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Learner's Well-Being and Adjustment in Mathematics 9 Under In-Person Class

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Abstract: *Learners transitioned from distance learning (MDL) to in-person classes. Subsequently, their well-being and adjustment were assessed. This study aims to explore the relationship between learners' well-being and adjustment more comprehensively. Employing a correlational quantitative research design, it utilized a researcher-developed questionnaire. Prior consent for questionnaire administration was obtained from the school principal, parents, and learners. Statistical analyses involved mean, standard deviation, and chi-square tests. Results indicate that learners' well-being across physical, affective, cognitive, economic, and social domains ranged from moderate. Emotional adjustment (EA) was found to be slight, while social adjustment (SA) and academic adjustment (AA) were moderate. Significant correlations were observed between physical well-being (PW) and EA, PW, and SA, affective well-being (AW) and EA, AW and AA, cognitive well-being (CW) and EA, CW, and SA, economic well-being (EW) and EA, and EW and SA. Based on these findings, the implementation of Project SWAM is recommended.*

Keywords: *Adjustment, In-person Class, Mathematics, Well-being.*

INTRODUCTION

After two years of Distance Education, the Philippine Educational System's modality started to return to in-person classes through DepEd Order No. 34 s. 2022 entitled School Calendar and Activities for the School Year 2022-2023. The school year began through a blended learning modality which learners are given the time to transition from Modular Distance Learning (MDL) to in-person classes (Ando et al., 2022). Within that first grading period, learners' well-being is checked through the Psychosocial Support System conducted by the SDRRM. This also includes the preparation for the adjustment of the learners from one modality to another. In that preparation, their well-being and adjustment is of utmost concern (Zee & Koomen, 2016).

There is no consensus regarding a singular definition of well-being (Centers for Disease Control and Prevention, 2013). For Merriam Webster (n.d.), it is the state of being happy, healthy, or prosperous. American Heritage Dictionary (n.d.) defines it as the condition of being in good physical and mental health. Although there is no definite definition of well-being, it can be described as the overall health of a human being (Hausman, 2015).

In an educational context, it is the student's perception of their quality of life, success, and life satisfaction (Lodi et al., 2017). It consists of wellness, happiness, and satisfaction/success, which are elements of interpersonal/intrapersonal aspects and internal and external systems. According to the PACES model (Nelson, etal., 2015).

The first domain is physical, which is about health-related issues that directly influence a student's ability to engage in the learning environment (Gu & Solmon, 2016). The second domain is the affective, which is the learner's emotional sense of self. It characterizes those aspects involved with students' affect or feelings. The third domain is cognitive which is often referred to as intelligence. It is one's ability to think and create. It is about the ability to process information effectively and the capability to use information in a rational way to grow and to solve problems (Bandura, 2012). It includes attributes such as thoughts, attitudes, beliefs, creativity, spontaneity, and openness of new ways of viewing situations. In addition, this domain includes the elements of

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beliefs, attitudes, and self-talk, the cognitive domain extends beyond what some might characterize as academic ability (Nelson et al., 2015).

The fourth domain is the economic domain which is the access to monetary and material resources such as housing, employment, occupation, income, and other dimensions of socioeconomic status (Hoff & Laursen, 2019). The economic domain includes financial elements that influence the availability of resources that can influence a student's academic preparedness, social adjustment, food security, home security, academic planning, and post-secondary educational affordability (Rahayu et al., 2023).

The fifth domain is the social domain, which pertains to the ability of the learners to function in relation to others in their environment at school, home, and other settings (Jones et al., 2017). This is often referred to as characteristics such as interpersonal skills, family composition and interactions, social networks and supports, school and classroom interactions, community involvement, and social behavior – such as lifestyle, risk-taking, and striving for significance within their peer groups.

These domains are distinct from one another, but they are integrated in the learner's well-being (Borgonovi & Pál, 2016). Meanwhile, adjustment is defined as the fundamental pillar for life in everyone. It is how a living organism maintains a proper balance between the needs and the circumstances (Fuchs et al., 2021). It can be both the process and the outcome in the shape of some achievement that the person can attain in their ambition or pride. In the school context, adjustment is seen in how learners deal with the things around and within the school (Marttinen et al., 2020).

Adjustment is one's reaction to the demands and pressures of the social environment imposed upon him/herself. The demand to which the individual reacts may be external or internal (Baqutayan, 2015).

In this study three types of adjustment have been studied. These are emotional adjustment, social adjustment, and academic adjustment (Sekar & Lawrence, 2016). Emotional adjustment is the person's adaptation to emotional interactions with themselves and others, both inside and outside of the classroom, as shown by their attitudes and behaviour (Gross, 2014).

A person's attempt to fit in with the norms, values, and requirements of a society to be acceptable is called social adjustment. It is a psychological process that entails adjusting to new standards and values (LaFromboise et al., 2013).

Educational adjustment is the learner's ability to cope with curricular and co-curricular activities of the school (Mancha & Ahmad, 2016). In addition, it can be referred to as academic adjustment or school adjustment. According to Ahmed & Godiyal (2021), it is the fundamental pillar for the development of the learner's career.

On the study of Norcio & Catipan (2022), learners were found to have moderate difficulty in Mathematics under Modular Distance Learning. With the resumption of in-person class, learners faced Mathematics 9. Based on observations and their diary entries, learners have trouble with the lesson as they are tasked to recall concepts from previous years. Some reasoned out that they have not learned due to having no one to teach and guide them. Others admittedly said that they have other members of the households to answer their modules as they juggle from working and studying. With that, this paper was formulated (Lagat et al., 2023).

MATERIALS AND METHODS

The study covered 153 Grade 9 learners of Cuenca National High School for the school year 2022-2023. These learners are taken through simple random sampling.

This study utilized correlational quantitative research design. This design was deemed to be the most appropriate in this study as it provides more valid and reliable data which is based on the attempt to determine the relationship between two or more variables (Grand Canyon University, 2023). This method enabled the researcher to describe the relationship between well-being and adjustment of the learners in Mathematics 9 under in-person class environment.

Confidentiality of the respondents and their responses was primarily considered through informing the School Head about the conduct of the study. Upon granting permission, parents of the participants were asked to allow the learners to join the study. With the approval of the parents, participants were informed about the study and a link was given to them. The respondents and their responses were treated under the Data Privacy Act of 2012.

The study utilized a researcher-made questionnaire. The researcher used a two-partquestionnaire as aninstrumentfor data gathering, whichwasansweredindividually by the teacher-respondents. The first part deals with the well-being of the learners. Part II involves Likert-scale on the adjustment of the learners (Casas et al., 2013).

Construction. Variousreadingmaterials were consultedwhenconstructingthequestionnaire. These ideas are put into the questionnaire to come up with a questionnaire that is aligned with the research questions and are more contextualized (Harris & Brown, 2019).

Validation. The questionnaire was validated through pilot testing. Its Cronbach alpha is .913 which is interpreted as excellent.

Administration. The questionnaires were administeredusing Google Forms. Permissions were sought from the school head, advisers, parents, and learners. Upon approval, links were provided. It was assured that all the data provided by the participants were treated with utmost confidentiality and in accordance with the Data Privacy Act of 2012.

Scoring of Responses. Responses are scored using the scalecontinuumin Table 1,and corresponding verbal interpretations were used.

Table 1. Interpretation of Results

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Great Extent
3	2.51 – 3.49	Moderate Extent
2	1.26 – 2.50	Slight Extent
1	1.00 – 1.25	Least Extent

The data gathered were sorted, tabulated, and summarized using tables. Statistical treatments applied were as follows.

Mean. This was used to identify the average responses of the respondents per criteria.

Standard Deviation. This was applied to determine the dispersion of the responses with respect to the mean score. This is used to show the distances of the responses from the mean.

Chi-square Test of Independence. This was used to determine the relationship between learners' well-being and adjustment in Mathematics 9 underan in-person class setup.

RESULTS AND DISCUSSION

Learners' Well-being

They gave the following answers when asked about their well-being while attending in-person classes. In Table 2, learners' overall physical well-being was at a moderate extent with a composite mean of 3.07. The standard deviation of 0.72 shows that learners' answers are near the mean, which implies that their answers are converging to a moderate extent. It can be noted that learners attend class with full stomachs or complete meals, which is good as Weaver et al. (2020) have proven the association of food insecurity with learners' academic performance. However, as learners have a 2.78 mean and interpreted as a moderate extent, they are moderately energetic during Math class, which can be attributed to their being sleepy (Irvine, 2020). In the study of Sygaco (2021), it was found that there is no correlation between sleep and academic performance.

Table 2. Learners' Physical Well-being

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	attend with full stomach or complete meal	3.26	0.73	Moderate Extent
2.	attend in good shape	3.24	0.96	Moderate Extent
3.	am physically prepared	3.05	0.70	Moderate Extent
4.	am lively	2.78	0.81	Moderate Extent
5.	have enough energy to listen to Math lectures	3.03	0.72	Moderate Extent
		3.07	**0.72**	**Moderate Extent**

Meanwhile, Table 3 shows the affective well-being of the learners. They have a moderate extent of well-being under the affective domain with a 2.99 mean and a 0.75 standard deviation. The highest mean was for learners to be in a good mood during math class; however, according to Herrera (2019), there is no significant relationship between attitude and academic performance in mathematics. Hence, even having the lowest mean in their confidence in their answers, this does not affect their ability to perform well in Math (Ku et al., 2014).

Table 3. Learners' Affective Well-being

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	am in a good mood	3.24	0.60	Moderate Extent
2.	am confident to do well	2.99	0.76	Moderate Extent
3.	feel no shame when my answer is incorrect	2.89	0.81	Moderate Extent
4.	am confident with my answers	2.84	0.76	Moderate Extent
5.	believe in my own mathematical capabilities	2.98	0.83	Moderate Extent
		2.99	**0.75**	**Moderate Extent**

On one hand, when asked about their cognitive well-being as shown in Table 4, learners are moderately well with a mean of 2.96. They graded themselves the highest on having the right knowledge in dealing with the lessons and are capable of accomplishing math tasks with both 3.00 mean. This means that they are perceived to be well-prepared academically to deal with the lessons in Mathematics and the tasks it entails. However, they think that they don't have the ability to think outside the box.

Table 4. Learners' Cognitive Well-being

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	can think beyond what is expected of me	2.90	0.65	Moderate Extent
2.	am mentally prepared when I enter the class	2.95	0.71	Moderate Extent
3.	have the right knowledge in dealing with the lessons	3.00	0.67	Moderate Extent
4.	am capable of accomplishing mathematics' tasks	3.00	0.73	Moderate Extent
5.	have the prerequisite knowledge for the task at hand	2.94	0.62	Moderate Extent
		2.96	**0.68**	**Moderate Extent**

Table 5 presents the economic well-being of the learners. They can use alternatives when economically challenged as seen in the table with the mean of 3.13. This means that they can be creative and frugal when faced with Mathematics' financial needs. This is aligned with their lowest mean on having no problem with finances (Alessi & Battiston, 2022). This is in contradiction with Norazlan, et al. (2020) who have found a significant relationship between academic performance and financial stability. Generally, learners have moderate extent of cognitive well-being.

Table 5. Learners' Economic Well-being

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	have no problem with materials for activities and projects	3.05	0.71	Moderate Extent
2.	can accomplish my projects properly even without many finances	3.10	0.65	Moderate Extent
3.	have no problem with money for buying materials	2.82	0.73	Moderate Extent
4.	use alternative materials to compensate for those that I cannot buy	3.13	0.60	Moderate Extent
5.	money is not a problem	2.95	0.89	Moderate Extent
		3.01	**0.72**	**Moderate Extent**

Under social well-being, learners have overall moderate extent which was seen in Table 6. It is notable that learners see their teacher to be approachable garnered the highest mean. According to Awoniyi (2021), the student-teacher academic relationship is helpful in the academic performance of the learners. As they see they have approachable teachers, they still have moderate extent of difficulty in voicing out their questions (Aguilar-de Borja, 2018). However, this has the least mean in the criteria. This can be attributed to their belief in having an approachable teacher.

Table 6. Learners' Social Well-being

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	have friends and acquaintances that can help me	3.25	0.75	Moderate Extent
2.	can voice out to my teacher my questions without fear of judgment	2.88	0.79	Moderate Extent
3.	feel that I am in a safe place with everyone	3.08	0.70	Moderate Extent
4.	have a teacher that is approachable	3.46	0.56	Moderate Extent
5.	have classmates that support me whenever I feel wrong	3.11	0.72	Moderate Extent
		3.16	**0.70**	**Moderate Extent**

With all these domains of students' well-being, learners perceived to be at moderate extent in all of them as gleaned from Table 7. Highest mean is on their social well-being which means that they are well with the company that they have during math classes. Least mean is on cognitive well-being that implies their no confidence to face Math.

Table 7. Learners' Overall Well-being

	Domains	Mean	Std.	Verbal Interpretation
1.	Physical	3.07	0.72	Moderate Extent
2.	Affective	2.99	0.75	Moderate Extent
3.	Cognitive	2.96	0.68	Moderate Extent
4.	Economic	3.01	0.72	Moderate Extent
5.	Social	3.16	0.70	Moderate Extent

Adjustment

As learners transition from modular distance learning (MDL) to in-person classes, their adjustment is being measured and checked. Various activities were done, such as a psychosocial support system and the use of psychological first aid.

In Mathematics, their adjustment was measured too. The learner's emotional adjustment was to a slight extent, with a mean of 2.45, as seen in Table 8. The highest mean is on their ability to

rationalize their mistakes on the subject. The lowest mean is on their resentment towards their teacher when receiving low scores and feeling neglected. These lowest means are interconnected with the learners' answers on their feelings about their teacher being approachable.

Table 8. Learners' Emotional Adjustment

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	am always afraid of something in Mathematics class	2.72	0.93	Moderate Extent
2.	am jealous of my friends whom my math teacher appreciates very much	2.24	1.01	Slight Extent
3.	am often dissatisfied with my math class	2.36	0.93	Slight Extent
4.	am often sad and distressed in my math class	2.47	0.91	Slight Extent
5.	develop resentful feelings towards my math teacher when I get low scores	2.13	0.96	Slight Extent
6.	envy those classmates whom I think are better than me	2.40	0.98	Slight Extent
7.	feel my math teacher neglects me	2.13	1.07	Slight Extent
8.	resent it when my math teacher asks me questions in the class	2.50	0.87	Slight Extent
9.	try to rationalize my mistake	2.91	0.82	Moderate Extent
10.	worry my teacher scolding me for my mistakes	2.67	1.00	Moderate Extent
		2.45	**0.95**	**Slight Extent**

As presented in Table 9, learners' social adjustment is at moderate extent. The highest mean was received by the learners' ability to lend notebooks when asked by classmates easily (Wexler, 2019). This shows how they can easily interact with their peers enough to lend their personal notes. It is good to note that they have a slight adjustment to finding friends and acquaintances as they perceive that they have no friends in math class.

Table 9. Learners' Social Adjustment

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	can get friendly with everyone easily	2.97	0.91	Moderate Extent
2.	am always ready to help my classmates in every way	3.06	0.76	Moderate Extent
3.	am of shy nature	2.83	0.86	Moderate Extent
4.	am shy of talking in front of the mathematics class	2.75	0.86	Moderate Extent
5.	feel sometimes, as if I have no friend	2.47	1.06	Slight Extent
6.	have some intimate friends in math class	2.60	0.94	Moderate Extent
7.	hesitate in asking questions when I don't understand something in math class	2.84	0.85	Moderate Extent
8.	lend my notebooks gladly when my classmates ask for it	3.11	0.76	Moderate Extent
9.	like to sit in the front seats in the math class	2.58	0.92	Moderate Extent
10.	try to attract the attention of my math teacher to myself in class	2.36	1.09	Slight Extent
		2.76	**0.90**	**Moderate Extent**

When it comes to educational adjustment, learners are at a moderate extent, as seen in Table 10. They have respect for their teacher and choose not to yawn in Math class. Several studies

found that better school adjustment is significantly related to reduced risk of depression and anxiety disorders (Raniti et al., 2022), reduced risk of attention problems (Breeman et al., 2016), and better self-concept and empathy.

Table 10. Learners' Educational Adjustment

	In Mathematics class, I…	Mean	Std.	Verbal Interpretation
1.	I am afraid of math examinations	2.91	0.90	Moderate Extent
2.	I am interested in the things regarding mathematics education	2.89	0.76	Moderate Extent
3.	I am satisfied with the method of teaching of my math teacher	3.17	0.76	Moderate Extent
4.	I am satisfied with the progress in my studies	3.11	0.83	Moderate Extent
5.	I can note down the lessons taught in my math class correctly	3.00	0.79	Moderate Extent
6.	I look at my math teacher respectfully	3.35	0.80	Moderate Extent
7.	I often get low scores in math examination	2.84	0.76	Moderate Extent
8.	I pay attention to the lesson being taught in math class	3.12	0.81	Moderate Extent
9.	I yawn during math time	2.79	0.95	Moderate Extent
10.	I have a difficulty in understanding the lessons taught in math class	2.91	0.86	Moderate Extent
		2.93	**0.82**	**Moderate Extent**

In general, learners have themoderateextentofadjustment in thedomainsofsocialandeducationalbut a slightextentofemotionaladjustment, as reflected in Table 11. This implies that learners can adjust both in terms of acquaintances even if they came from two years of no face-to-face interaction. In addition, they can learn the context of education in highschool,whichdifferslargely from elementary. These grade 9 learners are the last batch of grade 6 and had theirentry in highschoolunder MDL.

Table 11. Learners' Adjustment

	Domains	Mean	Std.	Verbal Interpretation
1.	Emotional	2.45	0.95	Slight Extent
2.	Social	2.76	0.90	Moderate Extent
3.	Educational	2.93	0.86	Moderate Extent

Relationship between learners' well-being and adjustment under in-person class

Table 12 shows the relationship between learners' well-beingandadjustmentin in-person classes. Itwasfoundthatphysicalwell-being has a significantrelationshipwiththeemotionalandsocial adjustment of the learners. This implies that a great extent of well-being will result in a great extent of emotional and social adjustment. As learners become more physically fit and healthy, they can easily adjust their emotions and socialization process. However, physical well-being has no significant relationship with the learner's academic adjustment. This means that health has nothing to do with their ability to accomplish and learn tasks in Mathematics.

Table 12.Relationship between Well-beingand Adjustment

Domain	Emotional				Social				Academic			
	X^2	df	p-value	VI	X^2	df	p-value	VI	X^2	df	p-value	VI
Physical	18.473	6	.005	S	17.666	4	.001	S	2.647	4	.619	NS
Affective	22.608	9	.007	S	12.297	6	.056	NS	13.157	6	.041	S
Cognitive	27.247	6	.000	S	11.909	4	.018	S	4.338	4	.362	NS

Economic	12.918	6	.044	S	10.741	4	.030	S	8.514	4	.074	NS
Social	9.001	6	.174	NS	6.732	4	.151	NS	5.468	4	.243	NS

On one hand, the affective well-being of learners is significantly related to their emotional and academic adjustment. It entails that learners with the healthy affective domain can easily adjust in situations prompted by emotions and academic needs. This means that being emotionally stable will help learners to adjust their adjustments emotionally and academically (Martin et al., 2013). Although, no significant relationship was found between the affective and social domains. This means that emotions are not hampering their way of adapting to their social circle.

On the other hand, cognitive well-being has a significant relationship to emotional and social adjustment. This denotes that as learners become knowledgeable, they can adjust emotionally and socially in their new environment. However, no significant relationship was found between cognitive well-being and academic adjustment. These variables both tackle the ability of the learner to think, process and act, yet they have no relationship (Taheri et al., 2019). It means that no matter how knowledgeable the learner is, he/she still struggles to adjust in Mathematics or is perceived to adjust improperly.

Meanwhile, the economic well-being of the learners is found to have a significant relationship with their emotional and social adjustment. Learners tend to adjust better when they are economically stable and capable. Although, no significant relationship was found between economic well-being and academic adjustment. This implies that finances are unrelated to the learners' ability to cope with the subject.

Furthermore, no significant relationship was found between social well-being and the three domains of adjustment. This means that no matter how sociable a learner is, he/she perceives him/herself as unable to adjust in those areas.

CONCLUSION

Based on the aforementioned results, several conclusions can be drawn. Firstly, learners' physical, emotional, cognitive, economic, and social well-being were at a moderate level. Secondly, learners' emotional adjustment tended to be slight, while their social and educational adjustments were moderate. Thirdly, physical well-being showed a significant relationship with learners' emotional and social adjustment but not with academic adjustment. On one hand, their affective well-being was significantly related to their emotional and academic adjustment but not to social adjustment. On the other hand, cognitive well-being had a significant relationship with their emotional and social adjustment but not with academic adjustment. Meanwhile, learners' economic well-being was found to have a significant relationship with their emotional and social adjustment but not with academic adjustment. Furthermore, no significant relationship was found between social well-being and the three domains of adjustment.

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