

Mental Health Assessment of Teachers in Thailand during Blended Learning

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Abstract. This paper looks at the educator's psychological well-being during mixed growth opportunity in Thailand. Mixed Learning is an e-advancing course for instructors that makes sense of and shows intelligent exercises done both up close and personal and internet opportunities for growth. This paper presents the examination discoveries of poll studies of educators in Thailand who are right now doing mixed learning in their homeroom setting and to figure out the degree of comprehension of mixed advancing by educators. The scientist made poll about mixed learning and emotional wellness surveys (WHO-5, Stray 7, PHQ-9, and SF-12) were shipped off educators in Thailand through irregular testing. The example remembered 221 educator respondents who work for Thailand participated in a web-based review. The psychological well-being results shows that they have unfortunate prosperity (N=221, Generally Mean=3.07, By and large sexually transmitted disease. Dev.=1.123), gentle tension with (N=221, In general Mean=1.09, By and large sexually transmitted disease. Dev.= 0.03), and gentle melancholy (N=221, Generally speaking Mean=0.95, By and large sexually transmitted disease. Dev.= 0.06). This will likewise explore the degree of comprehension of the members about mixed learning through a scientist made survey agenda. That's what the outcomes showed "Mixed Learning is the joining of eye to eye and internet learning" got the most elevated recurrence of (f=196, N=221, Percentile=88.7%).

Keywords: Mental Health, Face-to-Face Learning, Online Learning, Blended Learning.

1 Introduction

Most history articles or expositions that talk about distance learning will make reference to mail, yet frequently quickly plunge into how radio, TV, and PCs have upset the configuration (Phipps and Merisotis 1999; Sherry 1995) (1)(2). At the point when we consider Mixed Learning, we generally ponder the utilization of PCs which was created during the 1940s by German innovator and designer Konrad Zuse finishes his Z3 machine, the world's earliest computerized PC, as per Gerard O'Regan's book "A Concise History of Figuring" (Springer, 2021). Much to our dismay that there was once an English teacher and distributor who got all inclusive recognition and knighthood for his improvement of a phonetic shorthand transcription (Lotha 1998)(3).

Pitman's course evolved in a genuinely natural manner. Initially, after Pitman completed his shorthand framework in 1837, he and his sibling Benn went the nation over as voyaging teachers and mentors (Pitman 2017)(4). By May of 1840, the mailing station had definitely marked down costs, chose to charge mail by weight rather than distance, and progressed into permitting the source to pay for bundles rather than the beneficiary. They additionally started monitoring installments through postage stamps. In the long run, they fostered a cunning fast conveyance framework that used rail lines and railroad vehicles by regarding them as voyaging mail depots (Simmons and Biddle 1997)(5). By 1845, Pitman detailed he was getting 10,000 phonographic letters a year — that midpoints to more than 27 every day! During this time span, he likewise created printed duplicates of his ten early on addresses as a kind of introduction for those new to shorthand. Roughly 1,000 individuals from the Comparing Society effectively dispersed these talks to new clients (Dough puncher 1919)(6).

Quick forward to 2020 during the pandemic, the schooling system has changed and scholastic organizations across the world look at changed educational ways to deal with oblige the advancing requirements of understudies. The presentation of mixed learning (mix of up close and personal and web based educating and learning) drives is important for these advancements yet its take-up, particularly in the creating scene faces difficulties for it to be a successful development in instructing and learning (Kintu, Zhu, Kagambe 2017)(7). As far as mixed realizing, there are still a ton of fundamental factors that posture difficulties to the two students and instructors. One major test is the means by which clients can effectively utilize the innovation and guarantee members' responsibility given the singular student qualities and experiences with innovation (Hofmann, 2014)(8). Hofmann adds that clients getting into troubles with innovation might bring about forsaking learning and possible disappointment of mechanical applications. The fundamental reason for this study is To get the fundamental information, information, and data about the emotional well-being of educators in Thailand during mixed learning, Tounderstand the mixed growth opportunity of instructors in Thailand, and To propose emotional wellness mediations for educators in Thailand.

We anticipated the degrees of profound side effects (level of prosperity, level of tension, and level of misery) will be higher. The psychological well-being results shows that they have unfortunate prosperity (N=221, In general Mean=3.07, By and large sexually transmitted disease. Dev.=1.123), gentle tension with (N=221, Generally Mean=1.09, By and large sexually transmitted disease. Dev.= 0.03), and gentle melancholy (N=221, By and large Mean=0.95, Generally sexually transmitted disease. Dev.= 0.06). This can be because of developing family obligations (Kausal et.al. 2021)(9), neglected work over-burden, delayed home restriction, a feeling of vulnerability over work and life, loss of friends and family during the Coronavirus pandemic as well as relentless openness to pessimistic news on friendly and electronic media (Santamaria et.al. 2021)(10). We expected to view that as "mixed learning is the reconciliation of eye to eye learning and web based learning" to have a high reaction rate as mixed learning has been executed in schools for quite a while. That's what the outcomes showed "Mixed Learning is the coordination of up close and personal and web based learning" got the most noteworthy recurrence of (f=196, N=221, Percentile=88.7%). Our discoveries recommend that we really want to emphatically impact the instructors regarding psychological wellness so they can be successful teachers by giving consistent encouragement and equilibrium, and life fulfillment. Schools in Thailand ought to

have areas of strength for an and directing project to help the psychological and profound requirements of our educators. These can be defensive elements for additional examination.

2 Methods

Participants

In this cross-sectional review, graphic measurements were utilized and information were gathered through arbitrary testing utilizing Google structure. Members are current educators in Thailand who showed mixed getting the hang of during the Coronavirus pandemic. Of the 221 respondents, 79 members were male and 143 were female with the greater part of the respondents from the age gathering of 30-39 years of age.

Instrumentation

Members were gotten some information about fundamental segment data (orientation, age, insight in instructing, and instructive level). Side effects of uneasiness and sadness were evaluated with the Overall Nervousness Issue 7 (Stray 7) and Patient Wellbeing Survey (PHQ-9). Stray 7 is a 7-thing tension scale (Stray 7) with a 4-point Likert scale to self-report and assess the respondents' nervousness levels. PHQ-9 is a multipurpose instrument with a 9-thing discouragement scale (PHQ-9) for screening, diagnosing, checking, and estimating the seriousness of misery among respondents with a 4-point Likert scale to get oneself report about their downturn level. The prosperity of the respondents was likewise estimated utilizing the World Wellbeing Association (WHO-5) prosperity poll that actions current mental prosperity. Initially created to evaluate both positive and negative prosperity, this five-question rendition utilize just emphatically expressed inquiries to keep away from side effect related language (WHO-5 1998).

Procedure

Members were completely educated regarding the reason for the review and the privacy of their interest as the Individual Information Security Act B.E. 2562 (2019) ("PDPA") of Thailand has been placed into regulation to communicate their assent for the specialists to gather, record, sort out, update or alter, recover, counsel, use, combine, block, delete or destruct my own information as a feature of my data. Furthermore, members attested the option to be educated, object to handling, access and amend, suspend or pull out their own information, and to get repayment for harms, as specified in the Individual Information Security Act B.E. 2562 (2019) ("PDPA") of Thailand. Prior to giving assent, members were educated that their own data would be put away on an internet based stage and that main specialists and study examiners would approach it. Paper-based documents have not been utilized in this review.

Data Analysis

All measurable examinations were performed utilizing SPSS. Information examinations included unmistakable insights with recurrence and rates for the profile of the respondents. Mean and portrayals were utilized for understanding the prosperity (WHO-5) of the members, nervousness level (Stray 7), and gloom level (PHQ-9) of the respondents.

3 Results

Table 1. Profile of the Respondents

Profile	Frequency	Percentage
Gender		
Male	79	35.7
Female	142	64.3
Age (years)		
20-29	61	27.6
30-39	114	51.6
40-49	33	14.9
50-59	11	5
60-69	2	0.9
Experience		
1-5 years	83	37.6
6-10 years	86	38.9
11-15 years	32	14.5
16-20 years	11	5.0
more than 20 years	9	4.1
Educational Level		
Bachelor's	165	74.7
Master's	53	24.0
Ph.D.	3	1.4

Table 1 presents the profile of the respondents. Altogether, 221 respondents were overviewed, with 142 (64.3%) ladies and 79 (35.7%) men matured 30-39. At the hour of the exploration, a large portion of the respondents' involvement with instructing was 1-5 years of age (37.6%) and 6-10 years of age (38.9) with the majority of the respondents 165 (74.7%) being four year college education holders.

The effect of mixed learning fluctuates between orientation (male and female educators). The connection between mixed learning and respondents' profiles uncovered that most females have more noteworthy impact during on the web study interest. Ladies will quite often be bound to self-select to take part in web-based overviews. It's a reality (Smith 2009)(11). Another conceivable clarification for the perceptions is that ladies are by and large bound to add to review reactions is perfect. Ladies will more often than not be profoundly drawn in members (Royall 2020)(12). One more significant element of this study is that the vast majority of the respondents were in the 30-39 age bunch. Many examinations have found that youthful grown-ups like to answer by means of the web while more established people favor non-web modes. For instance, (Millar et al. 2009)(13) tracked down that respondents to mail reviews were more established than web respondents.

Table 2. Respondents' Knowledge about Blended Learning

Blended Learning	Frequency	Percentile	Rank
Blended learning is the integration of face-to-face and online learning.	196	88.7%	1
Blended learning combines online learning with other modes of instructional delivery.	158	71.5%	2
Blended learning is a shift in instructional strategy.	108	48.9%	3
Blended learning involved some element of student control over time, place, path, or pace.	95	43%	4
Blended learning integrates formative and summative assessment.	87	39.4%	5
Blended learning models place value on teachers' face-to-face interactions with students.	82	37.1%	6
Blended learning is student-centered instruction.	77	34.8%	7
Blended learning helps to customize individualized instruction.	75	33.9%	8
Blended learning provides more interaction than traditional classrooms.	69	31.2%	9
Blended learning needs complex ICT infrastructure.	61	27.6%	10

Table 2 presents the respondents' knowledge of blended learning. Blended learning being an integration of face-to-face and online learning was the most common knowledge since it ranked first among the statements. Studies comparing blended learning with traditional face-to-face have indicated that learners perform equally well in blended learning and their performance is unaffected by the delivery method (Kwak, Menezes, & Sherwood, 2013)(14). In another study, learning experience and performance are known to improve when traditional course delivery is integrated with online learning (Stacey & Gerbic, 2007)(15). The idea that blended learning needs complex ICT infrastructure was the least common knowledge since it ranked last among the statements. This idea is also backed up by a study conducted by Shraim and Khlaif (2010)(16) that 72% of teachers were lacking in skills to utilize ICT-based learning components due to insufficient skills and experience in computer and internet applications and this may lead to failure in e-learning and blended learning.

Table 3. The well-being of the Respondents Encountered during Blended Learning

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.874	.875	5

Issues	Mean	Std. Dev.	Description
1. I have felt cheerful and in good spirits.	3.13	1.123	Poor well-being
2. I have felt calm and relaxed.	3.18	1.186	Poor well-being
3. I have felt active and vigorous.	3.00	1.218	Poor well-being
4. I woke up feeling fresh and rested.	2.99	1.323	Poor well-being
5. My daily life has been filled with things that interest me.	3.05	1.203	Poor well-being
Overall Mean	3.07	σ : 0.06	Poor well-being

Legend: 0.00–1.66 (Worse well-being); 1.67–3.32 (Poor well-being); 3.33–5.00 (Good well-being)

Table 3 presents the well-being of the respondents encountered during blended learning in the last 14 days. On average, the respondents encountered the abovementioned issues regarding blended learning with poor well-being. The overall mean signifies the same findings and implications. With a Cronbach's Alpha of .874, this questionnaire in Thailand is valid and reliable and considered to have good internal consistency. The importance of psychological well-being denotes positive functioning and flourishing in life (Keyes, Shmotkin, and Ryff 2022)(18). This was also characterized by autonomy, environmental mastery, personal growth, positive relationships with peers, purpose in life, and self-acceptance (Ryff and Keyes 1995)(19) to entail a person's potential for development and growth and includes feelings of personal expressiveness and accomplishment (Keyes, Shmotkin, and Ryff 2022)(18).

Table 4. The anxiety level of the Respondents during Blended Learning

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.921	.921	7

Issues	Mean	Std. Dev.	Description
1. Feeling nervous, anxious, on edge	1.06	.868	Mild Anxiety
2. Not being able to stop or control worrying	1.09	.886	Mild Anxiety
3. Worrying too much about different things	1.22	.950	Mild Anxiety
4. Trouble relaxing	1.12	.953	Mild Anxiety
5. Being so restless that it is hard to sit still	0.91	.931	Mild Anxiety
6. Becoming easily annoyed or irritable	1.24	.943	Mild Anxiety
7. Feeling afraid as if something awful might happen	1.02	.938	Mild Anxiety
Overall	1.09	σ : 0.03	Mild Anxiety

Legend: 0.00–0.74 (Minimal Anxiety); 0.75–1.49 (Mild Anxiety); 1.50–2.24 (Moderate Anxiety); 2.25–3.00 (Severe Anxiety)

Table 4 presents the anxiety level regarding blended learning encountered by the respondents in the last 14 days. Blended learning issues were encountered with mild anxiety by most respondents. The overall mean signifies the same findings and implications. Teachers in Thailand were asked about their anxiety levels based on the GAD7 questionnaire. The data shows that most of the participants' anxiety levels are mild anxiety. With a Cronbach's Alpha of .921, this questionnaire in Thailand is valid and reliable and considered to have an excellent internal consistency. In this sense, high-stress levels have been reported among teachers during the COVID-19 pandemic, along with anxiety, depression, domestic violence, and divorce, all impacting their capacity for proper teaching (Lizana and Lera 2022)(20). Increased anxiety rates among teachers have also been reported, with women presenting higher rates than men (Li et.al 2020)(21).

Table 5. Depression Level of the Respondents during Blended Learning

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.929	.929	9

Problems	Mean	Std. Deviation	Description
1. Little interest or pleasure in doing things	1.03	.895	Mild Depression
2. Feeling down, depressed, or hopeless	0.90	.882	Mild Depression
3. Trouble falling or staying asleep, or sleeping too much	1.14	1.015	Mild Depression
4. Feeling tired or having little energy	1.32	.957	Mild Depression
5. Poor appetite or overeating	0.97	1.009	Mild Depression
6. Feeling bad about yourself - or that you are a failure or have let yourself or your family down	0.99	.995	Mild Depression
7. Trouble concentrating on things, such as reading the newspaper or watching television	0.99	.979	Mild Depression
8. Moving or speaking so slowly that other people could have noticed? Or the opposite - being so fidgety or restless that you have been moving around a lot more than usual	0.72	.849	Minimal Depression
9. Thoughts that you would be better off dead or hurting yourself in some way	0.52	.870	Minimal Depression
Overall	0.95	σ : 0.06	Mild Depression

Legend: 0.00–0.74 (Minimal Depression); 0.75–1.49 (Mild Depression); 1.50–2.24 (Moderate Depression); 2.25–3.00 (Severe Depression)

Table 5 presents the level of depression encountered by the respondents in response during blended learning over the last 14 days. On average, the respondents encountered most of the abovementioned problems with minimal depression. They did not encounter moving or speaking so slowly that other people could have noticed or the opposite and having thoughts that they would be better off dead or hurting themselves in some way. The overall mean signifies that on average the respondents encountered most of the abovementioned problems for several days. With a Cronbach's Alpha of .929, this questionnaire in Thailand is valid and reliable and considered to have an excellent internal consistency. There was also a recent meta-analysis of the emotional impact of COVID-19 on teachers concludes that 17% experience anxiety, 19% depression, and 33% stress (Etxebarria et.al. 2021)(22). Teaching is considered to be a highly stressful profession because teachers have to cope with work overload, emotion management, and conflict mediation in the classroom on a daily basis (Tamarit et.al. 2019)(23).

4 Discussion

The purpose of this study was to assess teachers' mental health during blended learning in Thailand from June to July 2022. The purpose of this study is to better understand how we can assist teachers during this time so they can continue to provide valuable educational services to our learners.

First, we expected to find the mental health assessment of teachers in Thailand to experience moderate levels of emotional symptoms (degree of well-being, level of anxiety, and level of

depression). These findings are pioneer data that measure, analyze, and organize the emotional distress due to blended learning in Thailand.

In addition, this study proves that "blended learning is the integration of face-to-face and online learning" ranks first, with 196 out of 221 respondents saying they are familiar with it.

In sum, our findings suggest that we need to positively influence the teachers in terms of mental health so they can be effective educators by giving emotional support and balance, and life satisfaction. These can be protective factors for further research.

This research is the first of its kind in Thailand in terms of blended learning and mental health. First, our findings in the study sample may not be generalizable to the general population because of the distribution of data, which is through an online survey. The researcher also believes that the uneven sample size in terms of gender is another limitation of the study as it may affect the overall result of the study. In future research, the researcher would like to include mixed methods (qualitative and quantitative data) in order to compare and contrast the information about teachers' mental health.

5 Conclusion

This study makes an important contribution to the body of knowledge as it is the first study conducted in Thailand about teachers' mental health during blended learning. These and other factors of the psychological impact of blended learning on teachers are crucial factors to promote mental health integration and innovation to strengthen their mental health and wellness.

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