Mental Health and Well-being of Elementary School Teachers Affected by Hybrid Teaching during the Covid-19 Pandemic

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Abstract
Hybrid Teaching Approach (HTA) has been one of the reasons for the increased psychological burden for teachers during the COVID-19 pandemic. Much research has shown that teachers became drained physically and emotionally due to HTA. Hence, this research is designed to explore the challenges and how adapting to the HTA during the Covid -19 pandemic has affected the Mental Health and Well-Being (MHWB) of elementary school teachers. This study is significant to identify and understand the importance of addressing teachers' mental health and well-being. A qualitative study was done employing 35 elementary school teachers with different teaching experiences, who were involved in hybrid teaching during the COVID-19 pandemic as samples. Data were collected through open-ended questionnaire via Google Form, interviews, and field notes. The findings revealed that notwithstanding hybrid teaching enhances the learning experience and develops a rather more broad-minded atmosphere for education, it has implicated various negative effects on elementary school teachers. Elementary school teachers were worn-out and had concerns of getting anxiety attacks due to the workloads and need of additional focus for both in person and online students at the same time. Furthermore, teachers also struggled to balance their family life and work life and ended up stressful as hybrid led to longer working hours for lesson planning. Further research studies propose to investigate pre-school teachers' mental health and well-being.
Keywords: Covid-19, Hybrid, Elementary, Mental Health, Well-being.

Introduction
This chapter provides an overview of the Hybrid Teaching Approach (HTA) and its effects on teachers' Mental Health and Wellbeing (MHWB), followed by a problem statement and a review of relevant studies. It also includes the research objectives and questions, as well as the significance of the study and definitions of terms. Since the COVID-19 pandemic has caused significant transformations in education institutions all over the world, including the emergence of online education, this study will investigate the challenges and how adapting

to the HTA during the Covid-19 pandemic has affected the mental health and well-being (MHWB) of elementary school teachers, particularly in Selangor, Malaysia.

The COVID-19 pandemic, the fifth since the influenza pandemic in 1918, has rapidly escalated into a global health crisis. The government enforced a Movement Control Order (MCO) on March 18, 2019, aiming to dismantle the spread of Covid-19 infections. The MCOs imposed restrictions on the community, including social isolation, workplace closures, schools, and higher education institutions. These measures have led to emotional effects such as anxiety, loss of motivation, discontent, frustration, and sleeplessness.
The pandemic has disrupted various industries, including the hotel industry, department stores, construction, and financial services. The educational system has been affected by changes to start dates, enrolments, assessments, virtual learning systems, and student movement. People are increasingly concerned about social precautionary measures and are using face masks and hand sanitizers.

The Malaysian Ministry of Health (MOH) maintains strict instructions and Standard Operating Procedures (SOPs) to track the pandemic's progress. However, the standard of education is declining, and it remains a challenge for the global educational field to provide engaging instruction. During the first phase of the pandemic, schools in Malaysia were closed for most students, affecting the learning of five million children. The Ministry of Education established a nationwide online educational portal to maintain students' education. However, the rise in COVID-19 infection rates led to concerns about the safety of returning to physical classes and the effectiveness of online classes. Some schools have transitioned to a hybrid teaching approach, allowing physical learning alongside online students.

However, many teachers struggle to balance their MHWB, coping, and teaching responsibilities. This research aims to explore the insights of elementary school teachers on MHWB adaptation during the COVID-19 pandemic.

Problem Statement
During the COVID-19 pandemic, teachers' well-being has been affected by online and hybrid education, which has led to increased stress and frustration. The difficulty in adapting to hybrid education has led to psychological discomfort, well-being, and emotional tiredness. Teachers' well-being is influenced by negative situations like strain, disinterest, and exhaustion, and they may experience increased psychological burden. Career flexibility and workload also create stress, anxiety, and depression, which need to be addressed to prevent adverse consequences for teachers, students, and the educational system. Future research in Selangor, Malaysia, is needed to explore the impact of hybrid education on teachers' mental health and well-being.

Research Objectives
  i.   To explore the challenges elementary school teachers encountered in adapting to the HTA during the pandemic.
  ii. To explore the MHWB of elementary school teachers affected by HTA during the COVID -19 Pandemic.

Research Questions

i. What are the challenges (pedagogically and technologically) that elementary school teachers have encountered in adapting to the hybrid approach?

ii. How has the hybrid teaching environment during covid affected elementary school teachers' MHWB?

Significance of Study

This research aims to explore the challenges faced by elementary school teachers in implementing High-Tech Assessment (HTA) during the COVID-19 pandemic. It will help elementary school leadership teams recognize the importance of addressing teachers' mental health and well-being. The findings will help school management address the issues faced in both professional and personal life and recommend further research to support elementary school teachers' mental health.

Scope and Limitation of Study

The study has a few flaws despite producing insightful results. First off, the results cannot be applied to all school teachers as they were gathered from only elementary school teachers with a small sample size. Second, only two instruments were used to gather data because the research was completed quickly. The results could change after extensive research using various data collection methodologies.

Literature Review
Effects of Covid-19 on Education

A global survey by Marinoni et al (2020) found that COVID-19 significantly impacted higher education institutions, with two-thirds converting classroom teaching to e-learning. 77% of African institutions and 59% from other countries closed, and 88% of respondents experienced ceased academic events and closed institutions.

Onyema et al (2020) conducted a study on COVID-19's impact on education, involving 200 participants from various countries. The findings revealed negative effects, including learning interference, reduced exposure to teaching and research equipment, rising unemployment, and student loan debt. The pandemic also presented challenges in the education industry, limiting opportunities for disadvantaged students and rural communities.

Sia and Adamu (2020) investigated Covid-19's higher learning hurdles in Malaysian institutions, focusing on prevention measures, advanced approaches, and guidelines. They found that while Covid-19 helped rebuild the education system, it significantly impacted teaching effectiveness, particularly in East Malaysia, due to poor network connectivity.

Azorín (2020) explores social and educational reactions to COVID-19 in Spanish education, focusing on specialist investment and society's battle. The research highlights increased socio-economic status apartheid, dropout rates, and lower academic achievement, as well as the impact of the lockdown on low-revenue schools and e-learning options. The closure also affected student evaluations worldwide, forcing many exams to be cancelled or deferred.

Nassr et al (2020) found that undergraduate students with government connections faced challenges during the COVID-19 pandemic, including physical, ecological, and emotional preparedness issues. Teachers faced difficulties in using ICT tools and digital educational portals, as well as the lack of standardized procedures and technical instructions.

Azhari and Fajri (2022) found that teachers struggled to use various ICT tools and digital educational portals during the lockdown, possibly due to their own abilities, financial circumstances, or insufficient internet connectivity. Alakrash and Razak (2021) assessed the use of technology in education during the pandemic in Malaysia, focusing on digital pedagogical approaches and obstacles faced by teachers.

A case study in Alaska (United States) found that the COVID-19 school closure led to increased workload for teachers and that online education can support learning for many students but needs to be designed and individualized to avoid deepening inequality and social divides.

Covid-19 has significantly impacted global education systems, leading to decreased enrolment rates, learning interruptions, limited access to teaching and research equipment, increased socioeconomic status inequality, and school dropouts. Additionally, examinations and appraisals have been voided or postponed, and large classes have jeopardized the standard of education.

Challenges Teachers Faced During Online Education

Aliyyah et al (2020) studied 67 Indonesian primary school teachers' opinions on online learning during the COVID-19 pandemic, identifying four challenges: technological, student preparation, engagement, and virtual learning experiences.

Rahayu & Wirza's (2020) qualitative study found that over 50% of English teachers in 51 schools in Bandung believed online learning was unproductive during the Covid-19 outbreak due to insufficient socialization.

Bordoloi et al (2021) studied digital learning opportunities and challenges in India, using an academic analytics approach. A structured questionnaire was developed and evaluated using Google Analytics. Results showed poor network connection, insufficient ICT expertise, inadequate internet platforms, and poor local power generation as significant hindrances to digital learning resources.

Yusuf and Ahmad (2020) conducted a qualitative case study on e-learning barriers in a private higher education institution during the Covid-19 pandemic. Surveys with 20 teachers revealed 60% had network issues, students struggled with online lessons, unsatisfactory educational websites, and inadequate internet connectivity. Poor Wi-Fi connections negatively impacted lesson time and led to students not attending online classes.

Raes (2022) studied hybrid education in teachers, using design-based methodology and interviews. The study found challenges in online viewing, student communication, and assessing work quality during hybrid lessons. Teachers struggled with students' microphones and cameras and lacked effective communication.

Onyema et al (2020) found that online education faced challenges due to poor infrastructure, network, power, inaccessibility, and unavailability issues. The COVID-19 pandemic also posed significant challenges in the education industry, limiting educational opportunities for disadvantaged students and rural communities.

Almanthari et al (2020) found that secondary school mathematics teachers faced difficulties in preparing students for online learning and explaining mathematical concepts. Yohannes et al. (2021) found that math teachers faced difficulties implementing online classes, with 70% of teachers claiming it presents challenges.

Kraszewska et al (2022) found that early childhood teachers faced core challenges during virtual learning, including lack of direct interaction, students struggling with self-motivation, difficulty explaining new topics, and inability to fulfil care tasks. Teachers with

over 20 years of experience also reported issues related to inadequate experience in online learning, health issues, and inability to fulfil care tasks.

Studies show that teachers face challenges in teaching online, impacting students' comprehension and affecting learning goals. Digital hurdles, student involvement, and technical training negatively impact learning. Challenges include teaching complex mathematical concepts and safeguarding online assessments. Thus, current research focuses on the challenges elementary school teachers face in adopting hybrid teaching during the COVID-19 pandemic.

Teachers' MHWB Affected by Online Education

Tanguihan (2021) conducted a qualitative phenomenology study on online teaching during the Covid-19 pandemic, revealing high levels of stress and anxiety among teachers, similarly, Kim et al (2022) who studied 24 elementary and secondary school teachers, observed fear, tension, exhaustion, and loss of respect as a profession. In another study, Hidalgo-Andrade et al (2021) found that Ecuadorian teachers who fostered online learning experienced higher levels of anxiety and depression, with women reporting higher levels of perceived stress and home care responsibilities causing more psychological discomfort.

Some other studies that implemented quantitative analysis revealed a high percentage of teachers suffering similar health complications. Jakubowski and Sitko-Dominik (2021) investigated the impact of online learning on teachers' well-being during the COVID-19 pandemic. They found that teachers in Poland experienced mild stress, anxiety, and depression during the pandemic. Allen et al (2020) found that 13% of teachers experienced elevated job anxiety, with school heads experiencing the most significant increase. Zhao et al (2020) found that 83.8% of teachers preferred classroom-based education over online home-schooling, and 17.2% experienced mental distress due to online home-schooling.

Aperribai et al (2020) studied the impact of lockdown on teachers' psychological state and connections in job, family, and social aspects which included 345 middle and high school teachers in Spain. Results showed higher levels of depression due to increased workload and virtual learning stress, resulting in extended work hours and struggles balancing work and family life.

Klapproth et al (2020) found that teachers experienced moderate to extreme pressure during the German school lockdown, with over 50% spending more than 4 hours per day on virtual education. Female teachers also experienced higher work pressure for education and household chores simultaneously.

Chan et al (2021) found that majority of teachers experienced emotional exhaustion, elevated concentrations of work pressure, and job uncertainties. Over 51% of participants were unsure of their career responsibilities and expectations, and only 22.3% were happy at work.

Pressley (2021) explored how COVID-19 affected teachers' anxiety and exhaustion. Pöysä et al (2021) assessed teachers' vocational well-being and job pressure during the pandemic, finding that 34.44% experienced moderate pressure and minimal job involvement. Alakrash and Razak (2021) revealed that the quick transition to online education caused anxiety and worries among both students and teachers.

Kotowski et al (2022) investigated whether COVID-19 increased teacher emotional exhaustion and decreased wellbeing within a year of the pandemic. The findings showed that 72% of teachers felt very or extremely stressed out and 57% felt very or extremely burned out. Work-family balance was a problem for several teachers.

Significantly, the above studies revealed essential information which led the researcher to focus and address on the mental health and well-being of elementary school teachers affected by hybrid teaching during the COVID-19 pandemic.

Methodology
Research Design
This study initially employed a mixed-methods approach to gather information on how the hybrid teaching approach has impacted and challenged elementary school teachers' mental health and wellbeing throughout the COVID-19 pandemic.

Research Sample
This study employed non-probability, self-selection sampling. 35 elementary school teachers who used HTA during the pandemic were included in the samples. Teachers of elementary schools who used online or hybrid teaching methods made up the study's respondents. The study's target group consists of the teachers at a Subang Jaya elementary school.

Research Instruments
The study utilized an online open-ended questionnaire and interviews to gather data on the insights, challenges, and impact of hybrid teaching on the mental health and well-being of elementary school teachers during the COVID-19 pandemic. The questionnaire divided into four sections: demographics, insights, challenges, and psychological discomfort. Interviews were conducted via WhatsApp call with selected 5 out of 35 respondents, and field notes were included as an instrument for observation. The findings provide valuable insights into the challenges faced by teachers in adapting to hybrid teaching during the pandemic.

Data Collection Procedure
Data from one elementary school in Subang Jaya was gathered in February 2022. The link to the online survey and an invitation to participate in the research were sent to respondents via WhatsApp. Teachers who were able to participate in the study went over the online questionnaire, which included information on the significance, goals, and objectives of the study. It was entirely voluntary to participate. The questionnaire was filled out by the teacher, and the system stored the results. From the total respondents, only 5 were chosen for interviews. Data analysis was carried out after converting them into charts.

Data Analysis Procedure
Data were gathered from 35 randomly chosen elementary school teachers in the Subang Jaya area to answer the research questions based on their experiences in adapting to the hybrid approach, and how the hybrid teaching environment during covid affected MHWB. Utilising a descriptive statistic for data analysis, the collected data was examined. The data classification and presentation for the study were done manually. The analysis of the data was supported by prior literature as evidence and by the researcher's observations.

Findings
Demographic Analysis
There were 35 participants in total for this study. Charts were used in this section to review the sociodemographic information for the respondent. Participants in this study were

influenced by a diverse range of age groups and teaching experiences. 31.4% of teachers were between the ages of 36 and 40, 20% between the ages of 31 and 35, 20% between the ages of 26 and 30, 17.1% between the ages of 46 and 50, 5.7% between the ages of 41 and 45, and a further 5.7% between the ages of 21 and 25. Figure 4.1 displays the participants' demographic information by age group along with the percentages for each group.
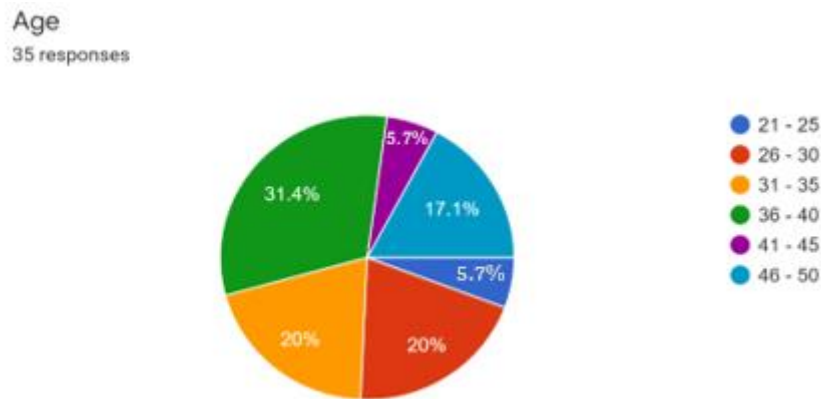

Figure 4.1 Teachers' Age

Apart from that, the individuals involved in this research had varying durations of teaching experience, spanning from 3 to 5 years. Among the participants, 71.4% had over 6 years of teaching experience, while 17.1% had 5 to 6 years of experience, and an additional 11.4% had 3 to 4 years of experience. Figure 4.2 illustrates the distribution of participants' teaching experience using percentages.
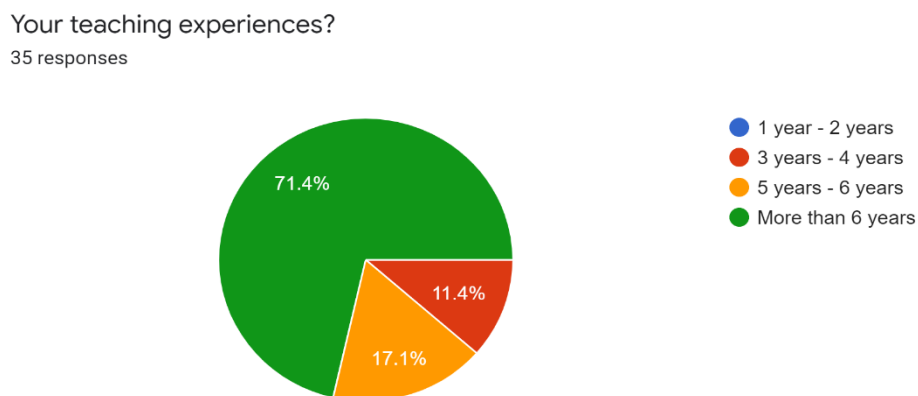

Figure 4.2 Teachers' Teaching Experience

Findings
RQ1. What are the challenges (pedagogically and technologically) that elementary school teachers have encountered in adapting to the hybrid approach?

1. Did you face any challenges during hybrid teaching?
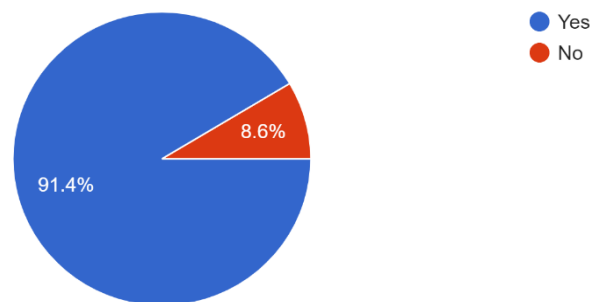35 responses

Figure 4.3 Elementary School Teachers Who Faced Challenges During Hta

A statistical analysis found that 32 elementary school teachers faced challenges during hybrid teaching (HTA), with technological, pedagogical, and student engagement being the top three. Time constraints, quality family time, and management support were the least challenging areas.

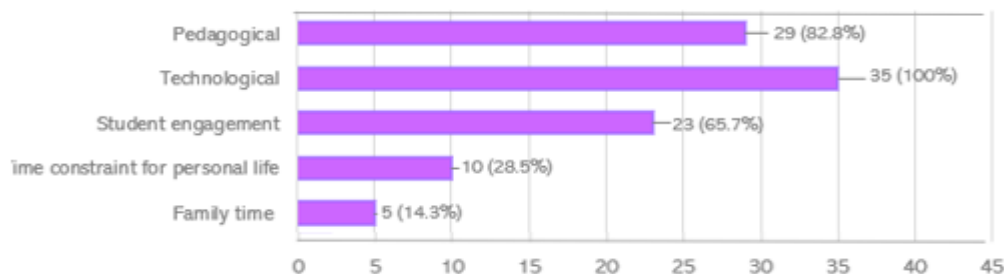2. What are the areas of your challenges?
35 responses

Figure 4.4 Areas of Challenges faced by Elementary School Teachers during HTA

The four subparts of the second question—pedagogical challenges, technological challenges, and other challenges—were created to give a thorough understanding of the different kinds of difficulties that teachers faced. The four components were thoroughly revealed.

Technological Challenges
Nearly all the 35 elementary school teachers (99%) said they encountered technological difficulties during HTA. Network and faulty equipment were the technological aspects that teachers found difficult.

(a) Network
Their most frequent technological problem was a lack of network connectivity. One of the teachers mentioned that occasionally unstable internet connections occurred because of severe weather. In the interview, the instructors brought up:

"Due to poor Wi-Fi connections teachers as well as students were unable to access to online resources most of the time." (Language teacher)

(b) Faulty equipment

Defective webcams or microphones were the second frequent problem. When their laptop microphones did not work properly, teachers said it was a problem. The teachers also claimed that because of choppy connectivity, students who are online did not pay attention during class. Two more educators stated:

"I had to use external devices, such as speaker systems, while using audio tracks so that both my physical class students and online students could hear the audio during slide presentations." (PE teacher)

A few teachers in the 45–50 age range also acknowledged that they lacked tech skills, which made creating lessons for hybrid teaching challenging. One of them admitted that it was difficult to adapt to cutting-edge technology as a person who is not particularly tech-savvy.
The internet connection, one of the essential requirements for online students during HTA, was thus one of the major technological challenges that teachers faced.

Pedagogical Challenges

Figure 4.3 shows that 82.8% of the teachers reported having pedagogical challenges. Teachers in HTA during the pandemic dealt with a variety of pedagogical issues, including lesson planning, teaching techniques, homework, assessments, and grading, as well as helping students with special needs and slow learners in particular subjects and finding lesson resources. Pedagogically, teaching mathematical ideas was difficult.

(a) Planning Lessons

Most of the teachers (7) had issues with lesson planning. Two of them said that for all students to participate, lessons must be tailored to both in-person and online learners. The others stated

"I took more time on screen, preparing lesson slides including short videos, and extra activities like quiz and games." (Homeroom teacher)

(b) Instructional techniques

The second frequently mentioned pedagogical challenge was difficulties with instructional methods during HTA, which was mentioned by 6 teachers. One of the teachers said that because different students work at different speeds during hybrid classes, it was difficult to set up differentiated activities and support the diverse learners on one platform. Another teacher mentioned

"I usually move around the class during lessons monitoring students as well as having a closer interaction with students. But during hybrid teaching I had to stand at one position most of the time to prevent me from frequently leaving the zoom screen to monitor on the online students."

The others stated

"Our teaching methods seem to be very fixed, with few opportunities for online students to engage in activities with considerable interest and mental focus, which seemed as though we were not in a suitable learning atmosphere." (Language teacher)

(c) Evaluations and grading

According to four teachers, it was difficult to administer tests and assign grades specifically for the online students. Teachers acknowledged that they were unsure of the students' sincerity.

They mentioned

"Conducting assessments via online was tricky. This is because students tried to copy the answers from Google." (Homeroom teacher)

(d) Supporting slow and special needs students

Assisting slow learners and special needs students during hybrid teaching, according to three teachers, was undoubtedly difficult. One of the teachers claimed that because they were unable to keep an eye on the slow learners constantly during hybrid, it was difficult to track their progress in class. The rest stated:

"My autistic student could not adapt to the new method of learning consequently he was often disengaged during lessons. (Science teacher)

(e) Resources and materials

It was difficult, according to two teachers, to make sure that the materials were adequate, pertinent, and gave students the knowledge they needed. One mentioned:

"Many resources online required payment which made it difficult to use for certain lessons." (Science teacher)

(f) Concepts from mathematics

It can be difficult to teach new mathematical concepts that call for hands-on activities, such as measurement, according to one teacher. The teacher explained:

"It was difficult to teach students the right way to measure as I was not able to see what they were doing." (Mathematics teacher)

(g) Homework

Three teachers reported that some online students frequently fail to turn in their homework. They mentioned

"Students online did not complete homework or corrections. I had to consistently remind them about their homework." (Homeroom teacher)

Lesson plans, assessments, and evaluation, failing to complete homework, teaching the correct mathematical method to complete activities, assisting students in need of guidance,

as well as having enough resources, were thus some of the pedagogical challenges that elementary school teachers faced when implementing hybrid teaching.

Student Engagement
The teachers in elementary schools reported that a challenge was getting students engaged. Most educators acknowledged that it was challenging to maintain students' attention, particularly those who were learning online. Seven teachers reported that during class time, online students did not activate their webcams or microphones.

(a) Online platform
Five teachers stated that students were *misapplying the zoom platform.* They indicated,

> *"Students were caught playing online games or on other tabs watching movies during lessons." (Language teacher)*

(b) An instructional setting
During the interview, it was brought up that students were reliant on their parents while online and that there were ambient sounds. One of the teachers complained that background noise from homes interfered with learning. While the grandchild was taking an online class at home, the teacher mentioned that grandparents were loudly watching television. One more educator reported

> *"Most of the time, there were noise disruptions when students sign in from home. This diverts the attention of the physical class students, forcing me to pause the lesson in the middle. We had no grip over their environment as teachers." (Homeroom teacher)*

While another expressed
> *"Parents are not allowing their child(ren) to be independent online. Well, I understand that they want to help their child(ren) nonetheless, they were providing answers instead of encouraging them to think."*

Student engagement during HTA was primarily impacted by students abusing online platforms to skip lessons and a noisy learning environment.

Other Challenges
Elementary teachers faced challenges during hybrid teaching, including time management, quality time with family, and wearing face masks. They struggled with balancing career and personal life, working 24 hours a day, and studying part-time. Additionally, they struggled with managing support and family, as they felt tired and physically and mentally tired after work hours. The data highlights that teachers faced pedagogical and technological hurdles, as well as challenges in teaching students both physically and online while wearing face masks.
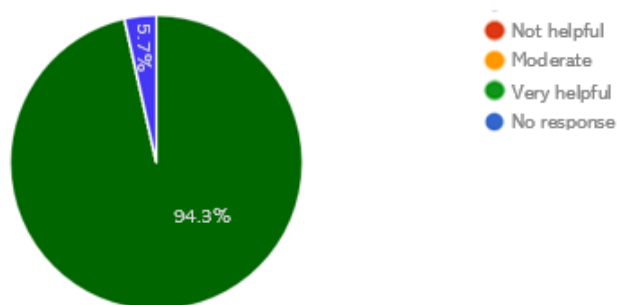
Figure 4.5 How Helpful School Has Been in Offering Resources For Hta

Figure 4.5 shows that only two of the 35 teachers responded to this question, while most of them said that the school had been very helpful. 33 teachers reported that the school administration provided them with excellent support and understanding. The school, according to the teachers, was helpful in providing a steady network connection, access to online resources, devices and gadgets, and workshops for teachers.

Devices and Gadgets

All 33 of the teachers claimed the school gave MacBooks to those who lacked personal computers. Twelve of them claimed that teachers who wanted to buy laptops for the classroom could also get subsidies. 17 additional people made mention of the school's recent smart TV and monitor installation to support hybrid teaching.

Network Connection

A stable Wi-Fi connection has been upgraded and improved, according to 24 teachers.

Online Resources

All 33 of the teachers mentioned that the school gave them access to a paid Zoom account so they wouldn't have to worry about losing connection in between lessons. Few mentioned:

"In the pilot stages of lockdown, teachers used different online platforms for lessons including Google Meet, Zoom, Webex, and Microsoft Teams. Students as well as teachers were often confused and forgot passwords. But in the second stages of lockdown the school made it easier for both teachers and students by purchasing the Zoom premium version for unlimited access for all teachers."

28 of them claimed that the availability of online books and learning resources helped teachers deliver lessons consistently. According to the teachers, they were given access to their own learning portal where they could access a variety of additional online books for reference.

"Online platform access such as Phonics play, Seesaw, and Lalilo was provided to keep up with children's learning." (Language teacher)

Workshops

11 of them claimed that the school had scheduled workshops for the teachers' continuing professional development (CPD) during the pandemic. This demonstrated emphatically how supportive, helpful, and understanding school administration was in providing a stable online platform, a wide range of online resources for effective teaching, and workshops.

RQ2. How has the hybrid teaching environment during covid affected elementary school teachers' MHWB?

Four questions in Part D of the questionnaire were expected to address RQ2. The first question was formulated to find out how well teachers were coping with the daily stresses of teaching during hybrid teaching.
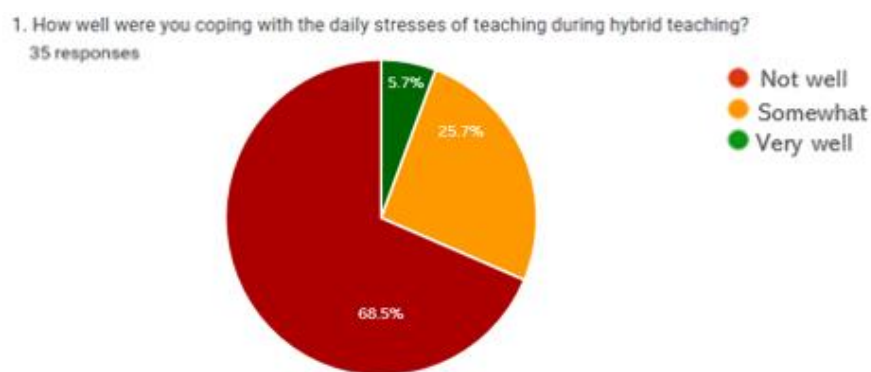

Figure 4.6 How Well Elementary Teachers Cope With Daily Stresses During Hta

Figure 4.6 shows that 68.5% of the teachers said they struggled to deal with the pressures of daily life. Most of them said that dealing with the daily stress of HTA was very depressing. Some of them claimed that it appeared there was no separation or equilibrium between work and daily life. 25.7% of the other teachers had mixed feelings about it being very stressful, but they overcame it by relaxing. Teachers struggled with managing students during hybrid teaching but found relief in designing online tasks and games. They also used PS4 to overcome stress. However, some teachers found everyday disputes coercing, highlighting the need for patience and effective dispute resolution.

The second question aimed to find of where the teachers concerned about their MHWB because of the transition to hybrid teaching in 2020-2021 and the reasons.
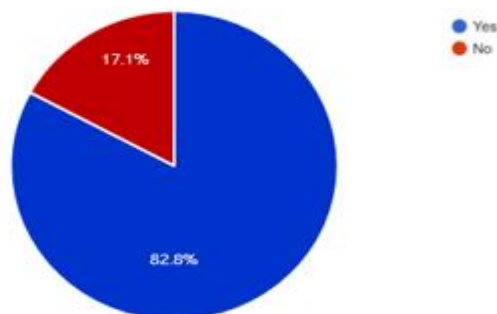
Figure 4.7 Elementary Teachers' concerns on their MHWB adapting to HTA in 2020-2021

Only about 17.1% of the teachers responded "No," while 82.8% of the teachers indicated "Yes" in Figure 4.7. The transition to hybrid teaching in 2020–2021 caused most teachers to be concerned about their MHWB, according to the quantitative data.

The third question focused on the health and family time issues that elementary school teachers were most worried about as MHWB adapted to HTA.

Health

23 teachers prioritized health and safety in their MHWB, with 15 fearing Covid and nine concerned about excessive preparation for hybrid classes. Stress from contingency preparation and overworking was a major concern. Some stated:

"To enhance the quality of education throughout the innovative approach, I had to modify the lessons and activities to suit both online students and physical class students. In whole the journey has indeed been both emotionally draining and coercing for me." (Language teacher)

Lesson preparation causes prolonged laptop screen time, causing frozen shoulders, backaches, migraines, and cramps. Frustration and long hours of preparation affect diet and sleep, leading to mental health concerns and well-being issues.

Quality Family Time

Six teachers stated that they were concerned about their quality time with their family. They mentioned that:

"I struggled in managing time for work, household chores, assisting my son with his homework, looking after my little one and taking care of my sickly in laws."

Therefore, it is clear that HTA transition in 2020–2021 has had an impact on elementary school teachers' concerns about their health and family time. They mentioned:

The final question sought to determine how much their MHWB had been impacted by the hybrid learning environment during COVID-19. Only five of the 35 teachers claimed that the hybrid teaching environment had no impact on them. Hybrid teaching was overwhelming

and stressful, according to eight teachers. Due to the lack of a work-life balance, one of the teachers claimed that there was no time for family. Almost every day, including weekends, was devoted to lesson planning, meetings, and homework marking. They stated:

"Felt stressful because I was too occupied with planning and preparation for effective learning which needs to cater both online and physical class students."

Two teachers said that being in a noisy environment interferes with their ability to learn. Seven teachers asserted that HTA has led to an unbalanced balance between their personal and professional lives. Seven more teachers claimed that HTA had an impact on their health. Three of them claimed that their vision was compromised. Three more teachers claimed that excessive screen time had left them mentally spent and had given them migraines. Three other teachers claimed that HTA made them less self-assured, reserved, depressed, and socially withdrawn. Two more teachers mentioned that they experience burnout when they are preoccupied with work and family obligations. Others said they were feeling overwhelmed by the additional obligations of work and family and wanted to quit. They claimed:

"Since I was pregnant during the pandemic, it was very tough and fearful. My family members were worried about me and my baby getting infected. Additionally, wearing mask while teaching in class was quite difficult during pregnancy."

Hence, it is clear that HTA has affected teachers' MHWB. During the transition to hybrid teaching during the pandemic, teachers experience restless nights, long stretches spent in front of screens planning lessons, a stressful life, exhaustion, depression, and health problems.

Conclusion

This research investigates the impact of HTA on elementary school teachers' mental health and well-being during the Covid-19 pandemic in 2020-2021. It highlights challenges faced by teachers and factors affecting their mental health. The study's findings, relevance, limitations, and recommendations are presented.

RQ1 examined challenges faced by elementary school teachers in adjusting to a hybrid approach, including internet connection, student engagement, teaching strategies, homework, assessments, grading, environmental noise, and task correctness. Other issues included face masks, parental inability to allow children online independence, and excessive workload.

RQ2 investigated how the hybrid learning environment affected the MHWB of elementary school teachers. According to the data analysed in the previous chapter, hybrid education left its mark on teachers in the form of anxiety, mental anguish, extreme exhaustion, feelings of hopelessness, stress, a fear of burnout, and shortly after, the intention to give up. Teachers were especially concerned about their health related to Covid-19.

Discussion

The psychological wellness of elementary school teachers who are switching to hybrid teaching during the Covid-19 pandemic is examined in this study. Stress, anxiety, burnout,

and the possibility of Covid infection have all been brought on by the switch from traditional schooling to homeschooling. The study confirms earlier studies that found that the lack of interpersonal communication between teachers and students makes online learning ineffective.

RQ1 investigates the pedagogical and technological issues elementary school teachers must deal with when implementing the hybrid approach. Previous studies have cited several impediments, including electronic curriculum creation, online assessments, and a lack of pertinent information. Students who are not paying attention, ineffective teaching methods, dishonesty, and online behaviour guidelines are additional difficulties. The study also emphasises the need for better teaching methods and student engagement, particularly when it comes to online instruction of mathematical ideas.

Due to the hybrid teaching environment, the COVID-19 pandemic has had a significant negative impact on elementary school teachers' mental health and wellbeing which was revealed through RQ2. Due to longer hours and more work, teachers experience increased stress, fatigue, and a lack of appreciation for their line of work. The study discovered that due to hybrid teaching's challenging and demanding nature, teachers expressed despair about it. Face masks, reluctant parents, and an increased workload all contribute to the aggravation of these difficulties. It is difficult for teachers to balance teaching, adapting, and hybrid teaching, which creates a difficult time for their mental health and wellbeing.

Relevance of the Study

This study aims to reduce the stress that hybrid teaching approaches cause among elementary school teachers and administration teams. It emphasises how crucial teachers' mental health and wellbeing are to the harmony, proficiency, and success of the classroom. Given that teachers' productivity is crucial to society, the findings assist management teams in maintaining ongoing awareness of teachers' mental health and wellbeing.

Limitation of the Research

The study has a few flaws despite producing insightful results. First off, the results cannot be applied to all school teachers as they were gathered from only elementary school teachers with a small sample size. Second, only two instruments were used to gather data because the research was completed quickly. The results could change after extensive research using various data collection methodologies.

Recommendation for Further Research

Preschool teachers can be included in future research on teachers' MHWB. This is due to hybrid's adoption in both preschool and elementary schools. Therefore, future studies can use a larger sample size. If the teachers came from a variety of elementary schools, that would be remarkable. This is because teachers from various educational settings may have varying knowledge, viewpoints, and experiences regarding hybrid education in pandemics.

Summary

The analysis of the research's findings showed that the hybrid teaching approach had a negative impact on the mental health and wellbeing of elementary school teachers. Other contributing factors, such as student engagement, time constraints for personal and family life, as well as pedagogical and technical difficulties, were present. Teachers have made some

progress in overcoming the challenges, but some are still looking for stress-relieving strategies. At the conclusion of the data analysis, both research's goals were thus achieved.

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