Analyzing the Post-Pandemic Working Conditions and Behavioral Adjustment of Teachers in IPED Schools using Theory of Work Adjustment

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Abstract. The purpose of this study was to analyze the relationship between working conditions and behavioral adjustment of teachers according to the Theory of Work Adjustment (TWA) in the context of post-pandemic education, focusing on the transition from limited face-to-face or online to face-to-face teaching. The study employed a quantitative approach, specifically a correlational research design, involving 67 teachers in Mindanao across IPED schools of T'boli, South Cotabato. Findings revealed that favorable working conditions influence the behavioral adjustment of teachers during the post-pandemic period. While the study affirmed the contention that working conditions play a role in the behavioral adjustment of teachers, the result expanded the assertion that the working conditions must meet the needs of employees for optimal adjustment in a post-pandemic indigenous peoples' educational setting, indicating that external disruptions such as the COVID-19 pandemic can still be managed when the work environment is favorable. Those teachers who have better working conditions were more likely to demonstrate positive behavioral adjustment during the post-pandemic period. This study recommends an in-depth analysis of the TWA for crisis-driven changes in the work environment.

Keywords: post-pandemic education; teacher working conditions; behavioral adjustment; hybrid teaching

1. Introduction

The COVID-19 pandemic highlighted major systemic weaknesses in education systems globally, while driving rapid adaptation and innovation, and profound disruption to learning on all levels (UNESCO, 2020; World Bank, 2022). While all occupations have been impacted by the pandemic, the impacts on teachers are uniquely multilayered. The collective resilience of teachers in adopting remote-teaching practices, often with little preparation, highlights how adaptable teachers can be, and how a global crisis can be an impetus for maintaining continuity in education, something that has been recognized by the Organisation

for Economic Co-operation and Development (OECD) (2020) and the International Labour Organization-United Nations Educational, Scientific and Cultural Organization (ILO-UNESCO) (2020). However, the abruptness of this shift also accelerated many of the existing challenges facing the profession. The demands on teachers while providing remote or hybrid options meant increased workloads, resulting in a diminished separation between the professional and personal spheres of their lives, and exacerbating stress and burnout, all of which Education International (2020) and the World Bank (2021) reported as challenges in their own studies.

As such, even if we celebrate the success of teachers in adapting under these pressures, the reality is that we are continuing to deepen existing and new problems for teachers around well-being, sustainability of workload, and retention. These are demonstrated by the compounded vulnerabilities highlighted in future studies such as UNESCO's Global Report on Teachers (2022) and OECD's examination of the pandemic's continued impacts (2021). Studies by Anand and Bachmann (2021) stress how the abrupt transition from face-to-face to virtual instruction intensified teachers' workloads, compounding existing pressures to maintain student engagement and learning efficacy in digital environments. These shifts have underscored the urgent need to re-evaluate and reimagine teachers' professional environments, particularly as schools worldwide navigate post-pandemic recovery. Sukalova (2021) underlines this need by arguing that improving working conditions is essential to improve output, job satisfaction, and institutional resilience as well as protecting employee well-being. While based on the DepEd Order No. 62, s. 2011, many IP communities still lack access to adequate basic social services; they are marginalized in terms of social, economic, and political spheres, and they have little opportunity to participate in the mainstream economy.

According to Secuya and Abadiano (2022), in the Philippines, where education systems are now transitioning back to in-person learning after prolonged reliance on modular distance modalities, teachers have been thrust into pivotal roles as instructional specialists and agents of continuity. However, this shift has unfolded against a backdrop of understudied challenges. Alvarado and Brotones (2018) emphasize the importance of more investigation on how working conditions in education are defined, assessed, and enhanced, since current studies remain fragmented. According to them, there is a substantial fragmentation in terms of research on educators' working conditions, making it difficult to assess coherently, and apply meaningfully as a profession. Alvarado and Brotones stress that research studies on working conditions fail to operate with consistent theoretical and conceptual frameworks; this results in competing and divergent, and sometimes contradictory, qualitative definitions of "working conditions."

The same is true for assessment methodologies that have produced different conceptualizations of working conditions, which ultimately limit comparability and synthesis of these varied studies or contexts as research studies. These authors argue that the disjointedness of studies about these educators' working conditions limits a comprehensive picture of the factors that shape educators'

work environments. Ultimately, practitioners would need the knowledge and understanding of research that shows what should be the building blocks of effective action to improve educators' working conditions. Clearly there is a need for more systematic, coherent, and consistent investigation to begin identifying clear definitions, assessments, and evidence-based pathways to improve educators' working conditions to fill this foundational gap in the literature. In places such as the Philippines, where limited resources and infrastructure limitations exist with the socioemotional needs of post-pandemic education, this disparity is especially noticeable. Maqsood et al. (2022) further note a scarcity of literature focusing on primary school teachers during COVID-19, while Jones et al. (2022) identify a critical methodological shortfall in studies relying solely on post-closure data, which overlooks comparative insights from pre-pandemic conditions. Villar et al. (2022) note that teachers' lived experiences during modality changes have been overlooked in favor of research focusing on learner results, resulting in insufficient data for policymakers to address teachers' needs comprehensively.

The authors maintain that the TWA, which focuses on a dynamic and mutual process of adjustment by both the employee/worker and the workplace, has considerable value for an understanding of behavioral adjustment following the pandemic. Dawis's (2005) most recent iteration of TWA considers adaptability as the essential building block of TWA and serves as a theoretical baseline in examining contemporary workforce challenges. This claim is supported by the empirical work of Lyons et al. (2021), who utilized TWA to explain the transitions to remote or hybrid work models and the recalibration of skills contingent on a disruption in service delivery as a result of the COVID-19 pandemic. Similarly, Bonaccio et al. (2022) cited TWA's principle of negotiation to identify strategies for restoring employee-organization "fit" amid rising volatility in stretched post-crisis labor markets. In summary, these developments all serve to represent TWA's validity and applicability to explaining how workers and organizations can co-adapt in the presence of sustained volatility. The hybrid or remote work fosters alignment between employee needs and organizational demands, enhancing "needs-supplies fit" through digital flexibility and outcome-based evaluation. Conversely, the systemic risks, namely isolation, burnout and inequitable resource access, create "discorrespondence", as remote environments erode boundaries and social support (Kniffin et al., 2021). Thus, while TWA's principles endure, proactive strategies are critical to balance flexibility with equity in evolving work paradigms (Rudolph et al., 2021).

This study aimed to analyze the relationship between working conditions and behavioral adjustment of teachers in the frame TWA. It specifically described the satisfaction of teachers regarding their working conditions and their behavioral adjustments. It also endeavored to determine the assertion in the frame of Theory of Behavioural Adjustment that working conditions play a role in the behavioral adjustment of teachers during the post-pandemic educational setting.

Statement of the Problem

This current study examined the working conditions and behavioral adjustment of teachers during post-pandemic education in schools implementing Pan-African Institute of Education for Development (IPED) in the framework of the TWA. Specifically, this answered the following questions:

1. To what extent do the schools provide favorable working conditions during post-pandemic education?
2. What is the level of behavioral adjustment of teachers during post-pandemic education?
3. What is the relationship between working conditions and behavioural adjustment of teachers during post-pandemic education?

Review of Related Literature

By means of a review of related literature, current research was analysed and synthesised regarding the working conditions and behavioral adjustment of teachers during the post-pandemic education. This study was made possible by the contribution of supporting ideas and relevant views.

Working Condition

Working conditions refer to the working environment in which certain circumstances and events occur. It consciously affects the work that we do, the way we perceive work, how it is managed , as well the ability to focus on work regardless of the conditions or situations. Sukalova (2021) stated that working conditions comprise a collection of circumstances, elements, and other variables affecting the employee who completes the assigned tasks for the employer. They have a substantial impact on productivity, well-being, health, and employer loyalty. The COVID-19 pandemic has had a significant impact on working conditions, therefore the employer's goal should be to create the best conditions that will give employees a conducive and comfortable working environment, promoting their health and well-being. As the spread of COVID-19 slowed down, UNESCO (2021) noted that nations began reopening schools and putting plans in place to resume some form of regular lessons after dealing with the virus's various forms.

The impact of education privatization and the growth of non-state schools have received considerable attention, particularly in low- and middle-income countries; yet, the essential feature of its impact on teacher working conditions has been overlooked. According to global data, 69 million teachers are needed to achieve SDG 4 by 2030 (UIS, 2016), therefore it is critical to understand teacher working conditions in both state and non-state schools to ensure that existing teachers are retained in the education sector and qualified professionals are attracted to the teaching profession (Singh, 2021).

Additionally, according to Wea et al. (2022), working conditions play a significant role in deciding employees' productivity as well as their capacity for effectiveness and success. Their study's conclusions demonstrated that primary school teachers' working environments had a significant impact on how well they did their jobs. Their research also demonstrates that in order to inspire teachers to do more than is required to educate children, school administrators and regional decision-

makers in the field of education must create advantageous working conditions for them. Alvarado and Brotones (2018) pointed out that further research and discussion are required to fully understand the working conditions in the educational context, their effects, and the setting of appropriate boundaries. If we consider the implications that education has for society, the needs of teaching as well as the circumstances under which teachers perform their duties are of utmost importance. Additionally, although many research studies have concentrated on the academic achievement of students, the change of modality experienced by teachers facing the transition has received little attention in the literature (Villar et al., 2022).

In a comprehensive investigation by Ali et al. (2013), a correlation was found between favorable working conditions and employees' productivity. The relationship between working hours and workload, which results in high levels of employee productivity, demonstrates the beneficial effects of equitable working hours on employees. Moreover, working conditions for teachers impacted the associations between school contextual elements and organizational commitment. Teachers in charter schools reported lower levels of organizational commitment than instructors in traditional public schools (TPSs) but comparable levels of professional commitment. Teachers' working conditions explained much of the variation in between-school teacher commitment, implying that improving principal leadership, expanding opportunities for professional development, and reducing teachers' workload would be effective ways to promote teacher commitment in charter schools (Ni, 2022). In their study, Cherng and Barch (2021) investigated the disparities in working conditions, school composition, and teacher job satisfaction across country contexts and school funding types. They used descriptive statistics and regression analysis to examine both global patterns and detailed contextual variations in the OECD Teaching and Learning International Survey (TALIS) 2018 data. The findings show a large diversity in school environments, school funding structures, and student composition. They found that public school instructors are generally less satisfied than their peers in private schools, and that this pattern also holds true for salary satisfaction.

Such working conditions also had a negative impact on both physical and mental health. There has not really been a change in teachers' work expectations despite a supportive school climate. The following themes were regularly identified in the data on the difficulties teachers faced: virtual learning, engagement, achievement, empathy, and support (Anand & Bachmann, 2021). The working environment consists of both positive elements such as organizational support, supervisory support, and workgroup cooperation, as well as negative elements, including obstacles to teaching and workload pressure. In line with the adage that the conditions in which teachers work determine the conditions under which pupils learn, a setting that is trouble-free for teaching is also one that is relaxing for learning. Regardless of the student demographics or the teachers' socioeconomic backgrounds, teachers in schools with favorable working conditions tend to have high levels of job satisfaction and low intentions to leave the field (Masoom, 2021). The study of Ladd (2011), based on data for North Carolina combining a 2006 statewide survey administered to all teachers in the state, documents that

teachers' anticipation of leaving their schools, regardless of other school characteristics such as the racial mix of students, is highly predictive of working conditions. Furthermore, school leadership appears as the most visible aspect of working conditions.

As a result, the study by Kraft et al. (2022) showed how encouraging working conditions in schools play a crucial part in fostering and supporting teachers' sense of achievement. The majority of teachers who could rely on their district and school-based leadership for excellent communication, training, teamwork, fair expectations, and acknowledgement of their achievements were those who were least likely to be disappointed in their expectations of success. Furthermore, Kuncoro and Dardiri (2017) found no correlation between work environment and teacher performance, implying that the work environment (physical and non-physical work environment conditions, as well as psychological work environment) does not positively support teachers' pedagogical and professional performance. The results of the study by Shonje (2016), which showed that teachers work under poor conditions characterized by a lack of in-service training, advancement, and facilities such as chairs and housing, contradicted this. The majority of them struggle to accomplish their daily obligations because they are far away from the schools where they teach, which reduces their level of productivity. This causes absenteeism and tardiness among teachers, which lowers pupils' academic performance.

It was mentioned in the study of Admiraal (2023) that teachers' job satisfaction is positively correlated with both a safe learning and working environment in the classroom, and overall school satisfaction. The regression analyses in his study demonstrate a negative association between job satisfaction and feelings of distress, reported stress in teaching and classroom management, and perceived impediments to professional development. Furthermore, the results in the study of Mahanoy (2021) found that there is a correlation between the working environment and the effectiveness of tertiary teachers at UM Panabo College. According to the findings, there is no category of working conditions that has the biggest influence on the performance of tertiary teachers at UM Panabo College. However, for all variables to have significant effects on the performance of tertiary teachers at UM Panabo College, they must all be present in combination. The study by Myeya and Rupia (2022) established that factors of working conditions, such as remuneration, school amenities, and workload, significantly affect teachers' job performance. Teachers' ability to carry out their responsibilities effectively is impacted by working conditions such as compensation, school amenities, and workload.

On the other hand, the results in the study of Assefa et al. (2021) revealed that school teachers favored neutral viewpoints and did not have strong views on the general state of their working conditions. Despite the teachers' apparent neutrality about the state of their working conditions, the qualitative findings suggested that they frequently hold unfavorable views of these. Most of the teachers at the sampled elementary and secondary schools expressed dissatisfaction with their pay and benefits. In their theory, Secuya and Abadiano

(2022) highlighted the accounts of the teachers as instructional specialists in the educational transition from modular distant learning back to face-to-face learning. Teachers play a crucial role in the shift in education. As a result of the educational change, teachers' appreciation, accommodation, and resilience are being highlighted as their adaptive determinants. However, Stoian et al. (2022) noted that there has not been much focus on what happens after the pandemic or what students feel and think about going back to traditional classroom settings. The findings of their study show that the targeted students have a variety of preferences, including peer collaboration on common projects, teacher support for electronic educational resources, and use of online educational platforms to access resources and take exams.

The research identifies useful recommendations that promote a balance between in-person and online learning, most likely in the form of blended learning, which the key stakeholders could take into consideration for future sustainable education. In general, many studies involved teachers' working conditions and their negative consequences related to performance in school. Numerous studies drew attention to the circumstances under which working conditions affect the performance of teachers while at the same time affecting the students' performance as well. It was stated that research studies have typically linked working conditions to teachers' performance. Literature on working conditions for elementary teachers in post-pandemic education needs to be explored further.

Behavioral Adjustment

The word "adjustment," which emphasizes a person's effort to survive or get along in their social and physical surroundings, relates to the biological idea of adaptation. In other words, adjustment is the process of adapting to new circumstances or settings (Baruah & Gogoi, 2016). Moreover, Kitayama et al. (2018) define behavioral adjustment as a person's tendency to adjust their behavior in response to environmental changes. Darwin introduced the idea of adjustment, using it as a means of adaptation to the physical environment. As the majority of social, emotional, educational, moral, and psychological issues are more likely to affect adjustment, it is becoming an increasingly important issue in the current world (Srivastava & Bai, 2022). In their study, Ondras and Alvero (2023) concluded that following the pandemic, teachers were finding it difficult to close their students' learning gaps. Additionally, teachers' difficulties in addressing students' learning gaps may have an impact on students' learning and readiness for more advanced instruction. While addressing the learning gaps of their students, elementary school teachers also battle with the additional work or responsibilities assigned to them.

Moreover, Castroverde and Alcala (2021) perceived that in post-pandemic education, teachers and administrators are facing multiple challenges in teaching, namely the procedures of organizing the learners' resources, distributing and retrieval of the materials, monitoring and assessing learning, checking the outputs and providing feedback on the performance of the learners. Rastegar and Rahimi (2023) discuss in their study that teachers who experienced higher levels of emotional exhaustion were those who denied the reality of the pandemic, turned to substances of any kind to help them cope, or gave up trying to meet their

educational goals. The use of avoidance strategies by educators is indicative of their inability to cope with the stressful circumstances of the pandemic, which inevitably resulted in increased emotional exhaustion and defensive behavior. Furthermore, Fitrianingsih and Lestari (2022) reported that although in-class instruction has resumed, teachers are unlikely to be delivering lessons in the same way as they did prior to the COVID-19 pandemic. It appears to be more difficult in the post-COVID era. Teachers have a responsibility to provide a secure, comfortable, and productive learning environment. The educators also noticed a lack of students and time. In order to address this issue, the educators used formal assessments and feedback from both in-person and online instruction; they referred to this approach as blended learning.

Another study found that after switching to in-person instruction, students' behavior showed signs of cognitive changes, motivation and attention issues, social changes, discipline issues, and psychomotor changes. The management of teaching, behavior management, relationship management, and physical environment management were the strategies employed by the teachers to oversee the process following the switch to face-to-face instruction (Gulmez & Ordu, 2022). The analysis of the interviews conducted by Banihashem et al. (2023) showed that teachers had high levels of workload and stress which were mostly caused by three factors: challenges in striking a work-life balance; preparation (teachers found it challenging to prepare their courses in the blended format because they had little prior experience with it); and technical problems with the blended education implementation. In addition to feeling detached from their pupils, teachers were wary of utilizing new technologies to deliver instruction electronically and asynchronously. They were also frustrated by factors that prevented them from assisting their students' social-emotional development and overall wellness as a result of the pandemic. Notwithstanding these obstacles, they also discovered innovative approaches to engage with students, broaden the scope of learning, and resolve issues (Dacey et al., 2023). However, because of the nature of the lockdown, online learning had to be considered because it was the only available option. While many teachers would prefer not to, there are those who would like to continue to use the online resources and plan to keep incorporating them into their lessons. It was crucial to ascertain whether teachers are open to using online resources to improve instructional materials (Bajaj et al., 2021).

Since the reintroduction of in-person education settings, the pandemic has had an impact on students' learning. As a result, teachers have had to prioritize learning recovery, intending to fill in any gaps in knowledge by using remediation. Teachers faced significant obstacles to their students' academic progress and learning. These challenges included struggles in the classroom, addressing learning gaps, modifying teaching strategies, and controlling students' behavior toward learning (Estrera, et al., 2024). The study of Saboowala and Mishra (2021) indicated that teachers are more likely to adjust to blended learning (BL) if they have a positive attitude toward online learning, study management, online engagement, and learning flexibility. Positive attitudes make teachers more flexible and prepared to use a BL approach for their professional development in

the post-pandemic era, when in-person instruction and classroom interaction will only be done when absolutely necessary as a precautionary measure for a few months at least.

2. Methodology

The approach of this study employs a quantitative correlational research design. This study investigates the relationship between working conditions and the behavioral adjustment of teachers during the post-pandemic education period. According to Johnson and Christensen (2017), the quantitative approach provides a framework for operationalizing abstract constructs, ensuring variables are both valid and reliable. This approach is appropriate because the researcher aimed to explore associations between variables rather than established causation, which also aligns with understanding how working conditions correlate with behavioral adjustment. A correlational design sidesteps the ethical and practical challenges of controlling variables without forgoing statistically valid information about their relation. In this study, two variables were examined: behavioral adjustment and working conditions. There were purposely selected 67 teachers who were officially employed in 28 IPED implementing schools in the Tboli 3 District during the school year 2023-2024. The district has 10 junior high schools, two senior high schools, and 28 elementary schools. Gil M. Tongcaling is in charge of the district, acting as the public school district supervisor. This covered all teachers in the 26 out of 28 schools implementing IPED. In this district, the working conditions of the teachers may vary depending on the school's location and condition. Some schools are located in remote areas, where access to resources is inevitably more challenging. In addition, no age, program, or ethnicity criteria were required for respondent selection. Teachers included were regular and permanent in terms of tenure.

Before the data collection, the researcher followed established protocols for the data gathering in the field. A letter requesting permission was drafted and submitted to the Schools Division of South Cotabato Superintendent. Following the approval, subsequent letters were issued to the public schools supervisor and school heads of the participating schools within Tboli 3 District. The permission enabled the researcher to administer the questionnaires to the selected teachers involved in the study. The research purpose and procedures were detailed in the consent form. Selected teachers received the questionnaires along with informed consent documentation, which clarified their anonymity and rights. The researcher verbally stressed that participation was voluntary, and the teachers were made aware that they could withdraw at any time without penalty. Detailed instructions were given on how to fill out the questionnaires correctly. Participants were assured that responses were voluntary and free from force or pressure to ensure compliance.

The data for this study were collected using two instruments: the Working Condition Scale of Johnson et al. (2012), which measures teachers' satisfaction with their working environment, and the Behavioral Adjustment Questionnaire of Lazurus and Folkman (1984), assessing adaptive strategies in post-pandemic teaching. Both of these instruments were adapted and modified by the researcher.

These modified questionnaires utilized a five-point Likert scale to indicate the satisfaction of the teachers with their working conditions and their behavioral adjustments. These questionnaires were validated and piloted to determine the reliability indices. The survey questionnaire on working conditions had a good reliability index with Cronbach's alpha of 0.830 while the 20-item scale on the behavioral adjustment had a reliability index of 0.897. The analysis of the data was conducted using frequency count percentages and weighted mean. To determine the influence of working conditions on the behavioral adjustment of teachers, the Spearman's rho correlation coefficient was applied via SPSS software. All of the hypotheses were tested at a 5% level of significance, which is used to determine whether the associations are statistically significant.

3. Results and Discussion

The extent of schools providing favorable working conditions during post-pandemic education is shown in Table 1:

Table 1: Working Conditions of Teachers during Post-Pandemic Education

	Indicators	WM	SD	Description	Verbal Interpretation
1.	Our classroom and offices are well organized	4.27	0.59	Agree	Satisfied
2.	We are equipped with sufficient supplies in teaching	4.18	0.30	Agree	Satisfied
3.	I have a heavy workload	3.55	1.06	Agree	Satisfied
4.	I receive help from my colleagues	4.31	0.80	Agree	Satisfied
5.	My principal is supportive	4.27	0.90	Agree	Satisfied
6.	We are provided with learning materials in teaching	4.10	0.84	Agree	Satisfied
7.	I can financially provide my other teaching supplies	3.64	0.88	Agree	Satisfied
8.	My classroom is well designed and ventilated	3.93	0.82	Agree	Satisfied
9.	I have trouble with my teaching practices	2.39	0.92	Undecided	Neutral
10.	I am having difficulties in classroom management	2.64	0.98	Undecided	Neutral
11.	My learners are able to meet my expectations	3.64	0.69	Agree	Satisfied
12.	My lessons are well prepared and organized	3.90	0.70	Agree	Satisfied
13.	I am enthusiastic in tackling my task	4.10	0.70	Agree	Satisfied
14.	I communicate well with my principal and colleagues	4.13	0.87	Agree	Satisfied
15.	I feel pressured by my tasks	3.06	0.90	Undecided	Neutral
16.	I can still enjoy some leisure time after my lesson	3.91	0.85	Agree	Satisfied
17.	I am confident with my teaching strategies	3.99	0.81	Agree	Satisfied

18.	I still have time to pursue my professional development	4.01	0.91	Agree	Satisfied
19.	I am mentally and physically healthy	4.18	0.78	Agree	Satisfied
20.	I attend training and seminars that hone my teaching skills	3.64	0.95	Agree	Satisfied
	Mean	**3.79**	**0.40**	**Agree**	**Satisfied**
N= 67					

The study evaluated teachers' working conditions during the post-pandemic transition to face-to-face education using 20 indicators, with data collected from 67 respondents. The overall weighted mean of 3.79 indicated a high level of agreement with favorable working conditions. Key results revealed strong satisfaction with collegial support (M = 4.31), organized classrooms (M = 4.27), principal leadership (M = 4.27), mental well-being (M = 4.18), and access to learning materials (M = 4.10). However, moderate to low agreement emerged in areas such as classroom management (M = 2.64), teaching challenges (M = 2.39), task clarity (M = 3.06), and financial satisfaction (M = 3.64). Professional development opportunities (M = 4.01) and work-life balance $(M$ = 3.91) were rated positively, though training quality (M = 3.64) highlighted inconsistencies.

It can be inferred that teachers show a high level of satisfaction with the institutional organization, such as leadership, availability of resources, and peer collaboration during the return to classroom teaching. These factors probably supported the transition away from remote work by providing stability and predictability. However, the problems in classroom management and completion on the task given reflect the long-term effects of disruptions created by the pandemic. For instance, establishing classroom traditions and bridging the gap in students' engagement were found to be difficult, an indication of the impact of remote schooling. Satisfactory levels of middle-range satisfaction with respect to financial compensation and trainings also indicated systemic failures in addressing the changing needs of teachers.

The teachers agree that they receive help from their colleagues (M= 4.31) during post-pandemic education. To overcome obstacles and promote a cooperative school culture, this collegial support is essential. Kraft et al. (2023) emphasize how, both during and after the pandemic, peer collaboration proved essential to maintaining teacher morale and innovative teaching practices. Higher levels of job satisfaction were indicated by teachers who participated in organized collaboration (e.g., co-planning and peer feedback).

They also have organized classrooms and offices and their principal is supportive (M= 4.27). This is evidence of effective administrative management and adjustments to infrastructure, perhaps to ease hybrid learning or incorporate safety protocols due to the effects of the pandemic. Effective leadership is critical in developing teacher satisfaction and enhancing retention rates. According to the research by Lindsay et al. (2021), competent principals who offer organizational support and establish a positive school climate significantly enhance teacher retention and classroom effectiveness. In the post-pandemic context, this type of

leadership has been linked to a smoother transition to hybrid or remote teaching. Hargreaves and Fullan (2020) also contend that the recovery of schools after a crisis depends to a great extent on principals who prioritize teacher autonomy, resource allocation, and emotional support.

The teachers also agreed that they were also equipped with sufficient teaching supplies and are mentally and physically healthy (*M*= 4.18). These "supplies" and "health" are both needed, but lag behind colleague/principal support. This finding contradicts the study of Anand and Bachmann (2021) which found that these working conditions also negatively affected physical and mental well-being. There has not been a shift in a teacher's work expectations in spite of a favorable school climate. On the other hand, the data reflected that the teachers were undecided about the pressure they experienced on the tasks allocated to them (*M*= 3.06). This could reflect variability in workload experiences, with some teachers adapting well and others feeling strained by new post-pandemic demands (e.g., hybrid teaching and curriculum adjustments). UNESCO (2022) discusses increased teacher workloads due to hybrid teaching, curriculum adjustments, and post-pandemic administrative demands. Pressley et al. (2021) found that while many teachers reported heightened levels of stress during the pandemic, others developed resilience through collaborative practices or administrative support.

The teachers were also undecided in their post-pandemic challenges they face in classroom management (*M*= 2.64) and coping with teaching practices (*M*= 2.64). Masonbrink and Hurley (2020) observed that post-pandemic classroom management challenges tended to arise from students' disrupted social-emotional skills and habits. However, teachers who implemented restorative practices or trauma-informed approaches reported better outcomes, potentially explaining neutral aggregate responses. Also, Kim and Asbury (2020) highlighted that while many teachers struggled with rapid pedagogical shifts (e.g., digital tools and differentiated instruction), some embraced innovation, leading to divergent experiences. Neutral scores could reflect this duality, where challenges coexisted with newfound adaptability.

These support the TWA, which stipulates that satisfaction among employees depends on the equilibrium between job conditions and personal needs. Current versions of TWA, similar to those of Guan et al. (2021), posit dynamic, iterative interventions in post-crisis contexts, calling for adaptive resource distribution and culturally sensitive support systems. Generally, this study measured teachers' satisfaction with their working conditions during the post-pandemic shift towards face-to-face schooling and achieved a total weighted mean of 3.79 which translated into "Agree". Moderately positive views towards their workplace environment reflected enhanced institutional support, availability of resources, and collaboration over the pandemic peak. Teachers reported strong satisfaction with collegial assistance (*M*=4.31), organized workspaces (*M*=4.27), and principal support (*M*=4.27), aligning with the study of Kraft and Simon (2020), who found that schools with robust pre-pandemic infrastructure adapted more effectively to post-crisis demands. However, there remained subtle challenges in classroom management (*M*=2.64) and teaching challenges (*M*=2.39), where reaction was

more in the direction of midpoints. These tensions are reflective of results from the UNESCO (2023) Global Education Monitoring Report that observed 68% of teachers in high-income countries recognized enhanced safety measures and mental health support but identified systemic stressors such as burnout as still being prevalent.

The findings emphasized the dual function of working conditions as both a crisis buffer and a resilience catalyst. Closing gaps in classroom assistance, training applicability, and financial parity can build teachers' flexibility, grounding institutional policy with theoretical models such as TWA. This strategy prepares teachers to tackle post-pandemic challenges and builds systemic resilience in shifting educational environments. As outlined by UNESCO (2022), there are teachers (as well as endorsed teaching assistants and materials) to lessen any cognitive overload, which allows teachers to adapt their instruction reactively throughout the disruption (also representative of the TWA's environmental adaptability). Thus, professional development (PD) must change from the most typical context-embedded, practice-based models (Darling-Hammond, 2022) to ensure those skills transfer into hybrid or diverse classrooms, which directly enacts TWA's skill adjustment dimension. Though teachers' general attitudes toward post-pandemic working conditions were relatively positive, the presence of negative and neutral reactions emphasized the necessity of targeted interventions to remedy classroom-level stressors and systemic disparities. This is in keeping with theoretical models highlighting the interdependence of institutional support and individual flexibility during crisis recovery. Table 2 displays the level of behavioral adjustment of teachers during the post- pandemic education:

Table 2: Behavioral Adjustment of Teachers during Post-Pandemic Education

	Indicators	WM	SD	Description	Verbal Interpretation
1.	I go to work on time	3.90	0.92	Often	High
2.	I have done the necessary preparation before teaching	4.03	0.76	Often	High
3.	I am well prepared for teaching	4.07	0.77	Often	High
4.	I am focused on what I am doing	4.06	0.81	Often	High
5.	I teach with enthusiasm	4.21	0.79	Often	High
6.	I incorporate blended learning	4.00	0.97	Often	High
7.	I enhance my teaching skills	4.16	0.81	Often	High
8.	I ensure my safety and health	4.28	1.01	Often	High
9.	I am coping fairly well with the modalities in teaching	4.10	0.74	Often	High
10.	I find blended learning more work friendly	3.84	0.99	Often	High
11.	I still manage my time well	4.25	0.68	Often	High
12.	I interact with my learners regularly	4.48	0.66	Often	High

13.	I am able to plan my schedule and activities	4.19	0.74	Often	High
14.	I use strategies that cater to my learners' needs	4.31	0.90	Often	High
15.	I struggle more to teach face-to-face than online	2.60	1.10	Sometimes	Moderate
16.	I manage to teach with no disruptions	3.63	0.89	Often	High
17.	I used different teaching strategies	4.13	0.74	Often	High
18.	I do my teaching mostly on PowerPoint presentations	3.28	0.97	Sometimes	Moderate
19.	I print modules and activity sheets in preparation for class suspension	4.25	0.70	Often	High
20.	I prefer using videos than only lecturing	3.84	0.81	Often	High
Mean		**3.98**	**0.49**	**Often**	**High**

The data showed that teachers' behavioral adjustment during the post-pandemic transition to face-to-face education reveals high levels of adaptability across most indicators. Teachers demonstrated strong adjustment in learner interaction (M = 4.48), teaching preparation (M = 4.07), enthusiasm (M = 4.21), and time management (M = 4.25), reflecting their ability to re-engage students and maintain structured workflows. Frequent use of blended learning (M = 4.00), diverse teaching strategies (M = 4.13), and prioritization of health and safety (M = 4.28) further underscored their resilience. There were also moderate problems, especially for face-to-face instruction (M = 2.60) and needing PowerPoint presentation-dominated approaches (M = 3.28), indicating challenges in re-establishing classroom dynamics or impacting hybrid teaching habits.

Teachers exhibited robust behavioral adjustment in areas requiring proactive planning, pedagogical flexibility, and student engagement, indicating successful adaptation to post-pandemic demands. Strong preparation and enthusiastic remarks emphasize their ability to reconstruct classroom routines, whereas frequent learner interaction evidences attempts to rebuild relational connections destroyed by remote learning. Conversely, struggles with face-to-face teaching and dependence on pre-packaged materials point to lingering stressors, such as re-acclimating to in-person norms or balancing hybrid demands. As the data results indicated, teachers interact with learners regularly (M = 4.48). This indicates teachers are proactively engaging students through regular communication, and are likely to rebuild relationships and address learning gaps after pandemic disruptions. The OECD (2022) reported on the increased teacher-student interaction via hybrid tools and efforts to rebuild engagement after remote learning. Furthermore, Kraft and Simon (2020) highlighted teachers' intentional efforts to increase student check-ins and feedback loops.

The results also showed that the teachers also often used strategies that could manage and cater to learners' needs (M= 4.31). Teachers are employing flexible, differentiated approaches to address diverse learning needs. It was emphasized

in the study of Darling-Hammond et al. (2021) that the adaptive teaching strategies (e.g., trauma-informed practices and differentiated instruction) address post-pandemic learning gaps. UNESCO (2023) in the Global Education Monitoring Report notes that 65% of teachers globally adopted flexible assessment methods to accommodate diverse needs. The teachers also ensured their safety and health (*M*= 4.28) during post-pandemic education. The results showed that teachers prioritize physical and emotional safety, reflecting heightened awareness of hygiene protocols and mental health support systems. The Centers for Disease Control and Prevention (CDC) (2022) outline teacher adherence to safety protocols (e.g., ventilation and masking) and mental health support systems. The RAND Corporation (2023) also reports that 68% of teachers felt schools improved safety infrastructure post-pandemic.

Meanwhile, the teachers often use PowerPoint presentations for teaching *(M* = 3.28). This indicates that while teachers frequently use PowerPoint, they are not overly dependent on it. According to the OECD (2022), many teachers continued to use digital tools such as PowerPoint post-pandemic to streamline lesson planning and facilitate hybrid instruction. It was noted that 58% of teachers in OECD countries reported using digital presentation tools. Sometimes, the teachers also struggle to teach face-to-face rather than online (M= 2.60). This also suggests that teachers do not perceive face-to-face instruction as significantly less challenging than online teaching. Only 22% of U.S. teachers found face-to-face instruction "challenging" after the pandemic, with most preferring in-person instruction over online teaching (RAND Corporation, 2023). The alignment of job demands and teacher skills fosters significant adjustment in collaborative and strategic tasks, as outlined in the TWA. However, misalignments such as hybrid fatigue or student re-entry challenges disrupted equilibrium, necessitating iterative support, as advocated by Klassen and Chiu (2010).

The difficulty with resilience emphasizes the necessity of integrative approaches that tackle both individual well-being and systemic injustices in a bid to maintain teacher efficacy amidst changing education environments. This corresponds with the TWA which suggests that effective adaptation occurs through the dynamic synchronization of individual abilities and work environment conditions. Teachers effectively adjusted to hybrid teaching, health protocols, and evolving student needs by leveraging institutional support systems such as professional development in trauma-informed pedagogy (Darling-Hammond et al., 2021) and collaborative agency in curriculum redesign (Hargreaves & Fullan, 2022) to enhance their "person-environment fit."

This relationship is supported by the study of the OECD (2022), where it was identified that institutional support such as mental health programs and digital training strengthened teachers' resilience, enabling them to manage the challenges introduced by the pandemic. This also strengthens TWA's claim that developed adaptive preparedness through general resource investments, autonomy, and professional capital is supportive in maintaining the balance between the workload and employee capabilities. However, disturbances such as the pandemic shift values that are usually taken for granted and require

assistance.The normality test for working conditions and behavioural adjustments of teachers during the post-pandemic using Kolmogorov-Smirnov and Shapiro-Wilk indicates the data was not normal. Thus, Spearman's rank correlation is used to measure the relationship between working conditions and behavioral adjustments of teachers during post-pandemic teaching.

Table 3: Relationship between Post-Pandemic Working Conditions and Behavioral Adjustment of Teachers

Variables Correlated	r	p-value	Extent of Relationship	Remark
Post-pandemic working conditions and behavioral adjustment of teachers	.432	.000	Moderate	Significant

Table 3 shows the correlation of two variables. Spearman's rank correlation was computed to assess the relationship between working conditions and behavioral adjustments of teachers during the post-pandemic period. The findings suggested a moderately positive correlation between the working conditions of teachers and their behavioral adjustment in the post-pandemic era. This can be supported by the table above which indicated an r value of .432 and a p value of .000. The extent of the relationship of correlated variables was moderate. As working conditions improve, teachers' behavioral adjustment also tends to improve. The result was statistically significant at the 0.001 level, meaning that the likelihood of this correlation occurring by chance was less than 0.1%. This strongly supports the existence of the relationship between the variables.

The relationship between teachers' satisfaction with working conditions and their behavioral adjustment is supported by multiple studies, though contextual and methodological nuances shape this association. Klassen and Chiu (2010) demonstrated that favorable working conditions, such as reduced stress and robust collegial support, significantly predict job satisfaction and adaptive behaviors such as problem-solving and emotional regulation. This aligns with Kim and Asbury's (2020) qualitative findings, where teachers' pandemic-era adaptability and coping strategies were closely tied to workplace support (e.g., resource availability and administrative collaboration). For instance, teachers in well-supported environments reported greater confidence in adopting hybrid teaching methods and managing student engagement challenges.

However, contrasting perspectives complicate this narrative. Intrinsic resilience factors such as mindfulness practices and personal support networks were stronger predictors of behavioral adjustment than external working conditions. Their study reported a weak correlation between workplace conditions and adjustment, suggesting that individual coping mechanisms may overshadow organizational support during crises. Similarly, García et al. (2021) observed no statistically significant link between improved working conditions (e.g., smaller class sizes and salary increases) and behavioral adjustment in under-resourced schools across three countries, implying systemic inequities or compounding

stressors (e.g., poverty and infrastructure gaps) may dilute the impact of isolated interventions.

Further complicating the discourse, Brown et al. (2022) conducted a randomized trial in 200 schools and found that workplace interventions (e.g., reduced workloads and, mental health programs) did not yield significant improvements in teacher adjustment. Qualitative data revealed that teachers often prioritized student needs over their own well-being, even when conditions improved. This suggests that behavioral adjustment in post-pandemic settings may be mediated by altruistic motivations or external pressures, rather than workplace conditions alone. The Minnesota Theory of Work Adjustment (TWA) of Dawis and Lofquist (1984), provides an extensive theoretical underpinning for the study of the relation between work conditions and behavior adjustment in occupational settings. Central to the TWA is the concept of person-environment correspondence, which posits that job satisfaction and tenure depend on the alignment between an individual's needs (e.g., safety, autonomy, and recognition) and the rewards or supports provided by the work environment. During the COVID-19 pandemic, this correspondence was disrupted as teachers faced abrupt shifts in job demands such as remote or hybrid teaching, health risks, and institutional capacities to meet their needs (e.g., technological resources and mental health support) (Sokal et al., 2020).

Empirical studies post-2020 highlighted how unfavorable working conditions, such as inadequate resources, unclear role expectations, and excessive workloads, directly impeded teachers' behavioral adjustment to post-pandemic norms (Collie, 2021). For instance, García and Weiss (2021) found that teachers in under-resourced schools reported lower adaptability to hybrid teaching owing to insufficient training and institutional support, echoing TWA's emphasis on environmental "satisfactoriness" (i.e., how well the environment meets worker needs). In contrast, schools where teacher autonomy, professional growth, and workload equity were given a high priority recorded greater adjustment and job satisfaction levels, which support the TWA's contention that supporting environments lead to resilience and retention (Klassen & Chiu, 2010).

The study on working conditions and behavioral adjustment of teachers during post-pandemic education resonates with the TWA, which evaluates whether institutions fulfill teachers' needs for safety, resources, and role clarity. Similarly, it also categorizes adaptive responses such as proactive problem-solving vs. reactive coping to environmental stressors and operationalizes that person-environment congruence predicts occupational well-being and effectiveness. Recent studies in post-pandemic education further validate this framework. Kim and Asbury (2022) demonstrated that teachers' ability to adjust to post-COVID teaching modalities was mediated by institutional support (e.g., clear communication and mental health resources), reinforcing the TWA's dynamic interaction model. Similarly, UNESCO's (2022) global report emphasized that equitable working conditions are prerequisites for sustaining teacher motivation and instructional quality during crises.

4. Conclusion

Based on the results it was found that favorable working conditions, particularly those addressing teachers' satisfaction with resources, administrative support, and culturally responsive policies, significantly enhanced behavioral adjustment in post-pandemic indigenous people educational settings. Teachers with higher levels of satisfaction in their working environments, defined by equitable access to technology, manageable workloads, and participatory decision-making in harmony with community values, demonstrated greater adaptability, resistance to stress, and engagement, even during crises such as COVID-19. This emphasises that successful adjustment requires conditions that are attuned to employees' personal needs, where organizational support not only buffers external shocks but also triggers feelings of agency and cultural affirmation.

The study thus advocates for systemic reforms prioritizing teacher satisfaction through context-sensitive well-being initiatives, resource equity, and indigenous-led policy frameworks to sustain adaptability in evolving educational landscapes. This also includes teachers' resilience and the effectiveness of adaptive measures implemented during and after the pandemic. Schools and policymakers may have best responded to key issues such as technology integration, resource planning, professional development, and well-being support to enable a supportive environment for teacher effectiveness. Better working conditions can be an indicator of enhanced institutional support, efficient workflows, or investments in facilities, all of which help ensure teacher job satisfaction and retention. However, maintaining this progress demands ongoing focus on an equitable distribution of resources, management of workload, and mental health programs to prevent ongoing disparities and burnout. These favorable conditions not only help teachers, but will also act as a firm base for student success, emphasizing the importance of teacher well-being as a platform for healthy school systems.

Also, teachers showed a high level of behavioral adjustment. This indicates that they had adapted to the practices and behaviors to address the post-pandemic teaching challenges. Moreover, it highlights their resilience and ability to adapt to changing needs, portraying a positive change in maintaining effective learning settings. The positive correlation between work conditions of teachers and their post-pandemic behavioral adjustment showed that supportive settings play an important role in ensuring that teachers adjust suitably. This indicates that in order to foster and enhance workplace resources, policies, and wellness programs, one needs to work on developing resilience and long-term adaptability in changing educational settings. Work conditions continue to be a key factor in helping teachers meet post-pandemic challenges successfully.To further promote these findings, this research suggests careful analysis of the TWA for crisis-induced changes in the work environment. Such an inquiry could inform theoretical models to respond more accurately to dynamic, high-stress context, as well as informing institutions to create targeted interventions to align systematic support with teachers' changing needs under crises.

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Appendix 1

Working Conditions Survey Questionnaire

Basic Information

Name:

School:

Direction: The statements below examine the working conditions of the teachers during post-pandemic education. Please read each statement carefully. Tick the ☑ box that best reflects your answer.

Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
1	2	3	4	5

In my present job…………….	5	4	3	2	1
1. Our classroom and offices are well organized					
2. We are equipped with sufficient supplies for teaching					
3. I have a heavy workload					
4. I receive help from my colleagues					
5. My principal is supportive					
6. We are provided with learning materials in teaching					
7. I can financially provide my other teaching supplies					

8.	My classroom is well designed and ventilated					
9.	I have trouble with my teaching practices					
10.	I am having difficulties in classroom management					
11.	My learners are able to meet my expectation					
12.	My lesson is well prepared and organized					
13.	I am enthusiastic in working my task					
14.	I communicate well with my principal and colleagues					
15.	I feel pressured by my task					
16.	I can still enjoy some leisure time after my lesson					
17.	I am confident with my teaching strategies					
18.	I still have time to pursue my professional development					
19.	I mentally and physically healthy					
20.	I attend training and seminars that hone my teaching skills					

Appendix 2

Behavioural Adjustment Survey Questionnaire

Basic Information

Name:

School:

Direction: The statements below examine the behavioural adjustment of the teachers during post-pandemic education. Please read each statement carefully. Tick the ☑box that best reflects your answer.

Never	Seldom	Sometimes	Often	Always
1	2	3	4	5

In my present job…..………	5	4	3	2	1
1. I go to work on time					
2. I have done the necessary preparation before teaching					
3. I am well prepared for teaching					
4. I am focused on what I am doing					
5. I teach with enthusiasm					
6. I incorporate blended learning					
7. I enhance my teaching skills					

8.	I ensure my safety and health					
9.	I am coping fairly well with the modalities in teaching					
10.	I find blended learning more work friendly					
11.	I still manage my time well					
12.	I interact with my learners regularly					
13.	I am able to plan my schedule and activities					
14.	I use strategies that cater to my learners' needs					
15.	I struggle more to teach face-to-face than online					
16.	I manage to teach with no disruptions					
17.	I used different teaching strategies					
18.	I do my teaching mostly on PowerPoint presentations					
19.	I print modules and activity sheets in preparation for class suspension					
20.	I prefer using videos than only lecturing					