

Resilience during the Pandemic: A Teacher's Recollection



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ABSTRACT

This study unfolded the experiences of the teachers of Talomo District, Davao City on how they practiced resiliency during the pandemic. There were eight (8) teachers who participated in the study. This study made use of a phenomenological approach to extract the ideas of the participants. The participants were purposely selected as representatives from the group of school teachers in the same division. The virtual in-depth-interview was employed to gather some information as regards to their respective experiences on maintaining resiliency despite the challenges on teaching profession during the pandemic. Using the thematic analysis, the following themes emerged as pertains to the experiences of the participants: work overload, uncertainties and lack of support. The coping mechanisms to address the struggles during the pandemic were: problem solving with other teachers, adapting to the changes and destressing activities. The educational management insights gained from the experiences of the teachers was primarily focused on taking mental health seriously and to seek professional help if necessary. The principals may be more receptive on the current problems and issues of the teachers. The school heads may equip the teachers with better psychological support throughout the school year. The teachers may continuously adapt coping mechanisms to address issues in the classroom and personal struggles.

Keywords:- Resilience, Teaching Profession, Epidemic Phenomenon.

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DEDICATION

I humbly dedicate this research to my ever-supportive husband Louie Jay D. Cutay, and my children Kelly R. Cutay and Pete Steven R. Cutay, who have been my constant source of inspiration. You guys gave me the courage to persevere in life. To my late, mother Araceli A. Ruta, father Lelito Estrada, and to my sister Breezy A. Ruta who is now in God's paradise. Thank you for giving me this life. Living this life without you is like a roller coaster. I'm still grateful for the situation it taught me how to be strong, it's the reason that I personally encountered that God is real He guided me on this journey. Wherever you are right now I miss you and I love you. To Tito Mamerto Denaga and Tita Ging, you are the ones who sent me to college and made me believe that I will achieve something in life thank you for your moral support I will never forget all the goodness you've done for me. My grandmother Lola Intak, my Siblings Tot, Bryan, Edjot, Eloy, Lloyd, and Estrada family, thank you for giving color to my life and enthusiasm to pursue my dreams. To Almighty God, who is the source of everything you gave me all the grace that I enjoy, thank you very much Lord for your guidance and unconditional love you gave me.

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

Life doesn't get easier or more
Foriving, we get stronger and more resilient
– Maraboli, Steve 2012

The COVID-19 pandemic has compounded the challenges, hardships, adversity, misfortune, setbacks and stress that people of all backgrounds face in their personal and professional lives. Those who are in the teaching profession are especially vulnerable to the burnout and stress brought by the pandemic-- whether online or in hybrid mode; dealing with lack of organizational support; balancing family demands, such as children's online classes or financial loss with professional demands; addressing the increased needs of students; and/or dealing with personal or family illness and loss.

Teaching, along with other nurturing professions like nursing and social work, often leads to high levels of burnout. This vulnerability is evident even under normal circumstances. For example, the 2017 American Federation Quality of Life Survey indicated that 61% of educators and school personnel often found their work stressful. This is a stark contrast to the 30% stress level reported by the general population. The survey also highlighted a significant rise in mental health concerns among teachers, with those reporting poor mental health for seven or more days within a month jumping from 34% in 2015 to 58% in 2017. This raises concerns about the additional pressures faced by educators during a crisis such as a pandemic.

In the Philippines, to support the teachers' capacity building and equipping them with desired skills needed in response to the COVID-19 pandemic, the Department of Education (2020) developed reforms stated in Basic-Education - Learning Continuity Plan (BE-LCP) that aim to demonstrate resilience in countering to adversities and upholding its duties and responsibilities. The creativity of teachers in providing means to teach students located in far flung areas where internet is unstable was limited to the use of free data or unreliable connection. Teachers throughout the pandemic have exhausted all personal and contextual resources to ensure learning continuity. While LMS or Learning management system is readily available, it comes with a steep price tag and requires reliable internet source which, for many, is not an available resource. This, in turn, has caused severe stress and burnout to teachers from all over the nation. The use of particular strategies that contribute to the resiliency, well-being, emotions and motivation to work and exert all possible effort are necessary.

In the local scenario particularly in Baliok, Davao City, teachers have experienced a lot of challenges throughout the onslaught of the pandemic. Despite the difficulties, the teachers have shown tremendous resiliency and strength that helped them withstand the hurdles they encountered. I discerned there is a need to take a deeper look into the resilience of teachers throughout the pandemic and to identify what could be done to provide better support and to ease the burdens that teachers continue to carry.

A. Purpose of the Study

This study provided insight into the resilience of teachers following the challenges brought about by the pandemic to the educational sector. The strategies in coping along with the challenges faced by the teachers were identified by the end of this study. With these, the teachers gave their insights based on their personal experience.

B. Research Questions

- What are the recollections of teachers during the pandemic?
- How do they cope with the challenges during the pandemic?
- What insights can be drawn from the study?

To clearly determine the outcomes of this study and to whom the findings are addressed, the following persons or agencies were the beneficiaries.

- *Department of Education Personnel.* The DepEd, particularly the District of Talomo, Davao City, to identify challenges that burden the teachers and to show better support to the resiliency of educators.
- *The School Principals and Head teachers.* For the school principals and school heads to gain a clear thought on the resilience of teachers throughout the pandemic and how this can be strengthened.
- *The Teachers.* The findings of this study shall benefit the teachers as the participants of this study unravels their thoughts and personal experiences during the delivery of their respective work despite the challenges the pandemic.
- *The Future Researchers.* For the future researchers to take into consideration some other aspects of teachers' resilience in the time of pandemic and to gain other information that may be useful in furthering this study. Other areas pertaining to this study may be conducted in other grade levels and districts.

➤ *The Following Terms are Operationally Defined to Make this Study More Comprehensive.*

- **Resilience.** It refers to a person's ability to recover from hardships and challenges; synonymous to toughness. It means having the capacity resourcefully and proactively respond to changes or adversities.
- **Burnout.** A form of exhaustion that stems from feeling consistently overwhelmed, manifesting as a state of extreme tiredness due to prolonged exposure to excessive emotional, physical, and mental strain, that in a lot of cases, may be associated with one's profession.
- **Stress.** It refers to the mental or emotional tension resulting from challenging circumstances, eliciting feelings of frustration, anger, or nervousness. It can arise from various situations or thoughts, representing the body's response to demands or challenges.

C. *Review of Significant Literature*

To provide the background and framework of the investigation, selected significant literature and readings related to the study were obtained in this section. This section includes principles, theories, concepts and views regarding the area under study which is the resilience of teachers throughout a global pandemic.

➤ *Relational Resilience*

Jordan (2013) proposed a model of relational resilience that is based on relational-cultural theory which states that psychological growth is inherently tied to interpersonal connections. Unlike traditional developmental models that tend to prioritize individual autonomy, Jordan critiques because they don't take into account how relationships can help people be more resilient. She argues that resilience isn't solely an individual trait but rather emerges from the capacity for meaningful connection. She also highlighted the oversight of gender and other contextual factors in previous models, saying that issues of power dynamics and contextual influences are often overlooked. The researcher doesn't think that resilience comes from having a strong sense of self-control. Instead, they support a contextual approach that stresses the importance of caring relationships that go both ways in helping people become more resilient. There was also a lot of talk about how important it is to work together to make relationships stronger. Furthermore, she says that supportive relationships not only help, but also help each other grow, creating chances for both people to do well.

Johnson et. al. (2012) supported the concept of mutuality which is a similar idea to reciprocity, a notion that corroborated with many of the effective professional relationships that early teachers engaged in. When used in this way, "reciprocity" means that influence works both ways in these relationships. This two-way exchange is especially clear in two types of relationships: those with students and those with coworkers. Early career teachers all agreed that these two groups of relationships were very important to their strength. This findings of McNally and Blake (2009) echoes this. They also highlighted that relationships with students and fellow teachers were most important for early career teachers.

- **Relationships with Students.** The most important professional connections early career teachers arguably formed were with their students. This isn't at all surprising, considering that many individuals choose teaching because they enjoy working with children, as noted by Sinclair (2008). The core of the teachers' experiences revolves around the bonds they built with their students. They often speak with excitement about working with students, forming positive relationships, and feeling passionate about their job. They saw these connections as sources of motivation that made them more excited about teaching. When students actively participated in lessons and gave feedback, teachers felt validated, which made them more confident in their teaching skills. That being said, there were also problems. Some teachers had trouble connecting with some students or had relationships that were tense, which made them feel less confident and lower their morale.

Morgan and O'Leary (2009) said that the relationships between teachers and students, as well as the relationships among students themselves, greatly influenced the teachers' daily experiences. These connections provided both support and challenges for the teachers. Despite the ups and downs, it's clear that the teachers invested considerable time and energy into building rapport with their students and fostering inclusive relationships. This relational effort brought them significant joy and fulfillment in their teaching endeavors.

- **Relationships with Teaching Colleagues/Fellow Teachers.** Regarding developing their resilience, all the early career teachers had important relationships with their teaching colleagues. This group comprised peers from other schools as well as other teachers from their own school. Research indicated that early career teachers' lives depended greatly on having good relationships with other members of the teaching staff. It encouraged a sense of social connectedness and belonging for some people. Others received both professional and emotional support from it. When they received assistance from other teachers in the school, such as being regularly questioned about their well-being and given help, they said they were able to cope better and felt more confident.

➤ *Empowerment*

Jordan (2006) cited empowerment and highlighted just how important these “growth-fostering connections” are. She views this as motivating people, encouraging flexibility, and igniting creativity. On the other hand, she contends that feelings of powerlessness and recurrent thought patterns can result from isolation.

Le Cornu (2013) postulated how important school administrators are to aspiring educators. First and foremost, leaders have the power to actively assist and motivate these educators, cultivating bonds based on decency, confidence, and concern. They also influence the school's culture, which has a big effect on teacher development. Early career teachers prosper when their leaders give professional and emotional support top priority. This support encompasses mentoring educators as they progress professionally, offering continual opportunities for learning, and fostering their pedagogical practices and beliefs. Consequently, educators experience a sense of empowerment that enables them to actively participate in the school and community outside of the classroom.

➤ *Support Programs and Mentoring*

McLaughlin (1997) suggests that professional learning communities offer teachers the opportunity to support and challenge each other, facilitating the adoption of new practices and the reconsideration of old beliefs through reflective engagement.

The questions raised by Freedman and Appleman (2008) about the function of pre-service programs in teacher education—particularly in terms of preparing instructors for high-pressure teaching settings—are thought-provoking. They raise concerns about the length of time these programs can offer new teachers support and draw attention to how limited their ability is to protect them from the difficulties they will face, especially in urban schools with high student needs.

Sumsion (2003) also brought up interesting questions regarding mentoring, like why certain teachers look for mentors and others don't, or how teachers who are not mentored view the relationship especially when the mentor is a senior member of the faculty. The researcher also discusses just how useful mentoring is in environments with limited resources. She even argued that mentoring should not only provide support but also present opportunities for critical reflection and challenges. In the end, the questions acquired merit more research should be done, especially in addressing attrition problems in the educational system.

➤ *Support from Family and Friends*

Howard and Johnson (2004) interviewed experienced, resilient teachers. They found that these educators had strong support networks that included a wide range of people who express compassion to their woes but most of them were found to be not in the teaching profession. Nevertheless, there are still difficulties in making good use of this assistance and understanding how it affects teachers' resilience. Educators can enhance their resilience by cultivating deep relationships with individuals who recognize the difficulties of teaching, appreciate the importance of teaching, and provide guidance on how to handle different circumstances. These connections are important assets that offer a wide range of much needed assistance that can significantly help ease the transition to teaching and support educators in the long run.

In her study, Le Cornu (2013) found that support from family and friends played a vital role in providing both personal and emotional assistance to teachers. These relationships served to encourage new teachers in their role, with many participants citing practical support from parents or partners. This support come in different forms and are often in small trivial efforts such as helping with classroom tasks or providing meals. The significance of these relationships became even more revealed when these teachers encountered personal challenges and rough patches in their respective relationships.

➤ *Psychological State of Teachers during the Pandemic*

According to Marshall & Bradley-Dorsey (2020), the pandemic greatly increased the challenges that teachers encountered in their profession. These challenging experiences often differed from each other based on the situation. One of the most commonly reported hardship was that of teachers who use remote learning, which is particularly common among elementary school teachers, report feeling less confident in their own skills.

In their exploration of factors influencing teacher retention during the pandemic, Zamorro and colleagues (2022) found that age was one of them, with older teachers being more likely to stay in the classroom. Although it would make sense that teachers who were eligible to retire and unsatisfied with COVID-19 working conditions might be more apt to decide to leave the profession, they did not find this to be a significant predictor in their study.

According to Cachón-Zagalaz et al. (2020) the pandemic had a significant effect on teachers' and students' mental health. During this crisis, both groups have gone through significantly elevated levels of stress. While the general public all went through the same difficult times, there pressure on educators have been extra since they had to quickly adjust to the demands of remote learning. This has led to elevated stress levels and symptoms of anxiety, depression, and insomnia. Existing research on this is limited but the few studies that has been carried out during the pandemic indicated the prevalence of these psychological symptoms.

According to Bartlett-Esquilant et al. (2022), teachers tasked with simultaneously instructing in-person and remote students, a teaching model known as HyFlex or in more general terms, flexible learning, encountered considerable challenges. Studies have also revealed that flexible teaching is more time-consuming and poses difficulties in addressing the needs of students in both physical and virtual settings.

Pressley (2021) discovered that teachers who experienced burnout during the COVID-19 pandemic were linked to a deficiency in administrative support. Knowing what keeps teachers in the classroom is crucial, especially in light of the extra difficulties that came with teaching during COVID-19. Although prior research has examined the effects of COVID-19 on education and educators, no peer-reviewed publication has examined the consequences of the pandemic on teacher turnover.

D. Theoretical Lens

This study is anchored on the theory of Frederickson, B. (2004) who described the broaden-and-build theory as a form and function of a subset of positive emotions, such as joy, interest, contentment and love. For example, joy encourages play, interest leads to exploration, contentment facilitates integration and reflection, and love sustains these activities within secure relationships. The theory posits that such positive emotions extend cognitive scopes in contrast to the constriction caused by negative emotions, which typically provoke immediate survival-oriented actions like aggression or escape. The theory's emphasis on the long-term advantages of these elevated mental states is one of its main features. Positive emotions encourage the development of a wide range of personal assets, from physical and intellectual to social and psychological, through engaging in activities like play or exploration. These resources then act as a buffer, improving one's capacity for handling hardship and increasing one's chances of surviving altogether.

Additionally, it incorporates insights from Meyer and Turner (2006), who argue that emotions are subject to evolutionary changes influenced by temporal and environmental factors. This aligns with the dynamic nature of teacher emotions, which they assert are influenced by the interplay between student motivation, teacher motivation, and the quality of their interactions, all of which shape the educational environment. Further supporting this dynamic view of emotions, Simbula (2010) identifies daily variations in teachers' emotional exhaustion, emphasizing the fluctuating nature of emotional experiences in educational settings.

E. Framework of Analysis

According to Braun and Clark (2006) methods of qualitative data analysis fall in two groups. The first group consists of methods driven by an epistemological or theoretical position, which have limited variability in how they are applied within their frameworks, such as conversation analysis (CA) and interpretative phenomenological analysis (IPA) and methods which are situated within a broad theoretical framework and can therefore be used in a variety of ways within those frameworks, such as grounded theory (GT), discourse analysis (DA) narrative analysis (NA).

The second group includes methods independent of theory and epistemology, which can be applied across a range of different theoretical and epistemological approaches and are therefore very flexible. One such method is thematic analysis, which through the theoretical freedom "provides flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data (Braun and Clark, 2006).

I observed several steps in conducting thematic analysis. The first stage in extracting qualitative data for analysis from the tape recordings was transcription. This was done to gain greater familiarity with the data and deeper insight. I relied on my own resources to do the transcription with the use of my personal computer and some reliable headphones. I use several nights to listen to the interviews to deepen my understanding on the nuances of the language and semantics of the participants.

Practice varied considerably in terms of agreeing conventions with transcribers. Some negotiated themselves to lay-out and conventions required, including researchers who wanted the kind of detailed transcriptions appropriate for conversations or narrative analysis. Others were sometimes less directly involved, and accepted the conventions generally used by the one transcribing the information.

The next step was data extraction and analysis. I used manual techniques based on note taking and summary while listening to the recordings. My manual technique usually included some process of verbatim recordings of selected spoken words. I selected quotations about central issues, or when what was said seemed important or interesting.

I used a number of different techniques as taught to me by my thesis adviser. I marked up transcripts with colored pens or sorted data by cutting and pasting. I used forms of thematic grids and charts, the framework technique as developed by the National Centre for Social Research (Ritchie et al, 2003). This technique was useful to me in the process of coding, sorting and collecting data for interrogation. This technique was very useful in understanding links and relationships between issues. All these efforts and procedure included saving verbatim spoken words from the transcripts, which could be cross referenced to the thematic displays or the maps.

To summarize, the thematic analysis method outlined by Braun and Clarke (2006) which consisted of six (6) phases used in analyzing the data.

- Phase 1. I familiarized myself with the data by reading the whole data set and noting down initial ideas;
- Phase 2. I generated initial codes, with coded being the most basic segments of the raw data that can identify a feature of the data that appears interesting;
- Phase 3. I searched for themes by sorting different codes into potential themes and collated all data extracts within identified themes;
- Phase 4. I reviewed the themes and refined them further (at the level of coded data extracts and the entire data set) and produced a thematic map showing relationships between themes and sub themes;
- Phase 5. I defined and named themes, making sure they give the reader immediate sense of what the theme is all about.
- Phase 6. I wrote the report to convince the reader of the merit and validity of the analysis (within and across the themes), used data extracts embedded within an analytic narrative to make arguments in relation to the research question.

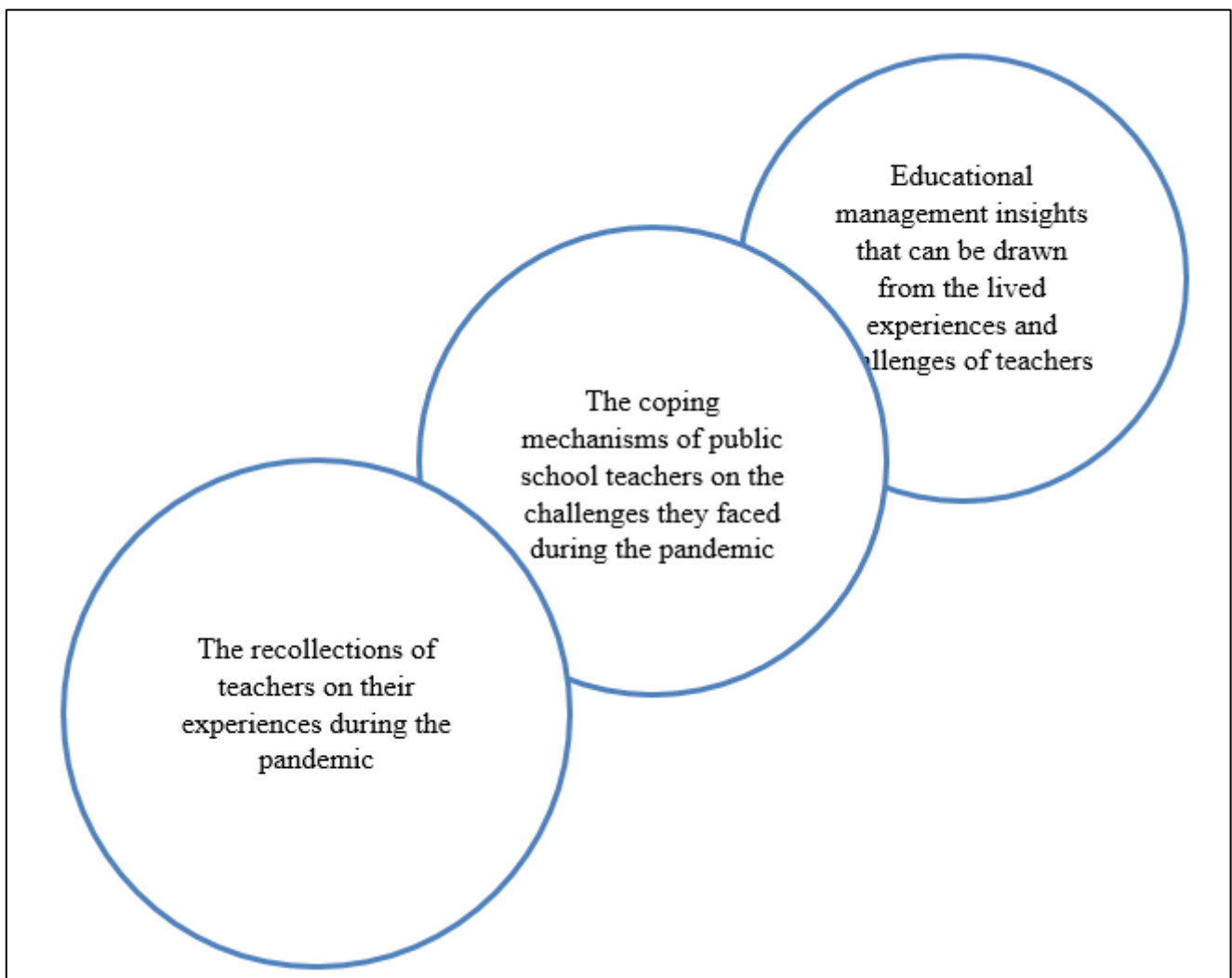


Fig 1: Conceptual Framework of the Study

CHAPTER TWO METHOD

In this chapter, a comprehensive explanation of the methodology utilized is presented. The focus is on providing a detailed account of the systematic approach, procedures, and techniques employed to address the research questions and accomplish the study's objectives. The primary goal of this chapter is to improve the transparency, validity, and reliability of the findings by offering a clear and thorough presentation of the research methodology.

A. *Philosophical Assumptions of the Study*

The research philosophy addresses the beliefs, values and principles underlying a detailed study. The word philosophy is derived from the world of Greek, the love of wisdom (Cavalier, 1990). The wisdom encapsulates the essence of philosophy. It involves thinking about questions, making interpretations, trying out ideas and thinking of possible arguments for and against them and wondering how concepts really work (Ruona, 1999).

It also offers a framework of thinking, helps develop capacities of thinking and improves the alignment of what an individual think and what he does (Paul, 1993 and Honderich, 1995). At the heart of it, philosophy is systematic examination of the assumptions and common wisdoms that underlies thought and action (Root, 1993). Philosophically, Cresswell (1994) identifies five sets of assumptions that are related to what is reality/knowledge?

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There are four philosophical assumptions that govern the research, shaping its design, methodology, and interpretation of findings. These assumptions include ontological, epistemological, axiological, and methodological perspectives.

- *Ontology* in this study explores the nature of reality and the existence of entities or phenomena under investigation. It seeks to understand the fundamental nature of the subject matter and how it is perceived to exist or be experienced by individuals within a specific context. This assumption acknowledges that reality may be multifaceted, subjective, and socially constructed.
- *Epistemology* pertains to the study's understanding of knowledge and how it is acquired or generated. It reflects the researcher's beliefs about the sources of knowledge, the ways in which knowledge is validated, and the researcher's role in the knowledge generation process. This assumption acknowledges that knowledge is influenced by subjective interpretations, social interactions, and contextual factors.
- *Methodology* governs the choice of research methods, tools, and procedures employed in the study. It encompasses the overall framework and approach utilized to collect, analyze, and interpret data. This assumption aligns with the researcher's beliefs about how best to investigate the research questions, capturing the richness, complexity, and context-bound nature of the phenomena under study.
- *Axiology* addresses the researcher's stance regarding values, ethics, and the researcher-participant relationship. It recognizes that the researcher's values, biases, and perspectives may influence the research process and outcomes. This assumption emphasizes transparency, reflexivity, and ethical considerations in the research, ensuring that the researcher's values do not unduly impact the objectivity and integrity of the study.

B. *Qualitative Assumptions*

The underlying philosophical perspective of this qualitative research is constructivism, which posits that reality is shaped socially and subjectively. According to constructivism, individuals interact and interpret their experiences within their social and cultural contexts, leading to the creation of multiple realities. Meaning is co-constructed through the perspectives, experiences, and interpretations of the participants involved. In qualitative research, this perspective guides the researcher in understanding that knowledge is not an objective and universally applicable truth waiting to be uncovered. Instead, it is a subjective and context-specific understanding that is influenced by the researcher's own beliefs, biases, and experiences. This recognition emphasizes the researcher's role in interpreting and deriving meaning from the data collected.

C. Design and Procedure

This study used qualitative-phenomenology. Phenomenology helped us to understand the meaning of people's lived experience. In this study, these experiences referred to the narratives of teachers on their resilience. According to Hitchcock and Hughes (2015), a phenomenological study explored what people experienced and focused on their experience of a phenomena. The purpose of the phenomenological approach was to illuminate the specific, to identify phenomena through how they were perceived by the actors in a situation (Cohen, 2010). In the human sphere, this normally translated into gathering deep information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s).

Further, phenomenology was concerned with the study of experience from the perspective of the individual, bracketing taken for granted assumptions and usual ways of perceiving. Phenomenological approaches were based in a paradigm of personal knowledge and subjectivity, and emphasize the importance of personal perspective and interpretation. As such they were powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom.

D. Research Participants

The participants of this study were identified through purposive sampling. There were eight (8) participants of the study coming from Davao City. A purposive sample was a non-probability sample that was selected based on characteristics of a population and the objective of the study (Hitchcock and Hughes, 2015). Moreover, purposive sampling was also known as judgmental, selective, or subjective sampling. This type of sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern.

Hence, for the purpose of the study which was to record and analyze the narratives of teachers when it comes to their resilience in these trying times, the participants had the following characteristics: (1) they should be secondary teachers; (2) they should have at least three years of teaching experience; and (3) they should have experienced the academic and professional demands of teaching during pandemic. These criteria helped me ensure that I was able to get enough data that answered the research questions which I had established in the first chapter of this study.

E. Role of the Researcher

In qualitative research, researchers are encouraged to engage in reflection both before and during the research process in order to provide readers with context and comprehension. Reflexivity, as a key aspect of this reflective practice, does not involve the attempt to completely ignore or evade personal biases, as this would likely be impractical. Instead, reflexivity entails researchers reflecting on and openly expressing their standpoint and subjective elements such as their worldview, perspectives, and biases. By doing so, readers can gain a better understanding of the lenses through which research questions were formulated, data were collected and analyzed, and findings were presented. According to Wellington (2010), this perspective acknowledges that bias and subjectivity are inherent and unavoidable aspects of research, but they are not inherently negative. Therefore, it is considered preferable to transparently articulate these biases upfront in a clear and coherent manner for the benefit of readers.

Additionally, the role of the researcher in qualitative research was to attempt to access the thoughts and feelings of study participants. I believed this was not an easy task, as it involved asking people to talk about things that may be very personal to them. Sometimes the experiences being explored were fresh in the participant's mind, whereas on other occasions reliving past experiences may be difficult. However, the data were being collected, my primary responsibility was to safeguard participants and their data. I clearly articulated to the participants the mechanisms for such safeguarding the data. Finally, as a neophyte qualitative researcher, I sought advice from experienced qualitative researcher before embarking on my study.

F. Ethical Consideration

Throughout the research, I kept ethical factors in mind to ensure the research's legitimacy. The first stage was to present the clearance and approval to perform the research to Rizal Memorial Colleges, Inc.; before the research was completed, I obtained voluntary, informed, written consent from the participants for the interviews, in accordance with research ethical norms. The process involving the study was presented to the participants before consent was sought to the location where the research interview took place. The participants were informed about how the data would be utilized and to whom it would be shared at this point. Furthermore, I informed the participants that they had the right to withdraw from the study at any moment for any reason. Participants were also encouraged to ask questions at any point during the process. This was to ensure the participants' continuing participation and to address any misconceptions that may arise during the research process. This was done to establish confidence between myself as a researcher and the secondary teachers who took part in the study.

One of the difficulties that I had faced was maintaining confidentiality and anonymity. Although descriptions of situations may reveal an individual, it was my goal as a researcher to supply it. Participants' data should be treated in a confidential and anonymous manner, according to research ethics, which was accomplished by using pseudonyms and hiding location data. It should be ensured that the research participants' names and identities were protected.

G. Data Collection

To gather data for this study, I did individual interviews, carefully observing ethical standards. I interviewed eight (8) secondary school teachers. According to Pring (2014), individual interviews allowed researchers to probe their attitudes, beliefs, desires, and experiences to get a deeper understanding of the phenomenon being studied. These interviews could take place face-to-face, by phone or video conference, or via instant messaging system. However, in this study, it was face-to-face interview.

The warm atmosphere created during an interview and encouraged by the moderator allowed disclosing participants' habits, convictions, opinions, preferences, tastes, associations, etc. It revealed mental maps, stream of consciousness, latent demands. Quantitative parameters were not applied for focus group discussion. Representativeness was not required, as well as the error of the results are not estimated. The depth of the content, particularity and interpretation, but not statistical analysis, were most important in gathering qualitative data (Crotty, 2013).

H. Data Analysis

To analyze my data, I performed thematic analysis. The goal of the thematic analysis was to achieve an understanding of patterns of meanings from data on lived experiences (i.e., informants' descriptions of experiences related to the research question in, e.g., interviews or narratives). My analysis began with data that needs to be textual and then I organized meanings found in the data into patterns and, finally, themes. While conducting the analysis, I strived to understand meanings embedded in experiences and describe these meanings textually. Wellington (2010) emphasized that through the analysis, details and aspects of meaning were explored, requiring reading and a reflective writing. Parts of the text need to be understood in terms of the whole and the whole in terms of its parts. However, the researcher also needed to move between being close to and distant from the data. Overall, the process of analysis was complex and therefore I needed to be flexible.

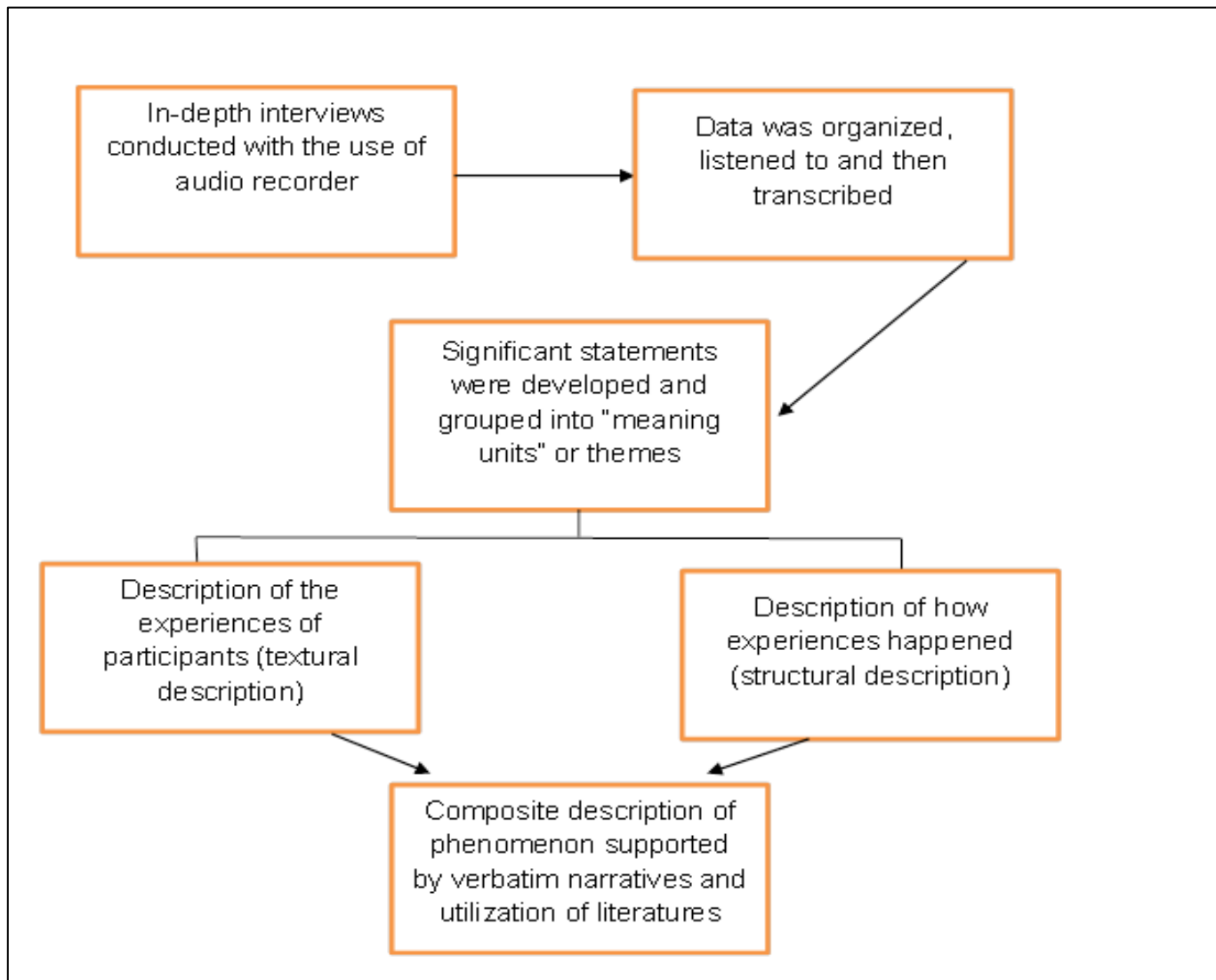


Fig 2: Analytical Framework of the Study

I. Trustworthiness of the Study

The four aspects of trustworthiness that qualitative researchers had established were credibility, dependability, transferability, and confirmability.

- Credibility aimed to establish confidence that the results (from the perspective of the participants) were true, credible and believable (Crotty, 2013). To achieve this in my study, I ensured that I had a reliable engagement with the interviewees. I also ensured that I adhere to the interview protocol.
- Dependability aimed to ensure that findings of this qualitative inquiry were repeatable if the inquiry occurred within the same cohort of participants, coders and context. To do this, I provided a rich description of my study methods. I also developed a details of track record of the data collection process.
- Confirmability aimed to extend the confidence that the results would be confirmed or corroborated by other researchers. To make sure this paper can be confirmed, I applied a triangulation technique which was the focus group discussion. This helped confirmed the result of the study.
- Transferability aimed to extend the degree to which the results can be generalized or transferred to other contexts or settings. Here, I applied data saturation and employed purposeful sampling.

CHAPTER THREE

RESULTS AND DISCUSSIONS

In this chapter, the results of the thematic analysis are presented. It is followed by discussions arranged according to themes and subthemes that were generated. This part of the study dealt with the research questions and its answers based on the responses of the participants of the study. The participants unfolded their experiences related to the resilience of teachers following the challenges brought about by the pandemic to the educational sector. This study also scrutinized the coping mechanisms and insights of the teachers particularly those from Talomo District, Davao City.

A. *The Resilience of Teachers during the Pandemic*

In analyzing the experiences of the teachers in remaining resilient during the pandemic based on what the teachers have relayed themselves, I was able to identify three key issues. The first one is limited teacher guidance, the second one is work overload, the second one is dealing with uncertainties and the last one is lack of support.

- *Work Overload.* One of the most common stressors of teachers even before the pandemic is their immense workload. The onset of the pandemic have provided a different avenue of teaching difficulties especially on their workload given all the additional tasks they had to manage alongside the many changes brought by the pandemic. Most participants agree that one of the key issues that tested their resilience during the pandemic was the huge amount of work that was piled up on their already overflowing workload.

Some of the participants' comments were noted as follows:

Daghan na jud kaayo buhatunon. Doble doble ang trabaho sukad nag pandemic. (There's too many tasks to finish. The work has gone double since the pandemic began.) (T3)

There is an overload on the tasks that needs to be completed. When teachers began to work again during the pandemic the workload became impossible to finish. (T8)

Overworking was my main stressor during the pandemic. It's what made me almost give up many times. (T5)

Jean-Baptiste's study from 2014 looked at how teachers felt about their workloads by interviewing them and having meditation sessions with them. The results showed that teachers had a lot of problems practicing mindfulness because they had too many responsibilities. Many of the participants said they couldn't take their minds off of their never-ending tasks, which made their brief relaxation during meditation even worse than their usual stress from having so many responsibilities.

In the Philippines, Senator Gatchalian advocated for the Department of Education's development of tools to balance teacher workloads and proposed further studies by the Philippine Institute for Development Studies to optimize teaching duties. He emphasized the necessity of digital tools and additional non-teaching staff to alleviate these burdens.

The Philippine Institute for Development Studies (2019) also emphasized that administrative duties and governmental program involvement significantly detract from educational quality, advocating for digital advancements to streamline teacher workload. PIDS (2019), warned that the quality and delivery of education is affected by the teachers' overwhelming roles in administrative tasks and in government programs like mass immunization, deworming, and election. To help mitigate the overwhelming workload of teachers, including the creation of lesson plans and the filing of reports, the basic education sector must turn to technology to automate some of the processes and to provide teachers with tools that will significantly lessen their load.

- *Dealing with Uncertainties.* The pandemic, during its onslaught, caused uncertainties to almost, if not all, people in the world. Regardless of level, status, field of work, nationality and such, people of all backgrounds had experienced uncertainty during the pandemic. It seems like, humans across the globe collectively walked on eggshells as people tried to figure out how to deal with the situation. This is especially true to teachers who had to very quickly transition to their modular or mixed methods of teaching. They were not certain what might come to implement change in their modes of deliveries. The participants mentioned that they were not certain what might be the changes in the succeeding days to come.

Some of the participants' comments were noted as follows:

Not knowing what to do was the hardest part. (T1)

It felt like I had to figure out too many things at once. And even then, I still have no idea if what I'm doing is wrong or right. (T4)

I was uncertain what to do and many times I didn't have enough time to actually learn or master what I need to do before I start doing it. (T5)

Carter (2020) discussed the inherent human struggle with uncertainty, likening the brain's response to a survival mechanism that prioritizes certainty akin to basic needs such as food. He illustrates this with an example where individuals anticipating unpredictable outcomes exhibit greater anxiety than those expecting definite adversities. This notion aligns with the challenges posed by the pandemic, which has drastically changed established and usual routines and expectations, revealing the need to adapt to uncertainty as a new norm.

Similarly, Loretta et al. (2021) describe the pandemic as a global crisis that tested humanity's preparedness. She put an emphasis on our psychological inclination to address uncertainty by trying to control everything, a tactic that is proven ineffective by the pandemic's unpredictability. Humans naturally try to control things through rules, norms, policies and the like to the point that it impedes our freedom. However, the massive changes brought about by the pandemic are simply too much even with our best efforts to battle uncertainty.

- *Lack of Proper Support.* Perhaps due to uncertainty, or the fact that we all are experiencing the first pandemic of our lives—regardless of what level in the hierarchy you belong, but teachers note that during the pandemic, they felt like they were not given enough support. This goes for both the technical and emotional aspects of their roles as teachers. The pandemic brought too many changes on the delivery of their work, but too little materials, time, training and proper support to prepare for it. Even worse, they had to deal with the stress of all the changes by themselves, as there was little to no support given to work on their emotional state. These things have put their resilience to the ultimate test.

Some of the participants' comments were noted as follows:

Daghan kaayo mga nahitabo pero wala halos time or proper training nga nahatag para unta prepared my sa mga bagong buluhatonun. (Too much has happened and yet we weren't given enough time or the proper training to learn all the new tasks.). (T5)

I feel like free psychological sessions would've helped with the stress but I don't remember getting any. (T7)

I think everyone is unprepared so it definitely felt like marching into war without any backup. (T6)

Linsin (2020) suggests a methodical way to enforce rules in schools to get rid of confusion in managing the classroom and make it a fair and predictable place for both students and teachers. Furthermore, Linsin, M. (2020) suggests that the teacher will make it clear to everyone what breaking the rules really means. These people are going to spell out exactly what the teacher will do if a rule is broken. Along with what is expected of the student who is acting up. The plan is for nothing to come as a surprise. With this method, enforcing consequences is like a well-choreographed dance, where everyone knows their part, their steps, and their lines by heart. This method is good for both the students and the teacher. Plus, it saves time, lessens issues of disrespect, and makes students take responsibility for their bad behavior.

Krstovic (2022) said that most teachers say they are feeling emotionally overwhelmed in some way. This goes way back in the day long before the pandemic began. It's normal for people respond to stress or overstimulation by getting angry, frustrated, tired, or having a bad mood. Some get physically sick, while others say they have panic attacks every once in a while. Most of them will say they regularly feel overwhelmed and unable to "turn off," and they'll often say they worry all the time about their ability to handle their growing workloads. This is especially true for teachers. The researcher found in his study that during the pandemic, many teachers voiced out their concern that they did not have the same support at work as nurses, police officers, and other professionals who deal with people in personal and sometimes upsetting situations on a daily basis. People have come to accept the idea that some professionals will need extra emotional support as a normal part of their jobs. Teachers, on the other hand, haven't heard about this.

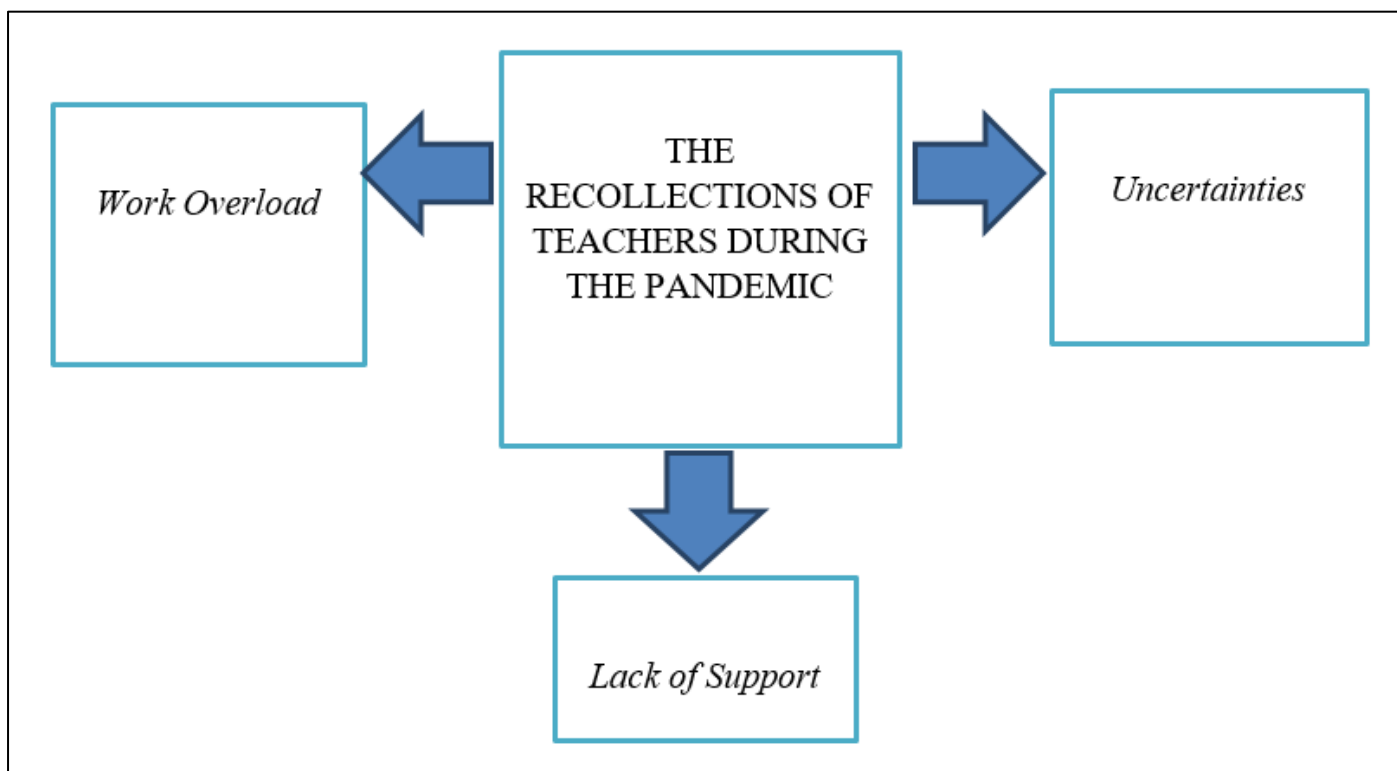


Fig 3: The Recollections of Teachers during the Pandemic

B. The Coping Mechanisms of the Teachers on Issues during the Pandemic

Teachers need to cope with the issues they encounter in their profession as this allows them to gather their strength to overcome all the stressors that influences their emotions. Having developed their coping mechanisms to address the challenges they face help them remain resilient and be more adaptive to the new normal set up in education during this pandemic times. Several coping mechanisms were employed by the participants to cope with their personal and emotional issues on the onset of the COVID 19 pandemic.

- *Problem Solving with other Teachers.* Working with other teachers is a coping mechanism that teachers develop in almost, if not all of the struggles they face in their teaching profession. Sharing inputs with one another, sharing common struggles and brainstorming possible solutions is one of their methods to overcome their challenges especially during the pandemic. In doing so, the participants were able to unload their personal and emotional problems. They found some familiar ears to listen to their worries who also happen to understand their emotions.

Some of the personal comments of the participants were as follows:

I always talk with my fellow teachers to unload about the struggles that we share in doing our work. (T1)

The thing about my colleagues is that they are also like family to me. We understand each other and it helps when we talk about it. (T4)

Kumbaga imbes na mag 'marites' mi, mag therapy session nalang mi sa usa'g usa. Dako kaayog tabang kay kung wa koy mastoryahan ambot nalang jud. (*Instead of gossiping, we gather around and do a "therapy session". It helps a lot because if I had no way to vent out, I have no idea what to do anymore.*) (T5)

T1 highlights the therapeutic value of discussing shared struggles with fellow educators as a means of unburdening oneself. T4 emphasizes the family-like bond between colleagues, leading to an environment of understanding and support conducive to discussing challenges openly. Meanwhile, T5 suggests a proactive approach to managing stress by replacing their "gossip sessions" with "therapy sessions" among colleagues, providing a constructive outlet for venting and processing emotions.

According to Orgoványi-Gajdos (2016), one of the most important skills teachers need to have is the ability to solve problems quickly and effectively. This is because teaching is a practical activity. No matter where they teach or how long they've been teaching, all teachers have to deal with tough situations in the classroom. Teachers face problems at every stage of their careers, and they need to learn how to deal with the ones they're facing now. Whenever they go through a rough patch, it's not enough for teachers to just treat the symptoms; they need to go deeper. Through practical activities like collaborating with colleagues and having group

“therapy sessions”, teachers can better understand and name their problems, figure out what caused what, and brainstorm together on solutions and plans.

A study by Hung et.al (2020) highlighted in the Online Learning Consortium explored how teachers engaged with and managed emergency remote instruction during the COVID-19 pandemic. It found that collaboration among teachers was crucial in adapting to the new teaching demands, providing both emotional support and practical problem-solving assistance. This is supported by a research of Jaggars (2020) which discussed the significance of approach-coping strategies, where teachers actively sought support and engagement with peers to manage stress and enhance well-being during the pandemic. This type of coping strategy, which includes seeking understanding and comfort from colleagues, was found to correlate positively with reduced stress and increased job satisfaction.

Lapada (2020) also noted that collaborative problem-solving and sharing coping strategies among educators were vital in mitigating mental health challenges during the pandemic. This study emphasized the supportive role of peer interactions in maintaining teachers' well-being during stressful times.

- *Adapting to the Changes.* Adapting to changes is no easy feat. Especially changes as massive as the ones caused by the pandemic. But teachers are known for their impressive adaptability-- otherwise they wouldn't survive the tedious process of being a teacher. The participants agree that as hard as it is to adjust to changes, they just did what they had to do to be able to adapt.

Some of the participants' comments were noted as follows:

It wasn't easy but eventually I learned to adjust to the changes. I got used to the new deliveries after some time. (T6)

There were so many changes so I had to exert a lot of effort to learn everything. I attended all trainings and I also did my own research. (T7)

At the end of the day, we had no choice but to adapt. At first it was very difficult and I made a lot of mistakes. But I learn everyday which is part of my life as a teacher. (T8)

Collie & Martin (2015) contend that teachers need to be very adaptable because their job is to deal with and respond to constant change. Teachers need to be able to adapt to these changes in order to do their jobs well in the classroom, in the staff room, and elsewhere. As students' needs change, teachers must adapt the lesson pace, change the activities to fit the needs of each student, or look for new resources to better explain or show important points. Teachers also need to be able to work well with others when things are changing, like when their job role changes, when they need new materials to teach a different part of the curriculum, or when big changes are being made to the medium, like the changes made under the new normal. One of the most important skills for teachers to have is the ability to deal with the constant novelty, change, and uncertainty that come with their job.

Innovative teacher behavior is a related idea that Evers and Vermeulen (2015) talked about. Teachers use new ways of doing things to get better at what they do. Notably, innovative behavior and adaptability are similar in that they both involve changing the way you think, act, or behave. One big difference between the two ideas is that adaptability is a response to something new, changing, or uncertain, while innovative behavior is a planned process with the main goal of making things better.

According to Corno (2008), it is important for teachers to be able to adapt their methods to meet the needs of students from a range of socio-economic backgrounds, language and cultural backgrounds, and developmental stages. Researchers have also thought about the role of adaptability in a broader sense, one that goes beyond changing how lessons are taught and includes how teachers do their jobs. Researchers also looked at what new teachers said about what it means to be a resilient teacher and found that being able to adapt and change was a big theme in their answers.

Destressing activities. Since teachers do not get as much emotional support as other professions do, the participants revealed that they took extra care and attention to their mental health during the pandemic. Since they were overloaded with work and stress, they felt emotional complexities that are far more intense than the usual. A lot of participants revealed to have done their own research to try and assess their mental health.

Some of the participants' comments were noted as follows:

I was worried I was going crazy. I rarely sleep and was stressed throughout the day. I did my research to know if maybe something was psychologically wrong with me. (T3)

I tried to incorporate a lot of destressing activities whenever the work was too overwhelming. (T5)

My family and I have learned to allocate time every week to destress and not think about our work. We were all stressed with out own roles and responsibilities so we made sure to support each other emotionally. (T7)

T3 indicates a proactive approach to addressing concerns about mental health by conducting personal research, suggesting a recognition of the importance of understanding one's psychological state. In contrast, T5 focuses on immediate stress relief through engaging in various destressing activities when work becomes overwhelming, highlighting the importance of self-care practices. Meanwhile, T7 emphasizes the significance of familial support in stress management, with the family intentionally dedicating time each week to unwind and support each other emotionally, demonstrating a collective effort to prioritize mental health within the household.

Munoz (2020) focused on the psychological effects of the COVID-19 pandemic, particularly focusing on the increased risk of depression and anxiety due to the significant changes in daily routines and the heightened sense of uncertainty. The study highlighted the importance of destressing activities as a crucial coping mechanism for anyone, including teachers, who found themselves confined at home or facing drastically altered work environments. Munoz argues that the sudden loss of control over many aspects of life revealed a need to focus on aspects of life that individuals can still manage. This means that despite the undergoing several changes, if there are things that you can do to help control yourself like doing activities that help you relieve from stress and give you peace of mind, do it. Munoz suggested that the practices of mindfulness, physical exercise, and creative hobbies can serve as effective stress relievers. These activities not only help in mitigating feelings of anxiety and depression but also promote overall resilience by providing psychological relief and restoring a sense of normalcy. The study points out that such strategies are especially beneficial for teachers, who often experience higher stress levels due to the dual pressures of adapting to remote teaching and managing personal uncertainties related to the pandemic.

Bretherton et al. (2021) agree that taking care of your whole self is part of a whole-person approach to wellbeing. It recognizes that we are multidimensional beings and that we can live full, meaningful lives if we take care of all of them.

- *Physical Wellbeing* - Being physically well doesn't just mean not being sick or unfit. It has to do with being active and eating healthy food.
- *Emotional Wellbeing* - Being emotionally healthy means being able to get along with other people and handle the stresses of daily life. Being healthy with family, friends, and the general community is important.
- *Spiritual Wellbeing* - Being in a state of spiritual wellbeing means that you can find meaning and purpose in your life through your connections with others, art, music, nature, or a power bigger than yourself.

All of these areas work together to make up our overall health and happiness. Eating well and working out make it easier to do well in society. Additionally, we must make time to connect with the world around us when we can handle the things that come up in our daily lives.

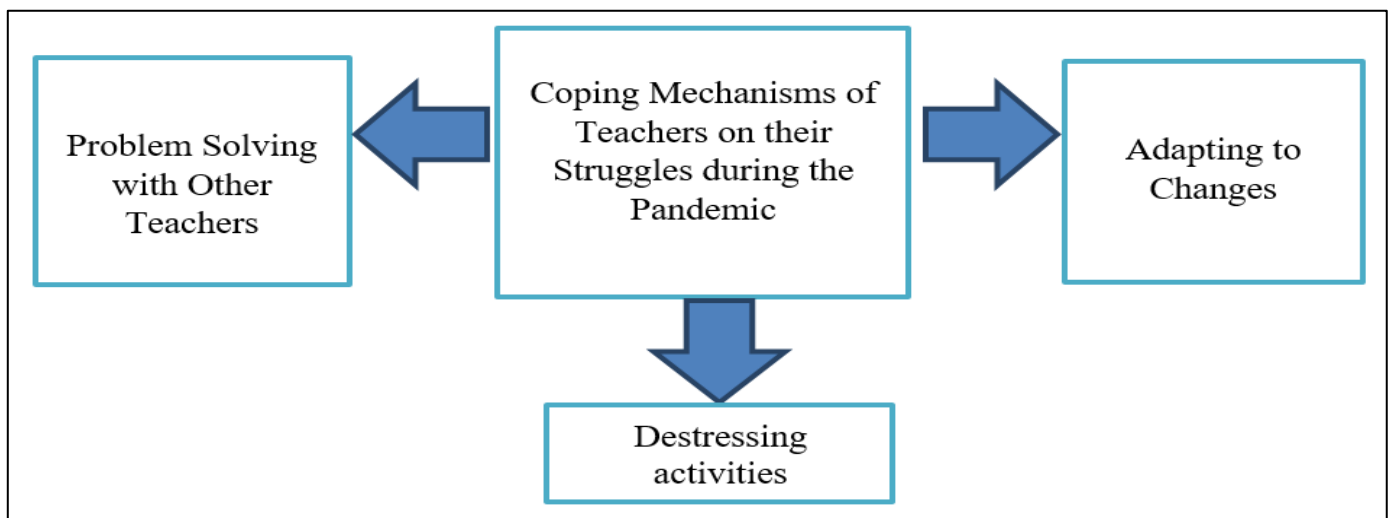


Fig 4: The Coping Mechanisms of the Teachers on their Struggles during the Pandemic

C. Insights Drawn from the Experiences of Teachers During the Pandemic

With all the challenges and issues that teachers had to endure and survive during the pandemic, it is truly admirable to see teachers continue to do their respective work effectively and with passion. The pandemic has caused a whirlwind of emotions to teachers but they remain unfazed. There is a lot of insights that can be drawn from their experiences during the pandemic.

- *Take Mental Health Seriously*. Nowadays, the stigma about mental health continue to make a divide in the society. This was far worse before the pandemic and was a conversation that wasn't easy to make but because a lot of people were subjected to immense stress during the onslaught of COVID-19, more people have began to take mental health seriously. The participants of this study encourage to look into the different activities that can alleviate stress and to seek professional help if deemed necessary.

Some of the participants' comments were noted as follows:

Mental health should be prioritized and talked about especially if someone is showing symptoms. Seeking professional help is one important step. (T1)

It would be really great if professional help is made available for teachers. Teachers should also take mental health seriously. You need to listen to yourself and to give yourself time to process your mental battles. (T2)

It's time that the leaders and government provide mental support to teachers in forms of professional services. I think it should be part of our benefits as teachers. (T8)

Carter, R. (2007) said that health care policy is changing from just keeping people healthy to proactively improving people's health and well-being in groups, organizations, and communities. Population health aims on creating "cultures of health" to lower the number of diseases and improve people's health and well-being as a whole. There is a lot of evidence that mental health is a big part of making these efforts work. Because of this, the Mental Health Program has started a multiyear project to help make sure that mental health and well-being are at the center of efforts to manage people's health. To make sure they work, the Mental Health Program creates tools and plans for prevention, treatment, and health promotion that are based on scientific evidence.

According to Mental Health America (2020), getting professional help can make a big difference if your problems are making it hard for you to do things or feel good. An important to keep in mind according to their study is, "If you're having trouble, you're not the only one". Every year, one in four adults in this country has a mental health issue and for the most part, people who sought professional help got better. In numbers, more than 80% of people who are treated for depression get better. And up to 90% of people who get help for panic disorders get better. Medication and therapy are two ways to treat mental health problems. The two can sometimes work well together.

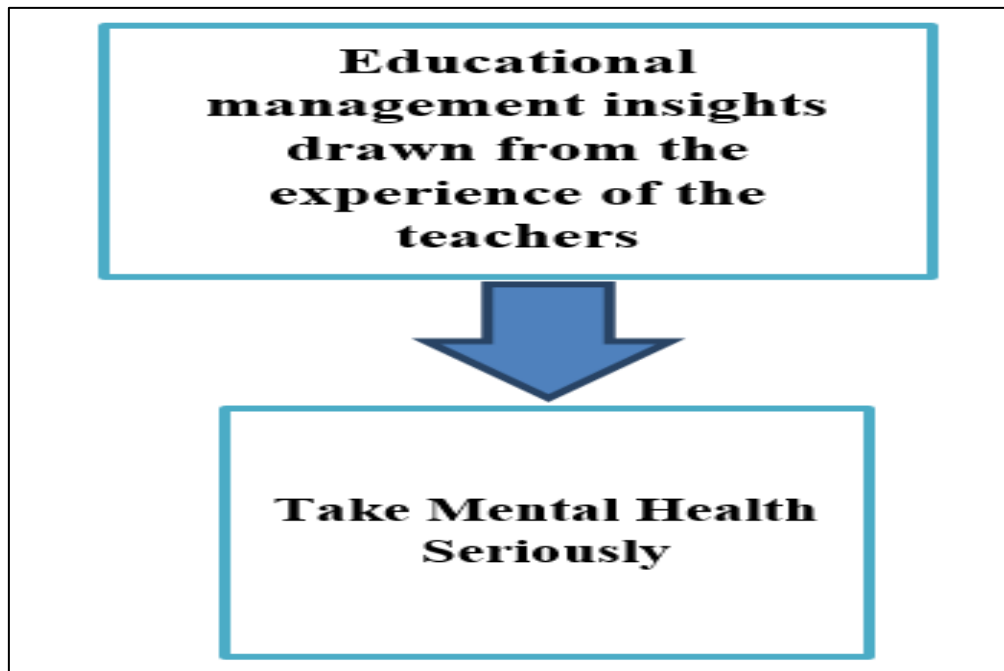


Fig 5: Educational Management Insights Drawn from the Experience of the Teachers

CHAPTER FOUR IMPLICATIONS AND FUTURE DIRECTIONS

In this chapter, the implications that were derived from the results and discussions in the previous chapter are presented. Future directions are also forwarded. The purpose of my study was to find out the recollection, coping mechanisms and insights of teachers on their experiences during the pandemic. The participants were coming from Talomo District, Davao City.

To achieve the research objectives, this study employed non-experimental qualitative-phenomenological approach using an interview guide. In adherence to Cresswell's (2006) guidelines in which open ended questions for interview were applied to get authentic understanding of people's experiences. Furthermore, through this interview approach, I encouraged my participants to fully and openly discuss their own definition or meaning of the phenomenon being explored which were the experiences of teachers during the pandemic.

A. Findings

Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: The experiences of teachers during the pandemic were mainly: work overload, uncertainties and lack of support. The coping mechanisms to address their struggles during the pandemic were: problem solving with other teachers, adapting to the changes and destressing activities. The insight of the participants were mainly to: take mental health seriously and to seek professional help if necessary.

B. Implications

The Results of my analysis revealed the following significant findings.

The experiences of teachers at Talomo District, Davao City during the pandemic were revealed in this part of the research. The following themes emerged after consolidating all the responses gathered from the participants of the study.

The experiences of the teachers were focused on work overload. Teachers always have had a lot on their plate even before the pandemic. But between learning new materials, adapting to new guidelines and instructions, and transitioning to an entirely different mode of delivery, teachers had what seemed like a million more tasks put on top of their already overflowing pile. Another theme to the experiences of teachers was uncertainties. Since no one really had any idea what to do in a pandemic, the uncertainties was just far too overwhelming. The virus itself was unknown and was yet to be understood by the experts. When everyone had to stay at home, all the uncertainties made the whole experience even more daunting and required serious resilience to overcome. The third feedback was focused on lack of support. Teachers felt that with all the changes they had to undergo, and being among the population of frontliners who had to brave the pandemic, they could have been provided with better support. Part of the challenge of having to adapt to way too many changes was not getting enough support to adjust to the overwhelming roller coaster ride that was the COVID-19 pandemic.

The coping mechanisms of teachers revealed these themes: The first one is problem solving with other teachers. Participants of this study revealed that the strength derived from a solid community is impenetrable. Teachers work alongside each other to bravely overcome the massive hurdles along their path in the delivery of their work. They were each other's pillars. The second coping mechanism is adapting to the changes. While it wasn't easy, and was a journey that involved a lot of stress and mishaps, teachers eventually learned to ride the tide of the pandemic which once again proves the high adaptability of those in the teaching profession. The last coping mechanism is destressing activities. Even if teachers weren't provided with professional support, teachers have developed their own ways to relieve themselves of stress which is inevitable in the profession. Whether in forms of family bonding, self-research, meditation and the like, teachers have learned to take care of their mental health in their own terms.

The experiences of the teachers on maintaining academic integrity in distance learning generally brought out one insight: to take mental health seriously. Teachers believe that it is high time that teachers take addressing mental health issues in their own hands by being highly informed about it. It is about time that the stigma about mental health is put aside. Anyone could be suffering from mental health issues especially to those who are vulnerable to stress. Leaders should also take into consideration providing professional support for those in the educational sector.

C. Future Directions

Based on the findings of the study, it is important that the findings are properly relayed and used by the significant people whom this research was intended for.

For the principals or school heads to be more receptive of the current problems and issues of the teachers. The school heads may encourage and provide better support for teachers especially on their mental health and how they overcome the issues they continue to face in their profession.

The teachers may openly talk about the different stressors they encounter during the delivery of their respective work. This might open significant talks in the education sector that will ultimately benefit those who are struggling.

For the future researchers, they may conduct the same study in a different location. Other factors may also be explored to open good avenues for the learners enhancement of academic, emotional and social aspect of their lives.

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**THE RESILIENCE OF TEACHERS THROUGH A GLOBAL PANDEMIC
 INTERVIEW GUIDE**

Research Questions	Guide Question	Probing Questions
1.What are the recollections of teachers during the pandemic?	1.1 What were the key issues you encountered during the pandemic?	1.1.1 What were the key issues you encountered during the pandemic? 1.1.2 Can you describe the hardships that challenged your resiliency during the pandemic?
2.How do teachers cope with these issues?	2.1. How did you practice resiliency in overcoming these issues?	2.1.1 How did you practice resiliency in overcoming these issues? 2.1.2 Did your resiliency ease the burden of the pandemic on your work as a teacher?
3. What insights can be drawn from the recollection of teachers d?	3.1 What insights have you drawn from your resiliency during the global pandemic?	3.1 What insights have you drawn from your resiliency during the global pandemic?

INTERVIEW TRANSCRIPTION

Legend:

Q = Question

P = Participant

RQ = Research Question

Research Question 1. What are the recollections of teachers during the pandemic?

(Follow – up Questions)

Q1: What were the key issues you encountered during the pandemic?

Q2: Can you describe the hardships that challenged your resiliency during the pandemic?

P1: Not knowing what to do was the hardest part. Daghan kaayo mga nahitabo pero wala halos time or proper training nga nahatag para unta prepared my sa mga bagong buluhaton. (Too much has happened and yet we weren't given enough time or the proper training to learn all the new tasks.)

P2: I was uncertain what to do and many times I didn't have enough time to actually learn or master what I need to do before I start doing it.

P3: Daghan na jud kaayo buhatunon. Doble doble ang trabaho sukad nag pandemic. (There's too many tasks to finish. The work has gone double since the pandemic began.)

P4: It felt like I had to figure out too many things at once. And even then, I still have no idea if what I'm doing is wrong or right.

P5: Overworking was my main stressor during the pandemic. It's what made me almost give up many times.

P6: I think everyone is unprepared so it definitely felt like marching into war without any backup.

P7: I feel like free psychological sessions would've helped with the stress but I don't remember getting any.

P8: There is an overload on the tasks that needs to be completed. When teachers began to work again during the pandemic the workload became impossible to finish.

Research Questions 2. How do teachers cope with these issues?

(Follow – up Questions)

Q1: How did you practice resiliency in overcoming these issues?

Q2: Did your resiliency ease the burden of the pandemic on your work as a teacher?

P1: I always talk with my fellow teachers to unload about the struggles that we share in doing our work.

P2: My family and I have learned to allocate time every week to destress and not think about our work. We were all stressed with out own roles and responsibilities so we made sure to support each other emotionally.

P3: I was worried I was going crazy. I rarely sleep and was stressed throughout the day. I did my research to know if maybe something was psychologically wrong with me.

P4: The thing about my colleagues is that they are also like family to me. We understand each other and it helps when we talk about it.

P5: Kumbaga imbes na mag 'marites' mi, mag therapy session nalang mi sa usa'g usa. Dako kaayog tabang kay kung wa koy mastoryahan ambot nalang jud. (Instead of gossiping, we gather around and do a "therapy session". It helps a lot because if I had no way to vent out, I have no idea what to do anymore.)

P6: It wasn't easy but eventually I learned to adjust to the changes. I got used to the new deliveries after some time.

P7: There were so many changes so I had to exert a lot of effort to learn everything. I attended all trainings and I also did my own research.

P8: At the end of the day, we had no choice but to adapt. At first it was very difficult and I made a lot of mistakes. But I learn everyday which is part of my life as a teacher.

Research Questions 3. What insights can be drawn from the recollection of the teachers?

(Follow – up Questions)

Q1: What insights have you drawn from your resiliency during the global pandemic?

P1: Mental health should be prioritized and talked about especially if someone is showing symptoms. Seeking professional help is one important step.

P2: It would be really great if professional help is made available for teachers. Teachers should also take mental health seriously. You need to listen to yourself and to give yourself time to process your mental battles.

P3: Opportunities for psychological distress I guess.

P4: They should prioritize prioritizing the mental health of teachers.

P5: They have been turning a blind eye on the challenges of teachers for a long time. They should change that.

P6: Professional help and support.

P7: Put teachers on a roster for mental support or at least easy access for professional help.

P8: It's time that the leaders and government provide mental support to teachers in forms of professional services. I think it should be part of our benefits as teachers.