



# ADJUSTMENTS AND COPING MECHANISMS AMONG FORMER COLLEGE INSTRUCTORS AS SENIOR HIGH SCHOOL TEACHERS

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Completed 2020



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*E-Saliksik: the DepEd Research Portal is the official repository of education research in the Department of Education (DepEd). This research was funded by the Basic Education Research Fund.*

## **ABSTRACT**

This research determined the adjustments and coping mechanisms among former college instructors as senior high school teachers applying sequential exploratory mixed method design. The respondents were 45 senior high school teachers in the Schools Division of Urdaneta City. Frequency counts and percentages were used in the statistical analysis of qualitative data while the mean value was used in quantitative data. Respondents were mostly 31-40 years old, male, English major, masterate degree holders, 1-5 years of experience in college, and teaching vertically aligned subjects both in college and in senior high school. Respondents find difficulty in the adjustment on too many extra works/ paper works. They have high adjustment on preparation of lessons, preparation of teaching aids, method of instruction, monitoring of students' progress, preparation of too many documents, learners' behavior and relationship with parents. In order to cope, they "somewhat" communicate and share their feelings with their co-teachers, "totally" take a rest to physically gain strength and "totally" read their lessons. In comparison, only syllabi and grades were prepared in college while there were too many/overflowing/non-stop preparation of documents in senior high school. Majority of them have embraced their tasks but there were still few who were not into it and were planning to leave DepEd, while few others said they have no choice. The respondents needed trainings related to their work to cope in the workplace. A Webinar was conducted as a plan of action to help respondents scaffold in transition.

Keywords: Adjustment, Coping Mechanisms

## **ACKNOWLEDGMENT**

The researchers would like to express their heartfelt gratitude to the people who have made significant contributions to this research endeavor.

To Mdm. Gloria R. Torres, former Schools Division Superintendent and Mdm. Fatima R. Boado, current SDS, for allowing the researchers conduct this study;

To Dr. Desiree C. Hidalgo, former CID Chief, for her encouragement ;

To Dr. Mario E. Campilla, SGOD Chief, for sharing his brilliance and expertise in research;

To Mr. Modesto M. Bonifacio Jr. for guiding the researchers on the research process and Mdm. Marife de Vera for assisting the researchers in coordinating with the school heads;

To the Urdaneta City school heads for the accommodation and assistance;

To the resource speakers, Dr. Nhorly Domenden and Dr. Dinah Bonao, who have shared their expertise;

To Dr. Holden Kirby Valdez for the technical assistance during the Webinar;

To the panel of evaluators for their scholarly insights and suggestions to further improve this study;

To the teacher-respondents for their precious time during the conduct of interview and survey and their efforts for participating in the Webinar;

To the PPRD family, especially to Dr. Cecilia Rosido, for their support;

To the researchers' families for their understanding and kind gestures;

Above all, to the Divine Creator for the wisdom and strength.

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## **INTRODUCTION OF THE RESEARCH**

The culture of teaching excellence lies within the hands of great teachers who serve as strong edifice in education. They who educate learners go beyond transformation of knowledge and skills. They build the society. They greatly play an important role in nation building. The human capital greatly lies on instruction which is the main pillar in shaping the future.

Teacher effectiveness is critical to the future of the young. Research findings showed unequivocal connection between teacher quality and student learning. Schools and their communities have always sought out the best teachers they could get in the belief that their students' success depends on them (Fiese, 2011).

Teachers have significant influence on students' success. They shape the growing minds of students to become productive and lead successful life in the future. Nothing is more fundamental to achieving the goal of success for every student than high quality teaching, as Habib (2017) cited. McCabe (2011) also emphasized that teacher quality is the most important school-based factor affecting student achievement.

Quality teaching runs parallel with teachers' delivery of quality instruction. To deliver quality instruction, it is imperative for teachers to feel adjusted to the school environment and practices. Collie, et.al (2018) examined teachers' adaptability as one factor that determines the extent to which it might help promote teachers' well-being and reduce attrition. Inner self should be nourished with comfort and satisfaction through a reasonably adjusted feeling before outer expression of giving fully the best instruction. Teachers need to be adjusted to the system to enable them to capture the totality of their tasks and wholly embrace the teaching profession. Being flexible and responsive are necessary to adjust to the different tasks called for by the line of work of teachers.

In psychology, adjustment pertains to the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments (<https://www.britannica.com>). In education, adjustment is perceived in different perspectives such as adjustments of school administrators, non-teaching personnel, teachers and students.

Adjustment in teaching profession is important because it helps in maintaining a balance between teachers' needs and circumstances in which they are teaching. The future of the children is quite safe in the hand of a well-adjusted teacher. On the other hand if a teacher suffers from lack of adjustment he is not only harming himself but doing a great harm to the children under his supervision and to the society at large (Rani and Buvaneswari, n.d.).

Adjustment can be traced back to Darwin's theory of evolution and adaptation. The theory of evolution by natural selection which was first formulated in Darwin's book "On the Origin of Species" is the process by which organisms change over time as a result of changes in heritable physical or behavioral traits (Than, 2018). From this standpoint, species which can positively adapt and most suited to the environment are likely to survive and become productive while those who could not have tendency for extinction and die.

Parallel to the above statement, teachers who could adjust well in the work environment are likely to stay in the job while those who are unable to adjust to the stresses and demands of the teaching profession tend to leave the school and find another job. Likewise, if the teachers are misfits or are indifferent to their responsibilities due to difficulty in adjustment, whole programme is likely to be ineffective and largely wasted (Goyat, 2012).

The most crucial part of not being able to adjust in the teaching profession is the tendency for teachers to commit suicide. In the Philippines, several public school teachers have reported to have committed suicide in 2018 due to the burdensome workloads in the Department of Education (Bautista, 2018). They were not able to manage work pressures and the easiest way out to free themselves from all the burdensome work is to take

their own lives. Their death serves as a streamline that teachers need adjustment to cope with work-related pressures.

Adjustment in teaching is vital due to the complexity of teachers' roles which require significant responsibility. Teachers' tasks do not end at the end of the day. There are numerous responsibilities in which they engage in. On academic matters, they have to prepare their daily lessons and teaching aids, assess students' progress, support students on their learning needs, coach students and fellow teachers, conduct remedial classes and countless others. Other tasks are sometimes brought home to meet targets and deadlines.

With the wide scope of the teaching profession, it is not only confined within the four corners of the classroom. It goes beyond the academic aspects. There are numerous paper works and targets of submission, community involvement, school environment pressures, peer and superior relations, continuous growth and development and the likes of the teaching career. Notwithstanding the call of the profession, teaching is also becoming more complex as the educational system transforms. The digital age changed many systems and processes that teachers need to cope in order to be at pace with the constantly changing educational landscape. This calls for adjustment on the mode of delivery of instruction and the shifting of manual paper works to electronic ways of processing school forms and other transactions.

The new subjects in the senior high school account for another adjustment. The curriculum guides will determine the competencies to be taught and will serve as reference in the delivery of the lessons. Teachers who teach subjects which are vertically aligned to their major field of specialization may be easily get adjusted. However, general subjects which may be taught by any teacher regardless of specialization such as Social Sciences and Filipino entail adjustment to better understand the subject matter. The pressure in going out of the box is so great a challenge that the teachers need to cope. With the birth of the senior high school, new systems and processes are not yet designed to fit all. Adjustment in the allocation of human resource is just one of the wide latitude enfolding the system.

With the different roles and numerous tasks of teachers, they must find job satisfaction and create positive attitude towards their work to suit the demands of their profession. Their attitude and work satisfaction may be spelled out by how well they are adjusted to their environment and to the school processes.

The Philippines' new education system has also created a great impact in the adjustment of the country's education sector. With the implementation of Republic Act 10533 (Department of Education [DepEd], 2013, Enhanced Basic Education Curriculum), adjustments are manifested in all dimensions -- from the curriculum, learning materials, personnel qualification and needed trainings, down to systems and procedures.

The full implementation of Republic Act 10533 has also opened many job opportunities for teachers to teach in the Senior High School. Many college instructors opted to transfer to senior high school for better opportunities. However, the transition from college to senior high school teaching is not a simple and easy way. Many challenges beset these former college instructors due to different environment in the Department of Education (DepEd) as compared to Higher Education Institutions (HEIs). As Boldt (2014) puts in, success as a college teacher does not necessarily equal success in high school. Teaching in high school is a massive leap from teaching at most colleges. It demands a different skill set than the college classroom requires. The disciplinary aspect of public school education also exacts physical, mental, and emotional stresses that the transitioning teacher may not have been subjected to in a college setting. The major shift of school practices and processes calls for a wide range of adjustments and the bottleneck lies on how these are addressed by teachers through their coping mechanisms.

The Schools Division of Urdaneta City have twenty-one schools offering Senior High School. Many teachers from the registry of qualified applicants came from HEIs teaching college students. These teachers need to leave their comfort zones in college teaching and accept the present demands of the newly embraced senior high school environment in DepEd.

As observed, senior high school teachers who came from the higher education institutions bend a lot on school policies and processes such as submission of numerous forms, preparation of lesson plan/ daily lesson log, apprehension of students with frequent absences, constant monitoring of students' whereabouts, conduct of Parents and Teachers Association (PTA) meeting, close contact with parents to inform students' performance and problems, uploading of students' information and many others. For first-timers in DepEd, teachers' adjustments are apparently great for the processes are all new and immensely numerous.

The researchers determined the adjustments and coping mechanisms among former college instructors who are now employed as senior high schools teachers in the Schools Division of Urdaneta City. The result of this study served as significant input to the schools for better ways of assisting teachers as they scaffold in transition. The findings of this study also streamlined different approaches to help teachers cope with the institutional change.



## **LITERATURE REVIEW**

Quality of education relies upon how teachers deliver instruction. The delivery of instruction is relative to how well teachers are physically, intellectually, socially and emotionally ready to execute their tasks. To execute well their assigned tasks, they should be well-adjusted in their workplaces. Adjustment in the workplace is fundamental to teachers' success.

### **Adjustments**

Adjustment can be defined as a process of altering one's behavior to reach a harmonious relationship with the environment (Toheed, 2012). This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

With many teachers' tasks and obligations, adjustment is needed to withstand the versatility and nature of their duties and responsibilities. It is a total package of adjustment in many facets. Success in teaching is significantly correlated to adjustment in various aspects like adjustment in home, health, social, emotional and total adjustment (Nadeem and Bhat, 2014). Hence, teachers should be able to establish a great deal of adjustment so as to perform their tasks productively. It is imperative for teachers to have a sound psychological stance endowed with strong mind and character.

The success or failure of teachers' career is much attributed to their adjustment in various aspects. The adjustments may be in different perspectives such as academics, school environment, social relations, personal, emotional, financial and home adjustments. Teachers' attitude is also a significant factor on how adjustments are carried out. The study of Kumar

(2013) found that there is a significant positive correlation between attitude towards teaching and adjustment among senior secondary school teachers. Along the same vein, Kaur & Shikha (2014) also revealed that there is significant relationship between adjustment and attitude towards teaching of secondary school teachers. In another study, Kaur (2012) investigated the Academic-Qualification-Wise Professional Adjustment of Teachers. It was found that academic qualification is an important factor for enhancing professional adjustment of teachers.

Salatian, et al. (2013) conducted a study on teaching adjustments in a different school system in four key teaching areas namely grading, syllabus, teaching methodology, and assessment. The results showed that teachers made a number of adjustments on the grading system, teaching methodology and assessment of students, while no notable observations with respect to any adjustments made to the syllabus. On the grading system, more components make up the grade and the letter grade distribution also varied. The teaching methodology of the new system has shorter lecture hours so adjustments to the amount of content needed are carried out to suit the timeframe. More assessment opportunities are done to include quizzes, homework, mid-terms exams and make-up exams.

The composition of the school and its environment also creates adjustments in different horizons that a transitioning teacher may find difficulty. According to Bhutia (2015), some teachers may not be able to adjust well on the pressing situations brought about by the nature of their profession and as a result they appear to be indecisive, aggressive, getting into crisis situations, finding life purposeless, suffering from deep-rooted inferiority complex, finding difficulty in socialization, indulging in avoidance of school duties and so on. However, teachers who are well-adjusted may find high degree of satisfaction and fulfilment no matter how pressing the situations may be. It is but normal that pressures come, hence coping mechanisms are important to remain in balance of executing both duties and responsibilities while keeping the work run in smooth tides.

Failure to adjust in the workplace may sometimes lead to leaving the teaching profession. Skaalvik and Skaalvik (2016) indicated two main routes to teachers' motivation to leave the profession: one route from time pressure via emotional stress and exhaustion to motivation to quit, and another route from lack of supervisory support and trust, low student motivation and value conflicts via lower self-efficacy and lower engagement to motivation to quit.

In this research study, the adjustment of senior high school teachers was based on the Person–Environment Correspondence Theory of Dawis and Lofquist (Winter, 2009), also known as the theory of work adjustment. This theory states that the more closely a person's abilities (skills, knowledge, experience, attitude, behaviours, etc.) correspond with the requirements of the role or the organization, the more likely it is that they will perform the job well and be perceived as satisfactory by the employer. The researchers looked into the ability of teachers to adjust to the method of instruction, preparation of lessons and teaching aids, monitoring/assessment of students' progress, preparation of documents, learners' behavior and relationship with parents.

### **Coping Mechanisms**

Coping mechanisms are important ways of determining how well teachers manage to adjust to different situations and work conditions. Coping refers to behavior that protects people from being psychologically harmed by problematic social experience (Wanejohi, 2013). Wanejohi stressed that the protective function of coping behavior can be exercised in three ways such as eliminating or modifying conditions giving rise to problems, perceptually controlling the meaning of experience in a manner that neutralizes its problematic character, and keeping the emotional consequences of problems within manageable bounds.

Castulo, et al. (2013) conducted a study on the stressors and coping mechanisms of teachers in Badipa Elementary School. Results showed that common stressors encountered by the teachers are related to physical environment, followed by social interaction, then by organizational aspects. The coping mechanisms employed by the respondents are highest on physical environment and organizational aspects, subsequently by social interaction. Their degree of coping depends on how they perceive the stressors.

The present study was grounded on Folkman and Lazarus' coping theory (Krohnea, 2002). The theory considers coping to be the cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them. As cited by Kovacs (2007), the corporate workplace is filled with stress, anxiety, deadlines, pressures, success and failure. The highest individual and organizational performers are able to cope with the fast-changing environment and are likely to succeed and achieve high-performing results.

With the numerous responsibilities of teachers, adjustments and coping mechanisms are vital for the proper execution of their tasks. With the newly implemented Enhanced Basic Education System, such adjustments are felt. The new roles of teachers are so great a challenge. Amidst complexities of the new system, they have to create a well-adjusted teaching environment and find themselves a place to nurture and nourish their lot. The transition from college teaching to senior high school teaching is crucial. Thus, it is imperative for teachers to be well-adjusted in different facets of the workplace. They need to cope with the new system. They have to shape up and redefine their meaning and purpose.

## **Syntheses**

Adjustment in the teaching profession is correlated to various forms and outcomes. Nadeem and Bhat (2014) significantly correlated success in teaching to adjustment in home,

health, social, emotional and total adjustment. The study of Kumar (2013), Kaur and Shikha (2015) noted significant relationship between adjustment and attitude towards teaching. Haider (2012) considered academic qualification as an important factor for enhancing professional adjustment of teachers. Salatian, et al. (2013) showed a number of adjustments of teachers on the grading system, teaching methodology and assessment of students.

Failure to adjust in the workplace may sometimes lead to negative attitude and to leaving the teaching profession. Bhutia (2015) found that some teachers who are not able to adjust well appear to be indecisive, aggressive, getting into crisis situations, finding life purposeless, suffering from deep-rooted inferiority complex, finding difficulty in socialization and indulging in avoidance of school duties. Skaalvik and Skaalvik (2016) indicated time pressure, emotional stress, lack of supervisory support and trust, low student motivation, value conflicts, lower self-efficacy and lower engagement as strong motivators to quit teaching.

Wanejohi (2013) stressed that the protective function of coping behavior can be exercised by eliminating or modifying conditions giving rise to problems, perceptually controlling the meaning of experience in a manner that neutralizes its problematic character, and keeping the emotional consequences of problems within manageable bounds. As cited by Kovacs (2007), the highest individual and organizational performers who are able to cope with the fast-changing environment are likely to succeed and achieve high-performing results.

In this study, the adjustments and coping mechanisms of senior high school teachers were determined by looking into the profile of the teacher respondents such as baccalaureate degree, highest educational attainment, number of years in college teaching, and subjects taught both in college and senior high school. It also focused on the adjustment in the transition of the respondents from college to senior high school teaching. The coping mechanisms employed by the respondents to adjust in the transition period were also considered.

## **RESEARCH QUESTIONS**

This study determined the adjustments and coping mechanisms among former College Instructors as Senior High School Teachers at the Schools Division of Urdaneta City who were hired during the School Years 2016-2017, 2017-2018 and 2018-2019.

Specifically, it aimed to answer the following problems:

1. What is the profile of the respondents in terms of:
  - a. age;
  - b. sex;
  - c. baccalaureate degree;
  - d. highest educational attainment;
  - e. number of years in college teaching;
  - f. subjects taught in college; and
  - g. subjects taught in senior high school?
2. What are the impressions of the respondents in teaching at the Department of Education?
3. What challenges have they faced during their first year of teaching?
4. What are their adjustments on the transition from college teaching to senior high school teaching?
5. What are their coping mechanisms to adjust on the transition period?
6. What plan of action may be proposed to support former college instructors who are now employed as senior high school teachers adjust on the transition period?

## **SCOPE AND LIMITATION**

This study focused on the adjustments and coping mechanisms among Senior High School teachers at the Schools Division of Urdaneta City who taught in the higher education institutions. It is delimited to former college instructors who did not have any teaching experience in the Department of Education (DepEd) prior to their entry in the senior high school. Respondents of the study are those who were hired during SY 2016-2017, SY 2017-2018 and SY 2018-2019. Senior high school teachers based their responses during their first year of teaching in the senior high school.

## **RESEARCH METHODOLOGY**

This study is a sequential exploratory mixed method research design. It involves doing qualitative approach first, then by quantitative approach following the themes culled out from the interview. An initial phase of qualitative approach was conducted where an interview guide was used in focus group discussions. Teachers were gathered together by batch according to proximity of schools to share their backgrounds and experiences about their adjustments and coping mechanisms in senior high school teaching. This was followed by a phase of quantitative approach based on the responses of the respondents. A researcher-made questionnaire was used as the survey instrument. The interview questions and survey instrument were content validated by experts which included the Curriculum and Instruction Division (CID) chief, the Education Program Supervisors of Edukasyon sa Pagpapakatao (ESP) and Araling Panlipunan, the assistant principal for academics and the school principal of Urdaneta City National High School.

## Sampling

The respondents of the study are the 45 senior high school teachers in the Schools Division of Urdaneta City who were hired during the School Years 2016-2017, 2017-2018 and 2018-2019. This figure is a complete enumeration of former College Instructors who are now working as Senior High School teachers with no teaching experience in DepEd and who were available during the conduct of interview and survey. The data which was taken from the records of the Schools Division Office of Urdaneta City is shown below.

School Year Hired	Number of Respondents			Percentage
	Male	Female	Total	
2016-2017	20	13	33	73.33%
2017-2018	2	7	9	20.00%
2018-2019	3	0	3	6.67%
Total	25	20	45	100.00%

## Data Collection

The researchers sought approval from the schools division superintendent to conduct interview and survey. The indorsement letter from the SDS was forwarded to the different schools allowing the researchers to administer the said interview and survey. The qualitative data was collected through focus group discussions using the interview guide constructed by the researchers. The quantitative data which was based on the survey questionnaires culled out from the result of interview was subsequently obtained. Data gathering and retrieval were personally administered by the researchers.



## DISCUSSION OF RESULTS AND RECOMMENDATION

This part of the study presents the discussion of results and recommendations based from the analysis of findings.

### Discussion of Results

The discussion of results presents the data gathered in tabular form. The data were analyzed and interpreted relative to the different sub-problems raised in this study.

### Profile of the Respondents

The profile of the respondents with respect to age, sex, baccalaureate degree, highest educational attainment, number of years in college teaching, subjects taught in college and in senior high school is shown in Tables 1-7.

Table 1 presents the age of teacher respondents, the frequency and the percentage in each age bracket.

**Table 1**  
**Age of Respondents**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
21-30	15	33.33%
31-40	19	42.22%
41-50	8	17.78%
51-60	3	6.67%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

The mean age of the teachers is 35.93. Most respondents belong to age bracket 31-40, that is 19 or 42.22%. Many of them are on a stage where they have gained adequate teaching experiences in higher education institution that they can confidently compete for the

job. At ages 31-40, teachers are still assertive to seek for a more stable job and the opening for senior high school teaching is a step ahead.

The least number of respondents belong to the age bracket 51-60, that is 3 or 6.67%. This could be interpreted to mean that many have already spent their careers long enough to secure transfer from where they are currently working. They are already nearing retirement that finding another job in the senior high school is not an attractive option. This may call for a new adjustment in the workplace which they may not want to consider.

Table 2 shows the number of teacher respondents according to sex.

**Table 2**  
**Sex of Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	25	55.56%
Female	20	44.44%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

Majority of the respondents are male who comprise of 25 or 55.56% while female respondents are 20 or 44.44%. This implies that teaching is an attractive work both for both males and females. During the past, teaching is more attractive to female where they outnumbered male teachers. According to Nelson (2010), in 2010, only 13.7% of the entire teacher population in the Philippines comprised of male teachers. The DepEd said the proportion of men to women in individual provinces did not differ much from national ratio. Garcia, former Commission on Higher Education chair, said there seemed to be a cultural bias against teaching as a profession for men. Many people thought of teaching as “pang-babae” (only for women). For ten years now, there has been a drastic increase in male teachers. With the attractive salaries in the teaching profession, both male and female find the profession appealing. Likewise, the high movement to promote gender equality has contributed to equal viewpoint on professions.

Table 3 unveils the baccalaureate degree of respondents which are categorized as English, Math, Science, Filipino, Social Science, business-related courses, computer-related courses and Hotel and Restaurant Management.

**Table 3**  
**Baccalaureate Degree of Respondents**

<b>Baccalaureate Degree</b>	<b>Frequency</b>	<b>Percentage</b>
BSE-English/ Mass Com/ AB Com/ AB Language & Literature	13	28.89%
BSE-Math/BS Math/ Engineering	8	17.78%
BSE-Science/ BS Nursing/ BS Pharmacy	6	13.33%
BSE-Filipino	1	2.22%
AB Political Science/Law	1	2.22%
BS Accountancy/ BS Commerce/ BS Business Administration/ Economics	7	15.56%
BSE-Computer/ Computer Science/ BS IT	8	17.78%
BS HRM	1	2.22%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

Most of the respondents are graduates of BSE-English / AB Communication Arts, that is 13 or 28.89%. Only one is a graduate of BSE Filipino, AB Political Science/Law and BSHRM (1 or 2.22%).

In the curriculum guide of senior high school, all tracks and strands have English subjects under the core and contextualized subjects. Hence, bigger number of teachers with specializations in English and Communication Arts are hired. Though teachers in Filipino are very much needed for the three Filipino subjects offered in the senior high school, there is scarcity of qualified applicants with this major. This compels other senior high school teachers to teach Filipino subjects which are not their line of expertise. Many social science subjects are also offered in the senior high school curriculum but many of the teachers teaching the subject are former teachers in the junior high school. For TVL strand, only Food and Beverage

and Bread and Pastry are specializations offered that only limited teachers should teach and some of them are graduates of BSE-TLE with experience teaching in junior high school.

The data in Table 4 presents the highest educational attainment of respondents which are categorized into baccalaureate, graduate and post graduate education.

**Table 4**  
**Highest Educational Attainment of Respondents**

<b>Highest Educational Attainment</b>	<b>Frequency</b>	<b>Percentage</b>
Baccalaureate	11	24.44%
With MA units	10	22.22%
Masterate	15	33.33%
With Doctorate units	4	8.89%
Doctorate	5	11.11%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

It can be gleaned in Table 4 that most of the respondents have earned their Master of Arts units, that is 15 or 33.33%. It could be interpreted to mean that the respondents are motivated to enrol in the graduate education program for personal and professional advancement, aside from being one of the criteria in the Qualification Standards for senior high school teachers (DO 3, s. 2016).

The table also depicts that 4 or 8.89% has earned academic units in Ed.D./Ph.D and 5 or 11.11% are graduates of doctorate degree. This could be interpreted to mean that continuing in a doctoral degree takes time and effort. The result jibes with the age bracket of most of the respondents which is 31-40. The teachers are still in the mid years of teaching and are still continuing their Master of Arts units or degree.

The data in Table 5 shows the teacher respondents' experience in college teaching. The number of years of their teaching practice will determine how equipped and knowledgeable they are in their field.

**Table 5**  
**Number of Years in Teaching College**

<b>Number of Years in College Teaching</b>	<b>Frequency</b>	<b>Percentage</b>
1-5 years	24	53.33%
6-10 years	9	20.00%
11-15 years	6	13.33%
16 years & above	6	13.33%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

Table 5 reveals that majority of the teacher respondents have college teaching experience of 1-5 years (24 or 53.33%). Nine or 20% of the respondents have 6-10 years of college teaching experience and 6 or 13.33% have 11-15 years and 16 years and above in experience. This implies that teachers are already equipped with adequate knowledge and skills in the delivery of instruction. As the common adage says, "Experience is the best teacher." Ladd (2013) points out that teacher experience matters. Teachers do better as they gain experience. They become increasingly adept at doing other strategies to enhance students' performance.

Table 6 depicts the subjects taught by the teacher respondents in college. The subjects are categorized as vertically aligned and Professional education subjects. Professional education subjects are subjects in the Teacher Education such as Research, Principles of Teaching, Field Study and Practice Teaching.

**Table 6**  
**Subjects Taught in College**

<b>Subjects Taught in College</b>	<b>Frequency</b>	<b>Percentage</b>
Vertically Aligned subjects	43	95.56%
Vertically Aligned and Professional Education subjects	2	4.44%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

It can be seen in Table 6 that almost all respondents are teaching their field of specialization in college which are vertically aligned to the subjects being taught, that is 43 or 95.56%. In college teaching, instructors are hired according to their specialized qualifications which are needed in the field.

There are only 2 or 4.44% of the teacher respondents who are teaching both vertically-aligned and Professional education. Some of the respondents are graduates of teacher education program that qualifies them to teach professional education subjects.

Table 7 shows the subjects taught by the teacher respondents in the senior high school. This would spell out the parallelism of their specialization with their actual teaching practice. Vertically aligned subjects are subjects which are aligned to the field of specialization of teachers while the non-vertically aligned subjects are not related to their expertise. General subjects are the Personal Development, Work Immersion and Research subjects.

**Table 7**  
**Subjects Taught in Senior High School**

<b>Subjects Taught in Senior High School</b>	<b>Frequency</b>	<b>Percentage</b>
Vertically aligned subjects	19	42.22%
Vertically aligned and general subjects	6	13.33%
Vertically aligned and non-vertically aligned subjects	14	31.11%
Vertically aligned, general and non-vertically aligned subjects	1	2.22%
Non-vertically aligned subjects	5	11.11%
<b>Total</b>	<b>45</b>	<b>100.00%</b>

It can be seen in Table 7 that most of the respondents are teaching subjects which are vertically aligned to their field of specialization in the senior high school, that is 19 or 42.22%. This could be interpreted to mean that some former college instructors who are now teaching in the senior high school are equipped with the needed skills in teaching the subjects assigned to them. The senior high school curriculum needs specialized teachers in different fields who will teach the different strands like STEM, HUMSS, ABM, GAS, Arts and Design, and TVL. For this, senior high school teachers are hired based on the needed specialization.

Some teachers are not teaching their line of specialization as shown by non-vertically subjects. There are 14 or 31.11% teachers teaching vertically-aligned and non-vertically-aligned subjects, 1 or 2.22% teaching vertically-aligned, general and non-vertically-aligned subjects, and 5 or 20% teaching non-vertically aligned subjects. This data will sum up to 20 or 44.44% teachers teaching non-vertically aligned subjects. This could be interpreted to mean that there is an oversubscription of teacher on a particular specialization that he/she has to teach the subjects which should be taught by a specialized teacher and scarcity of teachers needed in a particular specialization. This also happens when a senior high school teacher is detailed on a particular school with only one to two sections per grade level. The school could not request for teachers who shall teach eight to nine different subjects due to student-teacher ratio. With limited area of specialization to teach, a teacher has to teach other subjects to complete the required number of loads.

#### **Adjustment of the Respondents on the Transition from College Teaching to Senior High School Teaching**

The adjustment of the respondents on the transition from college teaching to senior high school teaching is shown in Table 8. For the qualitative questions using the interview guide, their responses are free-wheeling without pre-empt, hence there might be others who share the same sentiments but did not emerge during the interview. For the quantitative questions using the survey instrument, the indicators stated have transpired during the interview and became the guide in crafting the survey questions. The four-point Likert scale and descriptive equivalence for quantitative analysis is shown below:

<b>Scale</b>	<b>Descriptive Equivalence</b>
3.25-4.00	HA - Highly agree
2.50-3.24	A - Agree
1.75-2.49	D - Disagree
1.00-1.74	HD - Highly disagree

**Table 8**  
**Impression of Respondents in Teaching at the Department of Education**  
**(Interview Question #1)**

GUIDE QUESTIONS	RESPONSES	FREQUENCY	%
1. How do you find teaching in the Department of Education particularly in senior high school?	I find difficulty in adjustment on too many extra works/paper works	20	44%
	I was culture shocked	15	33%
	I find it challenging	8	18%
	I find the transition difficult; I find it hard to adjust	7	16%
	I am happy to explore	7	16%
	I have minimal adjustment	4	9%

The table shows how the respondents find teaching in senior high school after leaving college teaching. Twenty or 44% of them find difficulty in adjustment to too many extra works/ paper works. In college teaching, grade sheets are the only documents which are prepared and submitted at the end of every semester. Upon submission to the registrar, there is no need to check the grades of each student. In the DepEd set up, there are designated committee checkers comprising of a chairman and two members to verify the correctness of all entries in the forms/cards. There are also many school forms (SF), test papers and results of assessments which are prepared and submitted during the semester. Other student information are also prepared, hardcopies are submitted and softcopies being uploaded.

Out of 45 respondents, 15 or 33% of them were culture-shocked upon entry to senior high school. They are not really expecting such a big difference from college to senior high



school teaching. The environment, students, processes and the DepEd system are too much an adjustment for them.

Some of the respondents find teaching in senior high school as challenging (8 or 18%), find the transition from college to senior high school difficult (7 or 16%), they are happy to explore (7 or 16%), and have minimal adjustment (4 or 9%). Though many of them find difficulty in adjustment, it is interesting to note that there are few of them who are happy to embrace the culture of DepEd and they have only minimal adjustment.

**Table 9**  
**Impression of Respondents in Teaching at the Department of Education**  
**(Survey Question #1)**

1. How do you find teaching in the Department of Education particularly in the senior high school?

<b>Indicators</b>	<b>Mean</b>	<b>DE</b>
a. I find it challenging.	3.37	HA
b. I am culture-shocked.	2.98	A
c. I find it tedious due to many paper works.	3.18	A
d. I am happy to explore.	3.29	HA
e. I find no pressure/ I only have minimal adjustment.	2.33	D

Table 9 unveils the result of the survey as to how respondents find teaching in the Department of Education particularly in the senior high school. It is good to note that teachers highly agree that it is challenging and they are happy to explore. They agree that they are culture-shocked and find it tedious due to many paper works. However, they disagree that they find no pressure or only have minimal adjustment. It is just normal to feel the pressure and adjustment being new in their jobs as anyone would experience.

**Table 10**  
**Challenges Faced by the Respondents During their First Year of Teaching**  
**(Interview Question #2)**

2. What challenges have you faced during your first year of teaching?	The students' behavior is really a challenge	17	38%
	There are lack of resources in teaching	13	29%
	Handling subjects which are not aligned with my specialization	7	16%
	It is hard to finish the congested Curriculum Guide (CG)	7	16%
	The culture of mass promotion; The need to adjust the grades of learners	6	13%
	There is high discrimination	5	11%
	Handling many loads	2	4%
	I find difficulty in collecting fees of the learners	2	4%
	There is a need for acceptance & consultation	2	4%
	There is competition among co-teachers	1	2%

Table 10 unveils the challenges faced by the respondents during their first year of teaching in senior high school. Out of 45 respondents, 17 or 38% of them are challenged on students' behavior. During the interview, many of them shared their sentiments how senior high school students differ a lot to college students who are already matured. With the same DepEd environment, SHS students still possess the behavior that of a junior high school. Hence, still being in high school, they carry with them the same behavior and maturity level. SHS students have the same age level compared to the former first year and second year college students. However, as they metamorphose from high school to college, they become more mature.

Thirteen or 29% of SHS teachers consider the lack of resources as another challenge in teaching. This is really expected in the SHS as the education system transitions into the K-12 program. Nothing is completely provided at the onset of a new program or system. K-12 is a work in progress, thus, inputs are significant to improve and to learn from.

Seven or 16% of the SHS teachers find “handling subjects which are not aligned with their specialization” and “difficulty to finish the congested Curriculum Guide (CG)” challenging. Teaching a subject which is not the expertise of the teacher takes a lot of time in learning the subject, in preparing the daily lesson log and in determining the appropriate strategies and materials. “You cannot give what you do not have,” as the adage tells. It is expected that a teacher knows the subject matter when speaking in the classroom. If the subject is not his specialization, he has to learn it by heart to be able to execute well the lesson. As to the CG, the teachers find difficulty in finishing the topic within the budgeted time. The time allotted on the topics is specified in the CG but the learning is not strengthened due to limited time. According to the teachers another reason not being able to finish the CG is the numerous activities and programs in the school. They have class interruption due to Buwan ng Wika, Festival of Talents, United Nation Day, Science Camp and Competition, Statistics Month Celebration, Foundation Day, town fiesta and countless others. Students participating in the competition miss some classes and the whole class are sometimes affected.

The culture of mass promotion is also a practice in SHS that really challenges the teachers for they are not used to it. Six or 13% of them share their experience about the promotion or giving a passing grade to students not deserving of it. In college, grades are given according to the performance of students. Instructors could easily give a failing grade if the student so deserves. On the contrary, SHS teachers adjust the grades of students for them to pass the subject. This is against the SHS teachers’ will but forced to do so for it is the directive of the school principal. Teachers are also compelled to explain and show proof that after giving their all (home visitation, remedial class and others), a student still gets a failing

grade. To avoid such scenario, teachers just give passing grades to students who are not deserving.

With the transfer of former college instructors to senior high school, 5 or 11% of them feel that there is discrimination by the junior high school teachers, or elementary teachers in the case of integrated schools. The some of the respondents are very vocal on the way they are being treated in the school. According to them, issues on the easy granting of higher item positions to senior high school teachers made the junior high school cold or indifferent as JHS teachers claim that they spent a long time and earned hard to be promoted to Teacher 2 or Teacher 3 positions while the incoming SHS teachers are given Teacher 3 and Master Teacher positions without sweat. A respondent who is assigned in an integrated school even relayed that teachers are intentionally passing by the classroom of the SHS teacher to assess how she teaches. In another instance, SHS teachers are deprived of using the classrooms of JHS teachers that they conduct classes in the library, stock room, benches/grandstand/covert court or any other place in the school. JHS teachers feel SHS teachers are superior being in the highest grade level that their egos are touched due to seniority issues.

Two or 4% of the respondents conveyed that they have difficulty in handling many loads, collecting contributions or reminding learners to pay miscellaneous school fees, and finding themselves for acceptance or the need for consultation before any move may be done unlike in college that they are their own masters. One or 2% expressed that competition among senior high school teachers is manifested.

**Table 11**  
**Challenges Faced by the Respondents During their First Year of Teaching**  
**(Survey Question #2)**

2. What challenges have you faced during your first year of teaching?

<b>Indicators</b>	<b>Mean</b>	<b>DE</b>
a. Students' behaviors are very different.	3.53	HA
b. I have no resources to use in teaching.	2.84	A
c. There is high discrimination from junior high school teachers (and elementary teachers in Integrated schools)	2.49	D
d. I have to close my eyes to adjust the grades of students because of the culture of mass promotion.	3.10	A
e. I have to handle subjects which are not aligned with my specialization.	2.98	A
f. I have so many teaching loads.	2.53	A
g. I have to persuade students to pay school-initiated fees.	2.90	A
h. There's a need for acceptance & consultation every time I do my task.	2.88	A
i. There is stiff competition among teachers.	2.82	A
j. I find it difficult to finish the Curriculum Guide (CG) due to its wide coverage.	3.12	A

The survey on the challenges faced by the respondents on their first year of teaching as indicated in Table 11 shows that they highly agree on students' behavior which are very different. They agree that there are no resources to use in teaching, they close their eyes in giving passing grades to students because of the culture of mass promotion, have to handle subjects which are not aligned to their specialization, have so many loads, the need to persuade students to pay school-initiated fees, there's a need for acceptance and consultation every time they do their tasks, and there is stiff competition among the teachers.

They disagree that they are highly discriminated by the junior high school teachers and elementary teachers if the school is integrated. A few senior high school teachers might have experienced discrimination but not most of the respondents feel the same way.

**Table 12**  
**Adjustments of Respondents as Senior High School Teachers**  
**(Interview Question #3)**

3. What are your adjustments as a senior high school teacher?	I have to adjust on my way of teaching; the need to reach out to students	25	56%
	I am pressured with the lesson plan	17	38%
	I find it hard to adjust with the system, coping up and going with the flow	10	22%
	I have to go to school early	4	9%
	I have to adjust on learners' environment	2	4%
	I need to prepare teaching aids	2	4%
	I have to apply motivation on learners	2	4%
	I need to monitor learners and conduct home visitation	1	2%
	I need to solicit parents for homeroom projects	1	2%
	I have to minimize instruction due to cleaning	1	2%
	I need to do multi-tasking	1	2%
	I have to adjust on turn around of superiors	1	2%
	I find hard to adjust on co-teachers with crab mentality	1	2%
	There is nepotism in the school	1	2%

Table 12 presents the adjustment of respondents as senior high school teachers. Out of 45 respondents, 25 or 56% of them mentioned that they have to adjust on their way of teaching to reach out to students. Some of them cited, "In college, students will adjust to the instructor. But in senior high school, the teacher will adjust to the students."

Seventeen or 38% of the respondents are pressured with lesson planning. In college teaching, only syllabus is prepared at the onset of the semester that becomes a guide of

instructors as they deliver their lessons. Hence, daily preparation of lesson plan in senior high school is a burgeoning task.

“I find it hard to adjust with the system, coping up and going with the flow,” these were expressed by 10 or 22% of the teachers. Until now these are still the dissents of the teachers.

Having to go to school early is one of the adjustments of the senior high school teachers. This is expressed by 4 or 9% of them. Teachers should be in school before 7:30AM. If teachers are assigned in a far flung barangay, they have to spend time earlier to give leeway on travel time and wait for a ride. In college teaching, classes start at 8:00AM and most colleges and universities are situated in accessible places in town or cities. Some even come to the college or university depending on the time of their first subject. Now that they are in senior high school, they have to adjust on their biological clock.

Two or 4% of the respondents expressed, “I have to adjust on learners' environment,” “I need to prepare teaching aids,” and “I have to apply motivation on learners.” One or 2% of them recalled, “I need to monitor learners and conduct home visitation,” “I need to solicit parents for homeroom projects,” “I have to minimize instruction due to cleaning,” “I need to do multi-tasking,” “I have to adjust on turn around of superiors”, “I find hard to adjust on co-teachers with crab mentality,” and “There is nepotism in the school.”

**Table 13**  
**Adjustments of Respondents as Senior High School Teachers**  
**(Survey Question #3)**

3. What are your adjustments as a senior high school teacher?			
	Indicators	Mean	DE
a.	I need to adjust my method of teaching to reach out to students.	3.39	HA
b.	I am pressured with the daily lesson planning.	3.08	A
c.	I have to think of motivation suitable to the topic.	3.22	A
d.	I have to go to school early.	3.08	A
e.	I have to monitor learners and do home visitation.	3.31	HA
f.	I need to solicit homeroom projects from parents.	2.98	A
g.	I have to prepare teaching aids.	3.14	A
h.	I have to minimize instruction due to cleaning.	2.53	A
i.	I need to accept and just follow the system without question.	2.86	A
j.	I find it hard to adjust to my superior.	2.43	D

The survey on the adjustment of the respondents on the transition from college teaching to senior high school teaching is depicted in Table 13. The respondents highly agree that they need to adjust the method of teaching to reach out to students and to monitor learners and do home visitation. They agree that they are pressured with the daily lesson planning, have to think of motivation suitable to the topic, have to go to school early, need to solicit homeroom projects from parents, have to prepare teaching aids, minimize instruction due to cleaning, and the need to accept the system without question.

They disagree that they find hard to adjust to superior. While most of the teachers from different schools in SDO-Urdaneta might not find difficulty on superior adjustment, this is noted in one school where there were three school heads who were stationed in succession in just four months.



**Table 14**  
**Adjustment of Respondents on the Transition from College Teaching**  
**to Senior High School Teaching**  
**(Interview Question #4-Adjustments to the Different Aspects)**

4. What adjustments do you make on the following aspects:	Response	Frequency	%
a. preparation of lessons;	I need to do daily lesson planning	20	44%
	I have to think of appropriate materials as visuals	10	22%
	I need to budget many competencies; I find it hard to discuss all	7	16%
	I need to add motivation in my lesson	4	9%
	I need to write the reflection on my lesson	3	7%
	There is a need to apply different strategies	1	2%
b. preparation of teaching aids;	I need to prepare PowerPoint presentation/download videos	21	47%
	I need to purchase my own materials/gadgets in teaching	13	29%
	I need to make/prepare learning materials	9	20%
	I have no learning materials	9	20%
	I have to use technology	4	9%
c. method of instruction	I need to adjust to students' level	42	93%
	I need to apply different strategies	13	29%
	I need to use ICT and use visuals	7	16%
	I have to spoon-feed the lesson	6	13%
	I need to motivate/catch the attention of learners	4	9%
	I have to give more activities	1	2%
d. monitoring/assessment of students' progress;	I have to conduct home visitation and the need to inform parents of students' academic standing/problems	19	42%

	I need to give peer/ group activities after the lecture	11	24%
	I have to check daily attendance	9	20%
	I need to give intervention and act as second parent	4	9%
	I need to monitor other subjects of my students	4	9%
e. preparation of documents;	There is difficulty in having too many/overflowing/non-stop preparation of documents	25	56%
	There is no proper handling/safekeeping of documents (Documents are already submitted but requires the same documents to pass)	11	24%
	I need to understand and adjust to different formats of forms	5	11%
	It is not a problem because peers are helping	5	11%
	There are more reports than teaching	2	4%
	I have an added burden of preparing principal's reports	1	2%
	I find difficulty in preparation due to less knowledge on ICT	1	2%
f. learners' behavior;	I needed more tolerance	13	29%
	I have to adjust on childish/ immature learners	10	22%
	Students are noisy and have wild behavior	6	13%
	I find them easy to manage	6	13%
	Students come anytime they want	3	7%
	I already have a loud voice but has no effect on students	3	7%
	Students are bully	2	4%
	I need to adjust to them as millennial (always holding gadgets)	2	4%

g. relationship with parents;	I need to involve parents, get their cooperation and support	21	47%
	I need to conduct home visitation	19	42%
	I find it hard to let them attend PTA meeting and card day	8	18%
	I have to send letters to parents	3	7%

Table 14 indicates the adjustments made by the respondents on the preparation of lessons, preparation of teaching aids, method of instruction, monitoring/assessment of students' progress, preparation of documents, learners' behaviour and relationship with parents.

The adjustments on preparation of lessons include doing the daily lesson planning (20 of the respondents or 44%), thinking of appropriate materials as visuals (10 or 22%), budgeting many competencies (7 or 16%), adding motivation in the lesson (4 or 9%), writing the reflection part of the lesson (3 or 7%), and applying different strategies (1 or 2%).

On the preparation of teaching aids, the adjustments of the respondents are on the preparation of PowerPoint presentation and downloading of videos (21 or 47%), purchasing their own materials/ gadgets in teaching (13 or 29%), making learning materials (9 or 20%), having no learning materials (9 or 20%), and having to use technology (4 or 9%).

Method of instruction is one of the adjustments of the respondents which include the need to adjust to students' level (42 or 93% of the respondents), the need to apply different strategies (13 or 29%), the need to use ICT and visuals (7 or 16%), spoon-feeding the lesson (6 or 13%), the need to motivate/catch the attention of learners (4 or 9%), giving more activities (1 or 2%).

The adjustments of the respondents on monitoring/ assessment of students' progress are conducting home visitation and the need to inform parents of students' academic standing/ problems (19 or 4%), giving peer/ group activities after the lecture (11 or 24%), checking daily

attendance (9 or 20%), giving intervention and acting as second parent (4 or 9%), and monitoring other subjects of their advisory class (4 or 9%).

On the preparation documents, 25 or 56% of the respondents find difficulty in having too many/ overflowing/ non-stop preparation of documents. There are many forms being accomplished by teachers such School Forms 1 to 10. Other than these, there are other documents being prepared such as anecdotal records, Know the Kids (KDK) Form and uploading to the net, and other documents as may be required. Eleven or 24% of them complained on resubmission of documents which are already submitted. They said there was no proper handling/ safekeeping of documents. Five or 11% of the teachers stated that they need to understand and adjust to different format of forms and also cited that preparation of documents was not a problem because their peers are helping. Two or 4% of them frankly mentioned that there are more reports prepared than teaching. One or 2% had an added burden of preparing principal's report while the other one (2%) respondent find difficulty in preparation of documents due to less knowledge on ICT. In college teaching, grade sheets are the only documents which are prepared and submitted at the end of every semester. Upon submission to the registrar, there is no need to check the grades of each student. In the DepEd set up, there are designated committee checkers comprising of a chairman and two members to verify the correctness of all entries in the forms/cards. All other school forms (SF) are also checked and validated.

As to learners' behaviour, 13 or 29% of the teachers needed more tolerance to understand and adjust to the learners. Ten or 22% of them had to adjust on childish/ immature learners, 6 or 13% uttered that they needed to adjust on students who are noisy and have wild behavior while some 6 or 13% find students easy to manage. Three or 7% of the teachers complain that students come anytime they want and their loud scolding voices do not have an effect to students. Two or 4% of the teachers adjusted on students who are bully and millennial

who always holding gadgets. Some respondents expressed that in college, students will adjust to the instructor but in senior high school the teacher will adjust to the students.

The relationship with parents is another adjustment of teachers. Twenty-one or 47% of them need to be attuned to involve parents, get their cooperation and support, 19 or 42% bent on conducting home visitation, 8 or 18% find hard to let parents attend PTA meeting and card day, and 3 or 7% needed to send letters. Relationship with parents is also entirely new to former college instructors. Senior high school teachers have to deal with parents during homeroom PTA meeting and card day. Likewise, they have to keep the communication lines open when students are tapped for a competition or school activity, or when students have problems in academics, have shown misbehavior in school, have incurred many absences and have other issues on school matters. They call and even visit their homes to inform students' performance and behavior. These are not done in college. If a college student incurs the maximum number of absences in class per semester, he/she is automatically dropped from the subject. College instructors do not deal with parents unless they come to school and ask about their children's performance.

**Table 15**  
**Adjustment of Respondents on the Transition from College Teaching**  
**to Senior High School Teaching**  
**(Survey Question #4-Adjustments to the Different Aspects)**

4. What is the level of your adjustment on the transition from college to senior high school teaching in terms of the following aspects?		
Indicators	Mean	DE
A. Preparation of lessons		
1. Doing daily lesson plan.	3.06	HA
2. Adding motivation in the lesson.	2.73	HA
3. Doing reflection after the lesson.	2.78	HA
4. Applying different strategies in teaching.	2.76	HA
5. Thinking of appropriate visual aids.	2.82	HA
	<b>2.83</b>	<b>HA</b>
B. Preparation of teaching aids		
1. Preparing PowerPoint presentation/ downloading videos.	2.43	MA
2. Making/ Preparing materials.	2.61	HA
3. Using technology to prepare the visuals.	2.47	MA

4. Purchasing own materials/gadget in teaching.	2.96	HA
5. Having no available teaching materials.	2.73	HA
	<b>2.64</b>	<b>HA</b>
C. Method of Instruction		
1. Adjusting to students' pace and level of learning.	3.08	HA
2. Applying different strategies in teaching.	2.80	HA
3. Using ICT and visuals in teaching.	2.47	MA
4. Motivating learners before starting the lesson.	2.73	HA
5. Giving more activities in every lesson.	2.69	HA
	<b>2.75</b>	<b>HA</b>
D. Monitoring/assessment of students' progress		
1. Doing home visitation and the need to inform parents of students' academic standing/problems.	3.18	HA
2. Giving peer/ group activities after the lecture.	2.63	HA
3. Checking of attendance.	2.31	MA
4. Giving intervention and acting as second parent.	2.76	HA
5. Monitoring other subjects of learners.	2.73	HA
	<b>2.73</b>	<b>HA</b>
E. Preparation and submission of reports		
1. Having too many/overflowing/non-stop preparation of documents.	3.25	VHA
2. Having no proper safekeeping of documents (already submitted but requires the same document to be submitted).	3.22	HA
3. Having different formats of forms.	3.31	VHA
4. Having difficulty in preparation due to less knowledge on ICT.	2.18	MA
5. Preparing principal's/superior's reports as added burden.	2.47	MA
	<b>2.89</b>	<b>HA</b>
F. Learners' behavior		
1. Adjusting on childish/ immature learners.	3.00	HA
2. Adjusting on noisy and wild behavior of learners.	2.96	HA
3. Accepting learners who come anytime they want.	2.96	HA
4. Addressing bully students.	2.86	HA
5. Adjusting to learners who don't care even their teacher shouts at them.	2.94	HA
	<b>2.94</b>	<b>HA</b>
G. Relationship with parents		
1. Involving parents and getting their support in raising projects for the classroom (i.e. electric fan, cabinet, curtain) and contributions during school activities.	2.96	HA
2. Encouraging payment of school-initiated fees (GSP, BSP, anti-TB, red cross and others).	2.96	HA
3. Bringing out issues concerning students with misbehavior or problems.	2.88	HA
4. Following up on students' absenteeism (phone call, home visitation and others).	3.06	HA
5. Relaying students' performance during card day.	2.76	HA
	<b>2.92</b>	<b>HA</b>

The level of adjustment of the respondents on the transition from college to senior high school teaching in terms of different aspects is disclosed in Table 15. It reveals that teachers have high adjustment on all aspects such as preparation of lesson, preparation of teaching aids, method of instruction, monitoring/assessment of students' progress, preparation and submission of reports, learners' behavior, and relationship with parents. Their experiences on these aspects are entirely new and different from the usual college way of teaching. Hence, high adjustment is remarkable.

### **Coping Mechanisms of the Respondents to Adjust on the Transition Period**

The coping mechanisms of the respondents to adjust on the transition from college teaching to senior high school teaching is presented in the succeeding tables.

**Table 16**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5A-Handling Emotions in Times of Pressure)**

5.	How do you cope to adjust on the transition period from college teaching to senior high school teaching?	Response	Frequency	%
a.	How do you handle your emotions in times of pressures?	I share my emotions to trusted co-teachers	15	33%
		I try to be calm	10	22%
		I breath deeply	7	16%
		I think of positive thoughts	3	7%
		I watch movie on my cellphone	2	4%
		I walk	1	2%
		I sleep	1	2%
		I keep working	1	2%

I write down my emotions	1	2%
I go out and have lunch	1	2%
I do a lot of eating and traveling	1	2%
I bring the pressure at home	1	2%
I distance myself from others	1	2%

The teacher-respondents have different coping mechanisms to adjust on the transition from college teaching to senior high school teaching. They handle their emotions in times of pressures in varying ways which are shown specifically in descending order according of frequency: "I share my emotions to trusted co-teachers" (15 or 33%), "I try to be calm" (10 or 22%), "I breath deeply" (7 or 16%), "I think of positive thoughts" (3 or 7%), "I watch movie on my cellphone" (2 or 4%). Only 1 or 2% coped by doing the following: "I walk", "I sleep", "I keep working", "I write down my emotions", "I go out and have lunch", "I do a lot of eating and traveling", "I bring the pressure at home", "I distance myself from others."

**Table 17**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5:A1-A5-Sharing of Emotions)**

5. How do you cope to adjust on the transition period from college teaching to senior high school teaching?	Response	Frequency	%
a.1. Do you share your feelings with your peers/co-teachers?	Yes	22	49%
	Yes but selected few	18	40%
	No	5	11%
a.2. Do you share your feelings with your family?	Yes	36	80%
	Sometimes	5	11%
	No	4	9%
a.3. Do you share your feelings with your friends?	Yes	20	44%
	Yes but selected few	21	47%
	No	4	9%
a.4. Do you wallow on your own feelings?	Yes	4	9%



	No	31	69%
	Sometimes, but just a normal reaction of a normal person/ need to release emotions	10	22%
a.5. Do you easily feel irritated?	Yes	4	9%
	No	33	73%
	Sometimes	8	18%

One way to ease out the emotional burden is to unload the feelings. Teacher-respondents share their feelings with peers/co-teachers (22 or 49%), with family (36 or 80%) and with friends (20 or 44%) while others do not share it with peers/co-teachers (5 or 11%), with family and friends (4 or 9%). While there are teachers who unload their emotions and others who do not, there are also some who are selective as to who they are going to entrust their feelings. These are the teachers who share their emotions to select peers/co-teachers (18 or 40%), to select few friends (21 or 47%), and sometimes with family (5 or 11%). Though few teachers wallow on their own feelings (4 or 9%), there are more teachers who optimistically view the transition without self-pity (31 or 69%) while some others reasoned that they wallow sometimes but just a normal reaction of a normal person who needs to release emotions (10 or 22%). There are teachers who easily feel irritated (4 or 9%) but majority are not (33 or 73%) and few of them sometimes feel irritated (8 or 18%).

**Table 18**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5B-Physical Activities to Unwind)**

5. How do you cope to adjust on the transition period from college teaching to senior high school teaching?	Response	Frequency	%
b. What physical activities do you make to unwind?	I drive and travel; do joy-riding and enjoy scenery	9	20%
	I do shopping/ window shopping	7	16%
	I go for a walk	7	16%
	I watch TV/ movie	6	13%
	I sleep/ rest	5	11%
	I do sexual activity	5	11%
	I go to the gym	4	9%
	I dance and do zumba	4	9%

I eat	3	7%
I jog	2	4%
I use my gadget and play games	2	4%
I do household chores	2	4%
I go to the beach	1	2%
I do hiking	1	2%
I do swimming	1	2%
I play basketball	1	2%
I listen to the music	1	2%
I involve myself in ministry every Sunday	1	2%
I drink liquor every month	1	2%
I drink coffee	1	2%
I do bar hopping	1	2%
I do gardening	1	2%

Different physical activities are done by the respondents to unwind and at some point, to stress out and loosen up. Some of them drive, travel and enjoy the scenery ( 9 or 20%), do shopping/ window shopping or go for a walk (7 or 16%), watch TV/ movie (6 or 13%), sleep/ rest or do sexual activity (5 or 11%), go the gym, have dance or zumba (4 or 9%), eat (3 or 7%), jog, use gadget to play games or do household chores (2 or 4%), go to the beach, hike, swim, play basketball, listen to the music, involve in ministry every Sunday, drink liquor every month, drink coffee, do bar hopping, or do gardening (1 or 2%).

**Table 19**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5:B1-B5 - Doing Physical Activities)**

How do you cope to adjust on the transition period			
5. from college teaching to senior high school teaching?			
b.1. Do you take a rest or take a breather for a while to gain strength or just keep on burning your brows until burned out?	I take rest	39	87%
	I just keep working to finish the task	3	7%
	It depends on the demands of work	3	7%
b.2. Do you exercise? How often?	Yes, almost daily	15	33%
	Yes, weekly	7	16%
	No	14	31%

b.3. Do you watch movies? How often?	Sometimes	9	20%
	Yes	19	42%
	Yes, daily	4	9%
	Yes, weekly	7	16%
	Yes, once in a while	11	24%
	No	4	9%
b.4. Do you avoid school duties or do not make yourself visible during assigning of tasks by your immediate superior?	Yes	3	7%
	No	40	89%
	Sometimes	2	4%
b.5. Do you become violent/aggressive when pressured with so many tasks? If so, what do you do?	Yes, I leave my things for a while	2	4%
	No	43	96%

When working has reached its peak, the body gets physically tired. When teachers have reached their plateau physically, majority of the senior high school teacher-respondents took a rest (39 or 87%) while few of them just kept on working and considered the demands of the task whether to continue or take a breather (3 or 7%). Some of them did exercise almost daily (15 or 33%), weekly (7 or 16%), sometimes (9 or 20%), while 14 or 31% did not exercise. Other ways of balancing the task is to unwind and watch movies either on cinema, using the cellular phones or televisions. Among the participants, 19 or 42% watched movies but did not tell how often, 4 or 9% watched daily, 7 or 16% watched weekly, 11 or 24% did it once in a while, and 4 or 9% did not watch movies. With the demands of work in the teaching profession, teachers may embrace them as the work is part of their calling while others would like to avoid school duties or do not make themselves available during assigning of tasks by their immediate superiors. Majority of them embraced their tasks (40 or 89%), while few of them sometimes avoided the tasks (2 or 4%) and totally avoided them (3 or 7%). Part of human nature is to react on situations which physically consumed the day due to the burdensome tasks. Almost all of the teachers (43 or 96%) did not become violent or aggressive while 2 or 4% aggressively left their things for a while to ease out how they feel.

**Table 20**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5: C1-C5 - Relating Socially to Adjust to the Pressures of Work)**

How do you cope to adjust on the transition period			
5. from college teaching to senior high school teaching?			
c. How do you socially relate yourself to adjust to the pressures of work?			
c.1. Do you communicate with peers/co-teachers the pressures of your work?	Yes	22	49%
	Yes but selected few	16	36%
	No	7	16%
c.2. Do you communicate with friends and share what you do in school?	Yes	19	42%
	Yes but selected few	21	47%
	No	5	11%
c.3. Do you communicate with your family about the tasks you are doing in school?	Yes	36	80%
	No	4	9%
	Sometimes	5	11%
c.4. Do you express yourself through the social media by posting how you feel about your work?	Yes, but only positive thoughts	3	7%
	Yes	1	2%
	No	31	69%
	No, just clicking likes on positive comments	3	7%
	No, just clicking likes if I can relate	1	2%
	Sometimes	6	13%
c.5. Do you keep all the work pressures to yourself alone?	Yes	5	11%
	No	38	84%
	Sometimes	2	4%

Communicating with others and sharing the feelings are ways of unloading affliction that lightens emotional upheaval. Some senior high school teachers socially relate with others to adjust to the pressures of work while others remained silent and kept their work pressures by themselves. Some of them freely communicate with peers/co-teachers (22 or 49%), friends (19 or 42%) and family (36 or 80%). Other teachers shared with others but to select trusted peers/ co-teachers (16 or 36%), select friends (21 or 47%) and family (5 or 11%). While teachers expressed their work pressures with others, 7 or 16% did not tell about work-related concerns with peers/ co-teachers (7 or 16%), friends (5 or 11%) nor family (4 or 9%). With the

advent of the social media, others found it a form of expressing their thoughts and feelings. Among the 45 respondents, 3 or 7% posted to the social media but only positive thoughts, 1 or 2% posted how he/she feels about work, 6 or 13% did it sometimes, 3 or 7% did not post but just clicked likes on positive comments, 1 or 2% did not post but clicked likes if he/she can relate, and 31 or 69% did not post nor clicked likes. While others might find expression of sharing with others an unloading pill, yet few teachers kept all work pressures within themselves. Out of 45 senior high school teacher respondents, 5 or 11% totally kept the pressures of work alone, 2 or 4% sometimes kept it alone by themselves, while 38 or 84% of them expressed with others how they feel about work.

**Table 21**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5D – Managing the Work Rationally)**

5. How do you cope to adjust on the transition period from college teaching to senior high school teaching?			
d. How do you rationally manage your work?	Time management	36	80%
	Consult co-teachers/superiors	9	20%

The bulk of work requires ample time to finish and priority to hit the deadlines. Teachers should be able to logically evaluate their tasks according to order of urgency. To rationally manage the given tasks, 36 or 80% of the teachers manage their time wisely and 9 or 20% of them consulted their co-teachers or superiors.

**Table 22**  
**Coping Mechanisms of Respondents to Adjust on the Transition Period**  
**(Q#5: D1-D5 – Managing the Work Rationally)**

5. How do you cope to adjust on the transition period from college teaching to senior high school teaching?			
d.1. Do you consult your superior?	Yes	41	91%
	No	2	4%
	Sometimes	2	4%
d.2. Do you consult your peers?	Yes	37	82%
	Sometimes	8	18%
d.3. Do you do a lot of readings related to your work?	Yes	34	76%
	No	10	22%
	Sometimes	1	2%
d.4. Do you have inferiority complex that you do not want to ask questions from superiors or co-teachers?	Yes	3	7%
	None	39	87%
	Sometimes	3	7%
d.5. Do you feel indecisive when tasks are confusing?	Yes	6	13%
	No	37	82%
	Sometimes	2	4%

To logically manage the tasks, there are things which were considered by the teachers such as consultations and readings. Majority of them consulted their superiors (41 or 91%) and peers/ co-teachers (37 or 82%). Out of 45 senior high school teachers, 34 or 76% did a lot of readings related to their work while 10 or 22% did not do it anymore due to expertise on a particular subject. Many of them have been teaching the subject in college for a long time. This is supported by the years of experience of the respondents in the academe with 13.33% of them who have taught for 11 years and above and 20% for 6-10 years.

Senior high school teachers did not have any inferiority complex to ask questions from their superiors as shown by 39 or 87% of them, noting also that 37 or 82% did not feel indecisive when tasks are confusing. This goes to show that they are confident enough to face uncertainties relative their school works.

**Table 23**  
**Comparison of Task as College Instructor and as Senior High School Teacher**

6. Can you compare your task as a college instructor and as a senior high school teacher?	In college, only syllabus and grades are prepared but in SHS there are too many/overflowing/non-stop preparation of documents in SHS; There are more tasks in SHS	35	78%
	In college, the students will adjust but in SHS, the teacher will adjust	3	7%
	There are many classroom displays to be maintained in SHS but in college, the instructor will just enter the classroom and teach	2	4%
	In SHS, teaching is compromised due to paperworks	2	4%
	There's a need to clean the classroom in SHS	1	2%
	Acted more as mother/father-figure in SHS	1	2%
	same task because no advisory handled in SHS	2	4%
	more satisfying in SHS than college because you will see the growth in transition of the learners	1	2%
	Salary in senior high school is better than in college	1	2%

In SHS, I teach more on research than my specialization	1	2%
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The biggest challenge of former college instructors when they joined the umbrella of DepEd was on the preparation of documents. Out of 45 respondents, 35 or 78% shared that there are more tasks in senior high school. In college, they only need to prepare syllabus and grade sheets while in senior high school, documents are overflowing. Some other comparisons between college teaching and senior high school teaching were as follows: in college the students will adjust to the instructor but in SHS the teacher will adjust to the students, there are many classroom displays to be maintained in SHS but in college the instructor will just enter the classroom and teach, in SHS teaching is compromised due to paperworks, there's a need to clean the classroom and has to act more as mother/father-figure in SHS. Though many of the respondents responded this way about SHS, 1 or 2% felt that SHS is more satisfying because one will see the growth in transition of the learners and salary is also better.

**Table 24**  
**Embracing the Task as Senior High School Teacher**

7.	Have you embraced your tasks wholeheartedly as a senior high school teacher?	Yes	30	67%
		No	3	7%
		Not so, thinking of leaving DepEd	6	13%
		No choice	6	13%

After leaving college teaching and be a part of DepEd in the senior high school, 30 or 67% of them have embraced the tasks called for by their profession. However, 3 or 7% are not yet into it and vehemently said no, 6 or 13% of them have not fully embraced their tasks and thought of leaving DepEd and 6 or 13% said they have no choice.



**Table 25**  
**Assistance Needed to Adjust and Cope in the Workplace**

8.	What assistance do you need to help you adjust and cope in your workplace?	I need training and seminars related to my <u>work/specialization</u>	17	38%
		I need facilities, learning resources and teaching aids	16	36%
		I need mentoring/ support in the workplace/ team building/ strengthened relationship	10	22%
		I need seminar on teaching strategies	8	18%
		I want salary increase	4	9%
		I need training on ICT to learn more on preparation of reports and teaching aids	2	4%
		I need seminar on classroom management	2	4%
		I need seminar on stress management	2	4%
		I want the system of DepEd to be improved	2	4%
		I want paper works to be <u>lessened</u>	2	4%
		There should be allowance in room reconstruction	2	4%
		I want standardized-made lesson plan	1	2%

With all the challenges and adjustments experienced by teachers while transitioning as college instructor to senior high school teacher, the assistance they ask are training and seminars in different aspects related to their tasks/ specializations such as teaching strategies, ICT, classroom management and stress management. They also want that paperworks be lessened, extra allowance will be given for room reconstruction because many teachers cash out from their pockets the needed materials and gadgets in the classroom, while standardized-made lesson plan is also requested. There are available standardized

lesson plans but immediate superiors usually require the original lesson plan personally constructed by teachers.

### **Plan of Action**

In support to the senior high school teachers on their adjustment to senior high school culture and also their adjustment to the new normal during these times of pandemic situation brought about by COVID-19, a plan of action was carried out in the form of a Webinar. The conducted Webinar was entitled, "Scaffolding in Transition and Adjustment to Senior High School Culture and New Normal: Turning Challenges into Opportunities" which aimed to help teachers not only to adjust to DepEd environment but also to the new normal where a different instructional setting will be taking place. The paradigm shift from the usual DepEd operations especially when it comes to instruction will surely add callous adjustment where the dimension of teaching and learning will be done differently from the old normal.

### **Recommendation**

Based on the aforementioned findings of the study, the following recommendations are hereby presented:

1. Constant follow up may be done to check how teachers are coping with the new normal especially on the different modalities of learning.
2. Seminars on the needed assistance specified by the respondents to adjust and cope in the workplace may be carried out.
3. Seminars on mental health and training on instructional delivery in the new normal may also be conducted.

4. All school forms may be familiarized thoroughly with teachers through orientation and mentoring. Checking of each form should be done often before submission to guide the teachers on the proper filling out of entries.
5. Orientation of newly-hired teachers on strong community involvement especially on relationship with parents may be carried out at the start of every school year. A follow up briefing may also be scheduled before the card day or meeting with parents.
6. Open forum/ meeting may be regularly conducted to discuss the adjustments and ways of coping of the newly-hired teachers and ensure that their emotional stability remains steadfast.
7. Strengthen the conduct of seminars/ trainings/ School Learning Action Cell (SLAC) sessions with focus on emotional adjustments of newly-hired teachers.

### **DISSEMINATION AND ADVOCACY PLANS**

This research was undertaken to help teachers scaffold in transition from college teaching to senior high school teaching. The result of this study was disseminated through the assistant principal for academics and the school principal. Learning to adjust well and finding ways to cope properly would need people in authority to make interventions to assist teachers as they journey in their new home. Investment in human resources is priceless but pays off. Students' success is the work of many hands entrusted to teachers whose skills are nurtured by superiors' guiding hands. Hence, this study aimed to draw attention to the needs of senior high school teachers to be provided with support on aspects of their needed adjustments. The result of this study gave awareness for the school administrator and the superiors in supporting these teachers in various ways possible by knowing their current adjustment levels and to what degree do they cope with various school concerns. Being a strong pillar in the academe, teachers should find their meaning and purpose in their craft cajoled with passion and commitment. These can only be realized if they are properly adjusted in their workplaces.

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## FINANCIAL REPORT

The following are the expenses incurred during the conduct of the study:

<b>PARTICULARS</b>	<b>AMOUNT</b>
Supplies and materials	12,500.00
Binding	5,000.00
Photocopying	1,000.00
Transportation expenses	20,000.00
Communication expenses	20,000.00
Meals and snacks	50,000.00
Internet load	1,500.00
Expenses on the submission of deliverables	20,000.00
Expenses related to the conduct of webinar (load allowance of respondents and resource speakers, certificates, etc.)	20,000.00
<b>TOTAL</b>	<b>₱150,000.00</b>