

Pedagogical well-being of teachers in different modalities: Input to HyFlex pedagogical wellness model

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ABSTRACT

This research deals with the understanding and exploring experiences of teachers' health and pedagogical well-being in online learning, modular, and limited in-person instruction. It determines the perceptions and realizations of teachers about the current approach that is being adopted in education. It utilized a transcendental phenomenological approach as the study is focused on the appearance of things. Interview guide questions were utilized to facilitate the flow of discussions with the participants. Teachers' pedagogical well-being is vital in achieving educational goals both in the classroom and at the school community level. The study revealed four themes, which were the encounters of teachers in dealing with the new set-up in education, step-backs, and come-backs of teachers in the new normal, turning points of teachers in the new normal, and foresight of teachers in education considering their well-being. That the teachers' experienced pedagogical well-being varied broadly, ranging from exhaustion to positive motivation. In general, teachers experienced pedagogical well-being can be attributed to their day-to-day interactions pertaining to their work. Teachers' pedagogical well-being spanned across the dimensions of wellness, namely: physical, social, spiritual, mental, and emotional wellness. This study would also enable administrators to craft activities and workshops that would cater to the needs of the teachers to better prepare them for the demands of education in the future.

1. Introduction

World Health Organization (WHO) defines health as a condition of complete health, which goes beyond simple health or absence of sickness or disability (Gibbons, 2022; Kühn & Rieger, 2017). On the other hand, well-being describes a person's actual standard of life (Thompson & Livingston, 2016). Moreover, Jerrim et al. (2020) emphasized well-being as the psychological functioning and the fulfillment of essential psychological requirements. It is about the assessment of oneself in which the good viewpoints prevail over the adverse ones, in which an individual attains general contentment with life, relating to particular characteristics such as work, autonomy, and wellness, among others (Docentes et al., 2017).

The state of normalcy of countries globally was changed due to the first-ever confirmed case of Corona Virus Disease-19 (Covid-19) (World Health Organization [WHO], 2020). Due to this global crisis, well-being was jeopardized. Aside from the well-being of individuals, the economy, society, political system, and governance mechanism were also affected. Moreover, Covid-19 has also shown its obtrusive impact on the education system (Rasmitadila et al., 2020; Shifat, 2020). For instance, Philippine education was affected, which resulted in the delayed opening of classes.

Despite the challenges the nation is facing most especially towards health issues, there is still a high desire for education to continue, which led education leaders to provide learners with distance education (Department of Education, 2020). Distance education differs from in-person (F2F) lecturing in that the teacher and student are not physically present (Saykılı, 2018). It is also the utilization of technical media; it may be printed or a device to connect a teacher and a learner and carry the instructional material of the lessons (Fidalgo et al., 2020). It developed as a means of addressing the demand for individuals who would not otherwise be able to take part in face-to-face classes. Distance education may be conducted using printed materials or maybe in the form of online learning.

Online learning is emerging as a *victor ludorum* amidst this crisis (Dhawan, 2020). It has also become more feasible technologically, economically, and operationally (Palvia et al., 2018). Furthermore, Pavlik (2015) mentioned that online pedagogy is a shared learning, problem-solving, and innovation process that is made possible by technology and is accessible to everyone. Hence, students take charge of their own learning to create knowledge, this method encourages social constructivism in the classroom by transforming lecturers into facilitators, resources, and guides (Schell & Janicki, 2013).

In these times, online education is utilized to counter the trials in education brought about by this pandemic. Teachers, as the spearheads of the implementation of online learning, must be able to condition all instructional components (Rasmitadila et al., 2020). With this general idea, there is a formidable need to revisit matters concerning conditions in teaching, specifically in the online world.

Similarly, modular distance learning focuses on continuing education where teachers would deliver their subject matter in either printed or digital format (Manalo & De Villa, 2020). Students will be learning the module at their own pace. While teachers have no daily contact with their students, they are pressured to prepare of either printed or digital modules that will cater to the individual needs of the students (De Villa & Manalo, 2020). Expenses in module preparation, change in the subject-lesson delivery, assessing students' output, and performing other demands from the school are some of the concerns that most teachers are experiencing during the Covid-19 pandemic.

Here comes the limited face-to-face modality, where the excitement, and anxiety of the teachers are heightened. The excitement that the teacher will be going back to school to conduct face-to-face classes, and the fear of the safety of the environment.

Along with this notion of online, modular, and limited face-to-face classes are the concerns of whether teachers are well prepared to face the future mode of education. The need for teachers to better prepare is to first explore their well-being, and to give them guidance, and assurance to face the bigger challenge of Education in the future.

Studies on teacher's well-being have been explored by Soini et al. (2010), Aelterman et al. (2019), Cenkseven-önder and Sari (2009), Klusmann et al. (2008), Pillay et al. (2005), Mercer et al. (2016). Similarly, recent studies dealing with teacher's well-being during the Covid-19 pandemic have been conducted by Alves et al. (2020), Duraku and Hoxha (2020).

On the other hand, studies focusing on teacher's well-being in the Philippines during Covid-19 have only been explored by Edara et al. (2021), Colebra and Irene (2020). The study of Edara et al. (2021), it concentrated on how resilience, optimism, and well-being had an impact on how religiousness affected teachers' levels of contentment in the Philippines, likewise; Colebra and Irene (2021) dealt only with the anxiety brought by Covid-19 that affects the motherly nature of teachers who prefer face to face rather than learning.

According to Whittet (2021), research into online teachers' and lecturers' pedagogical well-being is not yet well established. Hence, the conduct of this study exploring theoretically relevant constructs such as job performance as indexed by interpersonal facilitation, job dedication, and task performance of teachers in an online environment (Villarosa & Ganotice, 2018) is deemed necessary. Likewise, the experiences of teachers conducting limited face-to-face classes have not been explored in the Philippines. Specifically, this qualitative study sought to answer the central question: How do online learning, modular, and limited in-person instruction influence the teachers' pedagogical well-being?

2. Theoretical basis

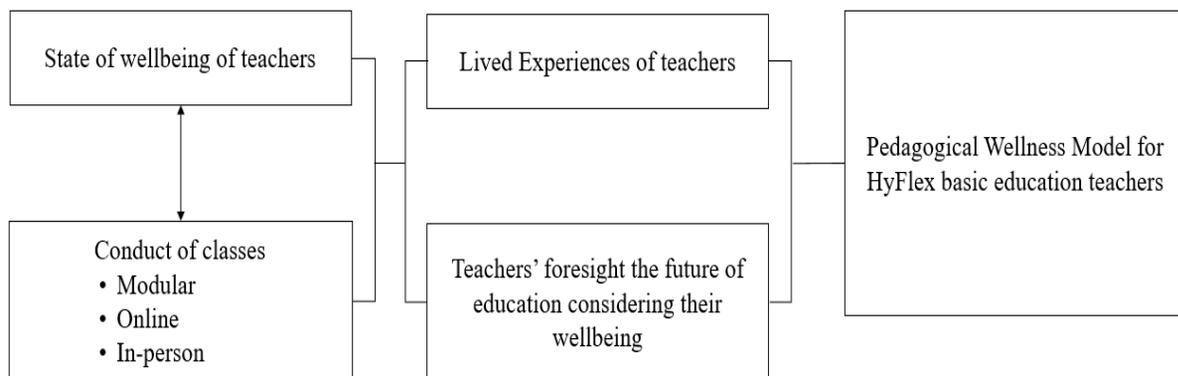
This study anchored on the concept of Cornerstones of Teachers' Pedagogical Well-being by Murphy et al. (2020). This concept believes that there are three significant interrelated aspects that emerged in the teachers' pedagogical well-being. It further explained that the interaction processes of a school's multilevel learning environment, including those involving students, colleagues, families, and other members of the school community, create teachers' pedagogical well-being. The existence of professional learning communities in schools and teacher well-being have also been linked in several studies.

Additionally, the concept of teachers' pedagogical well-being, as proposed by Murphy et al. (2020), is explored in several studies. Soini et al. (2010) identify successful social and pedagogical interactions as key to this well-being, while Banshchikova et al. (2022) emphasizes the role of professional activity motivation. Viac and Fraser (2020) provides a comprehensive framework for analyzing teachers' occupational well-being, including physical, mental, cognitive, subjective, and social aspects. Cann et al. (2021) further delve into the role of school leadership in enhancing teacher well-being, highlighting the importance of feeling valued, meaningful professional development, and decision-making agency. These studies collectively underscore the multifaceted nature of teachers' pedagogical well-being and the need for supportive leadership and working conditions.

The schematic diagram in Figure 1 shows that the study explored the state of well-being of teachers who conducted classes through modular, online, and in-person instruction. The teachers' lived experiences pertaining to the situation were discovered. In consonance with teachers' experiences were the teachers' foresight on the future of education considering their well-being. With the experiences and foresight mentioned by the teachers, a Pedagogical Wellness Model for HyFlex basic education teachers was proposed.

Figure 1

Schematic Diagram Illustrating the Conceptual Framework of the Study



Source. The authors' data analysis

3. Methodology

3.1. Research setting and participants

In a phenomenological study, the participants may be located at a single site or in a similar cluster (Creswell & Poth, 2018). The study was conducted on teachers in different schools that belong to the division of Negros Occidental, Region VI, Central Philippines. Below are the districts where conversation partners are stationed.

Table 1

Interview Participants and Assigned Districts

Participant	Sex	District	Role
Teacher 1	Female	Murcia I	Science Teacher
Teacher 2	Male	Talisay I	Science Teacher
Teacher 3	Female	Murcia I	Mathematics Teacher
Teacher 4	Male	Binalbagan I	Social Studies Teacher
Teacher 5	Male	Calatrava II	Filipino Teacher
Teacher 6	Female	Talisay I	English Teacher
Teacher 7	Female	La Castellana II	Values Teacher
Teacher 8	Female	E. B. Magalona	Mathematics Teacher

Source. The authors' data analysis

According to Creswell and Poth (2018), a researcher starts with five (5) participants and continues to the next participants until the data gathered are saturated. Moreover, criterion sampling works well when all individuals studied represent people who have experienced the phenomenon. Eight teachers from different schools that offered online distance learning, modular, and limited face-to-face within a specific division were interviewed. There was a cross-faculty sample, credible representation, and was a purposive sample (Green & Thorogood, 2018). With this, the views and experiences coming from the participants form the 'facts' of this inquiry (Goulding, 2005).

3.2. Research instruments

In gathering pertinent data and information, the researchers used interview guide questions to facilitate the course of conversations with the participants. The interview guide contains, the background information of the participants; the state of well-being of teachers in an online, modular, and limited in-person classes; the conduct of online remote, modular, and limited in-person instruction that affects the well-being of the teachers; and the concluding questions.

The interview guide was subjected to validation by several experts using the criteria for validation patterned from the Survey Validation Rubric for Expert - Panel (VREP) by Marilyn K. Simon with input from Jacquelyn White (LaFay, 2019). The five (5) validators were all doctorate degree holders and who are inclined to do qualitative research.

Necessary revisions and editing were applied based on the suggestions and recommendations given by the validators. The result of the validation was 3.78, in which the interview guide was interpreted as Very Good.

3.3. Data collection

Before the conduct of the interview, which happened after the validation of the research instrument, the researchers secured a letter of permission from the division superintendent and principals to conduct an interview with the teachers who experienced teaching through online, modular, and limited face-to-face. Upon their approval, the researchers secured and obtained consent from the participants. This is to build trust and collaboration with the participants.

During the conduct of the interview, the researchers informed the participants about the purpose of the study. Actual one-on-one interviews using the semi-structured format were used. Semi-structured interviews were conducted to create a basis for questions. Wherever their thoughts lead them, participants are free to create topics and expound. Moreover, open-ended questions gave the researchers an opportunity to investigate further and ask for clarification on an answer (Chan et al., 2013).

The interviews were conducted via various application platforms and social media. Each response was written down and recorded on a digital phone. The researchers recorded the responses of the conversational partners to identify the most important idea. The data collected by the researchers were used to present the thick descriptions of the participants' experiences with the phenomenon and the basis for the themes of this paper.

After the interview, the researcher conducted a debriefing in which he restated to the participants the purpose of the research. They were asked about any discomfort and inconvenience they had experienced throughout the interview and about any risks they perceived might result from their participation. They were also informed that their identity and the information they shared would be treated with the utmost confidentiality and would be utilized for academic purposes only. They were informed of the duration of retention and the manner of disposal of the interview data. At the conclusion of the interview, the researchers expressed appreciation and gratitude to the participants for the time they spared and the knowledge they shared. Each interview was transcribed verbatim, and themes and codes were identified. Jacobs (2019, as cited in Mayo-Dosayla et al., 2022) explained that transcription of interview data enables the researcher to make direct quotes of interviewees accurately, prove a particular outlook, stress a specific point, and offer a better framework for his findings.

3.4. Data analysis

Hycner's 5-Steps Explicitation Process was used to analyze data (as cited in Groenewald, 2004). In phenomenological studies, the preferred term is exploitation of the data because the word "analysis" has a meaning of "breaking into smaller units" that is contrary to the holistic nature of the phenomenon (Groenewald, 2004). According to Hycner (1999, as cited in Groenewald, 2004) the explicitation process comprises investigating the elements of the phenomenon while keeping the context of the whole. The researcher, by finding the vital features and relationships, will transform data through interpretation. First, the researcher follows bracketing and phenomenological reduction. With this note, it is acknowledged that the researcher's ideas cannot enter the participant's world. The researcher listens to the recording to get familiarized with the words, expressions, and intonation of the informant. Then, the researcher delineates units of meaning. The researcher extracts statements that describe the recorded phenomenon. The researcher also eliminates the redundant units and pays attention to repetitions and non-verbal cues. Then, the researcher clusters units of meaning to form themes. The researcher lists down non-redundant units of meaning, examines the list, and elicits the essential meaning within a holistic context. Clusters of themes are also created. The researcher summarizes the interview and points out relevant quotations. Further, the researcher detects general and unique themes for all the interviews. The researcher looks for themes common to all, as well as individual variations. The data gathered are also recorded in the reflexive diary (Creswell, 2014; Gale et al., 2013).

4. Findings and discussion

4.1. Findings

After a systematic and rigorous data explication and analysis based on the interviews conducted, the researchers examined the categories, themes, and findings from the initial data and narrowed down his analysis to arrive at one central or core group. The descriptions of the findings have been improved by the inclusion of actual data in the form of participant quotations.

The major conclusions of this study were based on the four themes and fourteen sub-themes found in the data analysis, which answer the four research questions. These conclusions came from the eight participants in the interview transcripts. In relation to Research Question 1 (How was the state of well-being of teachers in an online, modular, and limited in-person classes?), a theme with three sub-themes emerged.

4.1.1. The encounters of teachers in dealing with the new set-up in education

The state of well-being of teachers in online, modular, and limited in-person classes summarizes the encounters of teachers in dealing with the new set-up in education. Unguarded and unprepared, teachers were placed in a situation where they needed to be ready to provide education to learners, despite being confronted with the uncertainties and ambiguities of this setup. Their zeal in teaching the youth was tested and challenged.

4.1.1.1. On a very familiar ground: Sentiments about being isolated at home

The global situation requires all citizens to take precautions so that the disease does not spread more widely. Following up on this emergency, home isolation was recommended. It had its effect on the education system not only for the learners, but also on the teachers. The state of well-being of teachers in online, modular, and limited in-person classes was challenged. Teachers made mention of their sentiments about being isolated at home.

Bijeesh (2017) and Sadeghi (2019) agree that there is indeed a high chance of getting distracted and losing track of deadlines. Moreover, there is also a great realization for teachers pertaining to their energy capacity in delivering classes. Conversation partners followed a “teachers move” scheme where they were the ones transferring from one room to wherever their next class would be. Teachers realized that due to this new mode of instruction, their energy which is spent on walking, was realigned to other tasks such as printing modules and preparing for online classes.

4.1.1.2. An obligatory technology course: Emergence of learning technology

Changes in learning and teaching methodologies have resulted from the tremendous advancement in technology and the demand for creative means of delivering education. Technology adaptation was a total bliss in education as the nation is on the brink of a pandemic. It played an extraordinary role in preventing academic freeze. It also paved the way for the continuance of education and became a testimony that education is not only limited to the four walls of the classroom.

Teachers in the twenty-first century have access to technology and are required to be digitally literate in order to thrive in the modern educational environment (Jamon et al., 2021). The pandemic made teachers realize that there is an emergence for them to learn what technology offers to improve teaching by utilizing applications and programs. This statement was also supported by Lockee (2021) as she mentioned that the usage and accessibility of electronic tools and activities that can now be included in online learning experiences have both risen in the year 2020. With this realization, teachers’ state of well-being was also redirected. Moreover, access to technology is also a challenge. Poor and erratic internet connections are a problem for educators since they need reliable internet to engage with their students (Agayon et al., 2022). Also, online teachers need to acquire relevant skills to teach online (Mathew & Iloanya, 2016).

4.1.1.3. The glory of not being the virus-host: Health-related concerns

Teachers found themselves in a position wherein they have enthusiasm for teaching and at the same time, fear of being infected with the disease. The teachers thought of ways how to keep their families safe and secure without compromising the quality of education they can provide for the learners as well. Dhawan (2020) agrees with this statement as he mentioned that students, academic staff, communities, societies, and the country as a whole must be urgently safeguarded and saved.

Teachers had a hurdle while using the printed modular type of modality because of the health danger. Notwithstanding the danger that looms in their lives, teachers are persistent in teaching and providing quality education for the learners. Teachers acknowledged the sharpness of the demand they were in. This undertaking is a testament to teachers’ commitment and dedicated service despite the fear of getting infected by Covid-19. Commitment, devotion and a passion for customers and service persisted throughout the epidemic (Pizaña et al., 2021).

For Research Question 2, (How does the conduct of online remote, modular, and limited in-person instruction affect the well-being of the teachers?), a theme with three sub-themes emerged.

4.1.2. The step-backs and come-backs of teachers in the new normal

The conduct of online, modular, and limited in-person instruction affected the state of well-being of teachers in this new set-up in education. Teachers are known to be trailblazers. With the acknowledgment of being the bringer of light, teachers are true to their ideals, and they aspire

more to deliver the same quality education that they usually provide during formal face-to-face discussion. With high hopes, teachers still perform their duties and responsibilities in their jobs.

4.1.2.1. A flame that inspires and a fire that burns: Motivation and exhaustion experienced by the teachers

Like a candle, teachers consume themselves to light the way for their learners. Teachers inspire and motivate. To raise the bar, teachers need to keep the fire burning bright. Consequently, teaching is also the profession with the highest burnout rate. Teachers' load may also cause them to be depressed and exhausted. Results from the interview showed that there was a wide range in the pedagogical well-being that teachers reported, from fatigue to inspiration. Both fulfillment and commitment and inconvenience and stress were mentioned by the teachers.

The factors that contributed to this load were the source of the teachers' frustrations with module distribution and retrieval. Dangle and Sumaoag (2020) reported that numerous activities in each module were one of the main problems with the implementation of modular distance learning. Despite the additional load placed upon the shoulders of the teachers, teachers find delight in the learners who are so keen and faithful to the tasks given to them. The prompt submission of modules and forms of learners coupled with the appreciation of parents' comfort fuel them in hurdling each journey.

4.1.2.2. The dilemma of distinguishing busyness and productivity: The tasks and accomplishments hurdled by teachers

One of the advantages of the teachers handling various teaching modalities, either online, modular, or limited in-person instruction, is that there are days that teachers have the time to deliver classes in their homes since they can acquire a more stable internet connectivity. Teachers acknowledged and realized the disparity between busyness and productivity. In the initial implementation of the online, modular, and limited in-person classes, teachers prepare instructional materials that they can deliver to their classes while also learning computer applications and various platforms for education.

Having three different modalities in a subject area entails more preparation since a teacher needs to provide activities that learners can work on and answer in a real-time online discussion. Teachers also need to print and staple modules so that the modules can be forwarded to the respective section counselors to be distributed to the learners on the day of their schedule. Also, teachers need to meet their students and deliver lessons in an in-person setup. Moreover, productivity was cherished since teachers knew that they needed to make a good visual in their presentations to make sure that learners would be enticed. Along the same lines, the key to productivity, wellness, and a long-lasting teaching profession is accepting responsibility for one's own well-being and establishing a feeling of agency in it (McCallum & Price, 2010). It is clearly seen in the responses of teachers that they thought of the duality of productivity. Teachers claim that they are productive due to the number of tasks they have accomplished. Consequently, they also feel that they are unproductive since, despite their accomplished tasks, they still have piles of tasks waiting for them to be finished.

4.1.2.3. A story of confusion and clarity: The readiness and adjustments made by teachers

The global situation calls for an immediate shift in the delivery of lessons. Teachers who are new to online learning could feel unqualified to lead lessons. Moreover, teachers also experienced struggles in the delivery and transfer of quality learning, especially in giving feedback. It was revealed that teachers were confronted in the validation part, particularly in the performances of their students, due to a variety of circumstances.

Technology is frequently used in instruction, which leaves teachers underprepared and unskilled (Nilson & Goodson, 2018). Technological challenges appear to be the biggest problem for education (Kobylarek, 2021). Technological resources commonly used in education are computers or smartphones and connections to the internet (Tupas & Linas-Laguda, 2020). One of the concerns mentioned by teachers, which is troublesome for them, is internet connectivity. It is acknowledged that having a stable and fast internet connection provides ease and comfort for teachers as it offers smooth and comprehensive discussion. Having a slow internet affected the momentum of the teacher's discussion, making them feel they have not done enough in delivering lessons. Conversation partners believed that the crucial part of teaching students in the new normal is the preparation of devices and tools. A variety of tools, such as PCs, laptops, cameras, and internet modems, are needed for effective command in remote learning (Brown, 2020). Moreso, it also provided teachers with an understanding pertaining to learners who submit outputs during nighttime as a means of considering their socioeconomic status. Teachers acknowledged that there are fewer distractions on the part of learners when they study at nighttime. Also, there is an assumption that all daily household tasks were done already by the learners.

For Research Question 3, (How do teachers cope with their well-being during the transition of in-person to remote online or modular, and to limited in-person classes?), a theme with five sub-themes emerged.

4.1.3. The turning points of teachers in the new normal

From the sudden shift in the educational landscape of our country, Covid-19 pandemic affected the teachers' pedagogical well-being. Accordingly, pedagogical well-being could be perceived as a dynamic strength of teachers' work-related resilience. Teachers' task delivers challenges but also opportunities for teachers' pedagogical well-being. Several studies have hailed the significance of teachers' well-being for successful classroom practice (McCallum & Price, 2010; Owen, 2016). There are factors that test teachers' dedication to their jobs as well as tools for fostering a strong work ethic and job satisfaction (Soini et al., 2010). The instruction itself characterizes the capability for a work that is concurrently inspiring and emotionally draining. Teachers highlighted the importance of harmonious relationships in the school environment as it serves a positive resource for their pedagogical well-being.

4.1.3.1. Celebration of small victories: Teachers' physical remedy to combat stress

One of the coping mechanisms that teachers highlighted to address the challenge is keeping their bodies in good shape.

Despite the difficulties of these tough times, they are able to carry out their tasks and obligations thanks to a positive perspective, self-confidence earned via encouragement and inspiration, a healthy lifestyle, and stress management (De Villa & Manalo, 2020).

4.1.3.2. Hands that help: Teachers' acquired support from colleagues and management

Collaboration among teachers was enjoyed, however lack of time inhibits this activity. Communication of teachers to their colleagues, as well as to their learners, was seen as a major pull that improves teachers' pedagogical well-being. Connectedness and communication are essential to establishing supportive and productive communities (McCallum & Price, 2010). The importance of harmonious relationships in the school environment serves as a positive resource for pedagogical well-being (Murphy et al., 2020). Friendship, commitment, and support coming from colleagues were also visible.

Establishing better communication with colleagues displays a harmonious working environment. When the pressure in education and work in general is on the rise, the open and listening atmosphere can serve as a counterweight. Moreover, the interaction of teachers with their colleagues provides comfort in such a way that teachers have outlets to share and vent out their best practices and difficulties in handling learners. Teachers also see this dimension as a venue to foster a support system.

4.1.3.3. A leap of faith: Teachers' faithfulness to Him

Balance started to emerge in the themes that discussed what was enjoyable and what was challenging. Teachers' pedagogical health was thought to be best supported by an orientation that valued independence and flexibility (Whittet, 2021).

Teachers acknowledged that there was a demand to keep on doing things well. There was a love for the core idea of enabling students to learn, as well as an interest in the improvement of the standard of both teaching methods and instructional materials. The idea and acceptance that everything will be back in order was highlighted to be the solid motivation of teachers for them to keep their pedagogical well-being in good shape.

4.1.3.4. Pause and process: Teachers' way of mind relaxation

The crisis had an effect on people's mental health and welfare in several groups, including teachers (Allen et al., 2020). Despite simultaneous provisions, the teachers prepare to respond to the differentiated needs of learners of online, modular, and in-person modalities, teachers realize that involving oneself in various teaching modalities indirectly paves the way to developing skills and unlocking new learning, specifically in computer applications. Learning different methods and strategies is most likely to happen because of the frequent usage and exposure of teachers to technology.

Moreover, teachers mentioned that due to the high demand for both teaching and learning, they need to develop their time management skills for them to cover the things that they need to address. Time management is a crucial skill for juggling the responsibilities of both work and home (De Villa & Manalo, 2020). They can effectively use their time by establishing routines through habits and practices according to a specified timetable.

4.1.3.5. Trusting the process: Teachers' emotional conditioning

Catching the learners' attention and how to keep them enticed with your presentation are the challenges faced by teachers in every modality. It is acknowledged that the desire to engage learners is essential. For this concern to be addressed, much time and effort were needed. With these primary requirements, teachers experienced stress and depression.

It was quite stressful to worry about doing the assignment on time, and teachers had to arrange a trade-off between several important things (Whittet, 2021). To cope with these feelings, teachers conditioned themselves that they needed to deliver lessons to learners in the simplest and essential way possible. Teachers highlighted that it pays if they remind themselves that they need to always go back to the basics of teaching.

Further, teachers in their school community viewed social connections as both a gratifying and difficult aspect of their profession on many levels. Moreover, the idea of diversion or thinking of other activities not related to school and having some time alone are other aspects that the teachers mention for them to maintain their pedagogical well-being. Further examination showed that teachers' pedagogical well-being spanned across the dimensions of wellness. It is also in consonance to the study of McCallum and Price (2010), which stated that physical, social,

emotional, mental, and spiritual qualities must all be appreciated if one is to be healthy. Moreover, active engagement, consisting of physical exercise, cognitive stimulation, social connections, and a connection with meaningful locations, is required to enable a teacher's pedagogical wellness experiences.

For Research Question 4, (How do teachers foresee the future of education considering their well-being?), a theme with three sub-themes emerged.

4.1.4. The anticipated stats for the new normal set-up of education

Education has become a kind of social experiment carried out from necessity in natural conditions (Pyżalski, 2021). The effects of this undertaking can initially be assessed as varied and contingent on many factors (Kobylarek, 2021). Having already experienced the sudden shift in the educational landscape of our country, teachers recognized the strengths and drawbacks of each learning delivery modality. With this shift in the educational landscape, emerging technologies become the fuel of the third paradigm of education. Teachers and students recognized the essence of technology in education. Digital, networked, and mobile media are enabling a disruptive transformation of the teaching and learning process (Pavlik, 2015). When conversation partners were asked pertaining to their foresight of the future of education considering their well-being, their responses were clustered into three sub-themes.

4.1.4.1. Back to basics: Provision of fundamental and essential learning to students

People can endure and withstand the test of time by being adaptable and flexible. Every teacher must develop the crucial skills of flexibility and adaptation. Depending on their requirements, the resources that are available, and the context of the setting, efficient teachers may vary, change, and adjust their teaching strategies (De Villa & Manalo, 2020). Teachers recognize that in these challenging times, they need to provide essential and basic knowledge to learners.

4.1.4.2. The power of two: Combination of in-person and distance education modes of learning

One of the important realizations that teachers learn in the conduct of various modalities is the resiliency and flexibility of the driver of knowledge - the teachers, and the acceptability of the recipients of knowledge - the learners. Flexibility and adaptability have been the two subjects that the situation would want us to realize most, especially in the field of education. It highly promotes another paradigm of learning. A combination of two different methods of teaching offers even more flexibility because it allows both students and the teacher to engage remotely from a location of their choosing, giving both students and teachers a chance to take part in the actual session (Raes et al., 2020).

4.1.4.3. The best of both worlds: Promotion of wellness education in achieving a balance between life and work

It is acknowledged that the pedagogical well-being of teachers should be taken into consideration. Teachers' occupational well-being includes their pedagogical well-being in addition to other crucial components like leadership in the classroom, continuity, workload, and resources (Soini et al., 2010). In positive cases, the teacher community's creation of pedagogical wellness may serve as a cushion against the stress brought on by unresolved issues.

With the responses taken from conversation partners, it revealed emerging themes, which were derived from the encounters of teachers, their step-backs, and come-backs, turning points, and their foresight in education considering their well-being.

A range of studies have explored the well-being of teachers, particularly in the context of changing educational landscapes. Yager (2009) and Henrietta (2023) both emphasize the importance of personal health behaviors and a comprehensive approach to health, respectively, in promoting teacher well-being. Capone and Petrillo (2020), Lomas et al. (2017) further delve into the mental health aspect, with Capone and Petrillo highlighting the prevalence of mental health issues and the impact of job status, and Lomas et al. suggesting the potential benefits of mindfulness practices. These studies collectively underscore the multifaceted nature of teacher well-being and the need for a holistic approach to support it.

5. Conclusions & recommendations

In this sudden shift in the educational landscape of our country, pedagogical well-being varied extensively, ranging from exhaustion to positive motivation. It is a mixture of both fulfillment and commitment and inconvenience and stress on the part of the teachers. The responses mentioned by the teachers were related to the experiences of empowerment and engagement. In general, teachers experienced pedagogical well-being that was rooted in their day-to-day interactions pertaining to their work. These interactions are specified in three cornerstones: the support from the management, the support from the colleague, and student engagement. A focus on a teacher's pedagogical well-being can augment today's managerial approaches to education. The state of well-being of teachers in online, modular, and limited in-person classes was challenged and redirected; hence, teachers now learn to obtain a balance between the sense of enjoyment in life and the extreme demands of work. It also served as an eyeopener to remind teachers of the things that matter most, namely the fundamental concepts that the learners should acquire, their pedagogical well-being, and the potentiality of distance education as a modality in delivering concepts. It provided ease to learners as they were given another option in the delivery and submission of outputs. Moreover, the education system, in general, experienced the breakthroughs and possibilities distance education can provide. It paved the way for distance education as another flexible dynamic in instruction that can be utilized by the school in delivering lessons to learners.

Furthermore, there is a high desire to explore what technology can provide to teachers to effectively teach learners. Social interaction is deemed to be the means for teachers in maintaining their pedagogical well-being. Having already experienced the sudden shift in the educational landscape of our country, teachers recognized the mechanisms and dynamics of each learning delivery modality. One of the important realizations that teachers learn in the conduct of various modalities is the resiliency and flexibility of the driver of knowledge - the teachers, and the acceptability of the recipients of knowledge - the learners. Further examination showed that teachers' pedagogical well-being spanned across the dimensions of wellness. Physical, social, spiritual, mental, and emotional well-being are the subheadings that correspond to the dimensions.

The research has thrown up notable recommendations. The phenomena were investigated using a qualitative technique, particularly a transcendental phenomenological approach, inside a semi-structured thematic interview. To acquire a more precise knowledge regarding the pedagogical well-being of instructors, more research integrating qualitative and quantitative methodologies is required. Therefore, a mixed methods approach would provide a more thorough investigation of the procedures and controls affecting teachers' pedagogical well-being.

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