influences Student Learning*. The Wallace Foundation.
- [36] Louis, K. S. (2007). Trust and improvement in schools. *Journal of Educational Change*, 8(1), 1-24.
- [37] Luthans, F., Avolio, B. J., Walumbwa, F. O., & Li, W. (2007). The psychological capital of Chinese workers: Exploring the relationship with performance. *Management and Organization Review*, 3(2), 249-271.
- [38] Mann, M., Hosman, C. M. H., Schaalma, H. P., & de Vries, N. K. (2004). Self-esteem in a broad-spectrum approach for mental health promotion. *Health Education Research*, 19(4), 357-372.
- [39] Martin, J. (1998). Organizational behavior: A managerial perspective. *International Journal of Public Sector Management*, 11(1), 44-58.
- [40] Masten, A. S. (2000). Resilience in individual development: Successful adaptation despite risk and adversity. In D. Cicchetti & D. J. Cohen (Eds.), *Developmental Psychopathology: Risk, Disorder, and Adaptation* (pp. 425-444). John Wiley & Sons.
- [41] Masten, A. S., Best, K. M., & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2(4), 425-444.
- [42] Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of Management Review*, 20(3), 709-734.
- [43] McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38(1), 24-59.
- [44] Montero-Marin, J., Garcia-Campayo, J., Mera, D. M., & del Hoyo, Y. L. (2016). A new definition of burnout syndrome based on Farber's and Maslach's definitions. *BMC Psychiatry*, 16(1), 1-12.
- [45] National Sleep Foundation. (2001). *Sleep in America Poll*. National Sleep Foundation.
- [46] Payne, R. K. (2005). *A Framework for Understanding Poverty*. Aha! Process, Inc.
- [47] Raabe, B., & Beehr, T. A. (2003). Formal mentoring versus supervisor and coworker relationships: Differences in perceptions and impact. *Journal of Organizational Behavior*, 24(3), 271-293.
- [48] Richardson, G. E. (2002). The metatheory of resilience and resiliency. *Journal of Clinical Psychology*, 58(3), 307-321.
- [49] Ridenour, T. (2023). Teachers' sleep deprivation: How it affects performance and mental health. *Educational Health Journal*, 15(2), 34-47.
- [50] Rutter, M., Maughan, B., Mortimore, P., & Ouston, J. (1979). *Fifteen Thousand Hours: Secondary Schools and Their Effects on Children*. Harvard University Press.
- [51] Rus, A., & Iglic, H. (2005). Trust, governance and performance: The role of institutional and interpersonal trust in SME development. *Journal of Organizational Change Management*, 18(4), 332-345.
- [52] Sass, D. A., Seal, A. K., & Martin, N. K. (2011). Predicting teacher retention using stress and support variables. *Journal of Educational Administration*, 49(2), 200-215.
- [53] Sias, P. M. (2009). *Organizing Relationships: Traditional and Emerging Perspectives on Workplace Relationships*. Sage Publications.
- [54] Sornson, B. (2021). *Creating a Classroom Culture That Supports Student Success*. ASCD.

-
- [55] Tabachnick, B. G., & Fidell, L. S. (2001). Using Multivariate Statistics (4th ed.). Allyn & Bacon.
 - [56] Tschennan-Moran, M., & Hoy, W. K. (2000). A multidisciplinary analysis of the nature, meaning, and measurement of trust. *Review of Educational Research*, 70(4), 547-593.
 - [57] Vanistendael, S., & Saavedra, E. (2003). Resilience: Building on people's strengths. In *Positive Approaches to Children's Health* (pp. 117-132). Claremont Press.
 - [58] Westmaas, L. (2023). Managing negative feedback in the workplace: Implications for employee performance and organizational health. *Journal of Management Studies*, 60(3), 491-509.
 - [59] Williams, K. D., & Karau, S. J. (1991). Social loafing and social compensation: The effects of expectations of co-worker performance. *Journal of Personality and Social Psychology*, 61(4), 570-581.
 - [60] Wong, Y. L. R., & Mason, W. A. (2001). The hierarchy of health systems development in developing countries: A test of functional and structural differentiation of health services. *International Journal of Sociology and Social Policy*, 21(1/2), 41-60.
 - [61] Zelnick, B. (2010). Descriptive-correlation research: Defining and applying a mixed method. *Educational Research and Reviews*, 5(3), 98-103.
 - [62] Zhang, J. (2020). Exploring the link between resilience and teacher effectiveness in special education. *Journal of Special Education Research*, 12(2), 114-129.