



BEING PRODUCTIVE IN THE MIDST OF COVID-19 PANDEMIC: STORIES FROM PUBLIC SCHOOL TEACHERS

Sarmiento, Nancy A.
Completed 2021



E - Saliksik
Department of Education
Research Portal
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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

Teachers have a quiet complex and busy life but sudden closure of school and suspension of classes due to Covid-19 pandemic caused anxiety and stress. The government has advised them to stay at home. However, teachers found purposeful activities that could reduce anxiety and stress. The purpose of this study was to reveal the experiences of public school teachers who are being quarantined but managed to be productive. It employed descriptive phenomenological qualitative research design. The participants of the study were eight teachers of Malalag District, Division of Davao del Sur. They went through Key Informant Interview (KII). Health protocols were strictly followed during the interview. Results showed that their productive endeavors were attributed to professional enhancement, spending more time on their hobbies, engaging with their children and improving their house. As to their viewpoints of being productive, two themes were identified. These were improving teaching practices and managing their time wisely. For their insights, financial literacy and passion for teaching had emerged. Evidently, while teachers were committed to do things that were related to improving their teaching profession, they still managed to do things that they accustomed to release their stress and anxieties. Despite the pandemic, teachers were able to grow professionally. They accepted the challenge of implementing the new way of learning modality. The pandemic somehow paved the way to new learning opportunities which enabled the teachers to learn strategies that were appropriate to learning modalities through the series of webinars. With this, teachers became productive and remained resilient.

Keywords: education, being productive, descriptive phenomenological qualitative, Philippines

ACKNOWLEDGEMENT

I would like to extend my heartfelt gratitude to the following persons involved in this undertaking. First and foremost, praises and thanks to God, the Almighty, for His continuous blessings throughout my research work.

I would like to express my deepest gratitude to the division; Schools Division Research Committee: SDS Nelson C. Lopez, CESO V, ASDS Janette G. Veloso, Raquel J. Carbos, EdD and Kirk Sonny Gil Heruela PhD for giving me opportunity to do this research.

To the district research committee; Emily A. Paller PhD, Eliseta A. Senariilos MAEd, Cresal Ven Ecoy, MAEd, Elwin R. Intervencion, MAEd, for their insightful comments and encouragement for the improvement of this study.

To my school principal, Epifanio M. Arañez and my co-teachers, thank you for the moral support.

I would like also to give thanks to Randy A. Tudy, PhD, Rogelio P. Bayod, PhD and Christine May D. Bayod, MAEd for their unending support and advice in writing this research.

To the informants who willingly accepted my request as participants of this study and who actively and confidently shared their experiences without hesitations; and to my husband, Jonas C. Sarmiento and my family for their continuous support and understanding when in undertaking my research. Your prayer for me was what sustained me this far.

CHAPTER 1

INTRODUCTION

Rationale

The spread of COVID-19 pandemic has affected all sectors in society particularly in education (Assunção & Marília, 2020; Christian & Wibowo, 2020). Traditional teaching was disrupted. Department of education opted to find ways to continue deliver quality education through online teaching and distance learning. Teachers, parents and learners were struggling to adopt the new learning modalities due to restricted face to face interaction. Teachers were extremely worried about the most vulnerable pupils and want more joined-up thinking from the government on how to support them effectively (Kim & Asbury, 2020). Hence, teachers found a way forward and were supported by strong relationships. Also, the widespread homeworking, alongside home schooling, navigating other caring and household responsibilities has led to longer working hours and greater stress. With this, teachers found staying at home while homeworking (Brammer & Clark, 2020). Thus, teachers stay at home.

Teachers have a quite busy and complex routines. When the Covid-19 pandemic struck, it affected their daily routines. They were discouraged to go to school physically. But they also developed ways to find purpose due to the suspension of all national and regional school related conferences and activities (CHED, 2020; DepEd 2020). It really helped teachers in their mental health.

Government arranged free online faculty development programs and conferences that can naturally boost morale of teachers. Herewith, the continuous positive attitudes of teachers lead to an improved teaching-learning system when they return to work after the unwanted and unpredicted break due to COVID-19 (Bhat, 2020). This could help in preparation for new learning modalities.

Most Filipino teachers practice virtual learning, communicate with the professional community, adhere to quarantine requirements and find purposeful activities to deal with anxiety due to suspension of classes (Talidong & Toquero, 2020). With this, there is an increasing number of requests for virtual seminars and workshops addressing issues associated with education especially this pandemic.

This study focused on the experiences of teachers who are still productive despite the COVID-19 pandemic. My interest on this phenomenon was triggered especially that this is my own experience. I have been attending various virtual seminars and international research congress which are useful and applicable in my teaching profession this time of pandemic. Moreover, I was engaged to urban gardening which is helpful in providing the basic needs. These experiences have somehow relieved the stress brought by this pandemic. Thus, I want to hear the experiences of public school teachers and their coping mechanisms during this pandemic.

Literature Review

This section presents the literatures and studies relevant to the present study. It discusses on effects of COVID-19 to education, experiences of teachers, and coping strategies during quarantine.

Effects of Covid-19 to Education

Sudden closure of schools is unanticipated. The COVID-19 crisis has led to an education crisis (Education International, 2020) for which has no one was prepared. Teachers and students are no longer allowed to go to school to attend classes in face-to-face learning modality. There are schools that continue their learning through the use of online platform. According to Dhawan (2020), this circumstance tested the education framework over the world and forced educators to move online method of teaching. Academic institutions were prior hesitant to change their traditional pedagogical approach and had no option but to shift entirely to online teaching-learning. Online teaching is an essential part of such professional preparedness. Universities should invest in teacher professional development of their faculty, to be updated on effective pedagogical methods with or without the use of online technologies (Verawardina et al., 2020). This is very useful in times of pandemic. Hence, preparation of teachers is needed to deliver quality education.

Moreover, suspending classes without stopping learning led to possible difficulties. This include the weakness of the online teaching

infrastructure, the inexperience teachers, the information gap, the complex environment at home, and so forth (Zhang et al., 2020).

Experiences of Teachers

COVID-19 pandemic has led teachers to unpredictable scenario where the lockdown situation has accelerated the shift from traditional to online educational methods, and relationships have been altered by the avoidance of direct contact with others with implications for their mental health (Apperibai et al., 2020). He also mentioned that teachers have experienced higher level of distress due to the workload generated during lockdown. Female teachers have more stress than male teachers. Female teachers at primary schools face even greater challenged and experienced stress, as many of them simultaneously took care of their own their children and households (Lozaik & Čopková, 2020). Thus, teachers need to have time management with their work while working at home.

Moreover, in line with the advisory of Department of Health on public events and gatherings to prevent the spread of COVID-19, teachers are advised to work from home (DepEd Order No.1, s. 2020). There are advantages and disadvantages of work from home program. Work from home is more flexible in completing work, does not follow office hours, does not spend money to pay for transportation costs and gasoline, can minimize the level of stress. Yet it can lose work motivation (Purwanto et al., 2020). So, teachers should adapt mode of working arrangement.

Coping Strategies During Quarantine

An outbreak of COVID-19 has influenced every aspect of life. It brings uncomfortable way of living. People are adversely affected by this pandemic not only physically but also mentally. Nevertheless, Bhat et al. (2020) revealed coping strategies are useful for all the members of society like taking proactive approach, staying connected with the universe, reflecting and connecting to oneself, and on health and managing media time. Also, Fu et al. (2020) stated that educational level of a person varies in proactive coping pattern during isolation or quarantine. Residents with higher education levels do reading, physical activity and seeking psychological support from the family. This can help reduce boredom during this pandemic. This can be viewed on Victor Frankl's finding meaning theory that one of the means in discovering meaning is through creative values. This is the traditional existential idea of providing oneself with meaning by becoming involved in one's project, or, better, in the project of one's own life. It includes the creativity involved in art, music, writing, invention, and so on. With this, people found purposeful meaning while home quarantine.

Gardening is not only a way of fighting boredom but also maintaining well-being (Bayod et al., 2020). Thus, this turns to creative work and reforestation activities. Gardening is one of the activities that contribute effective benefits. It is good for daily emotional being of an individual (Corley et al., 2020). Moreover, Boy Scout of the Philippines

(BSP), Department of Agriculture (DA), Bureau of Plant Industry (BPI) made a drive- Ahon Lahat, Pagkain Sapat Kontra COVID-19. The project aimed to promote good health and wellness since gardening is an outdoor exercise and a stress reliever. It was encouraged to do gardening to ensure food availability and to boost immune system during this pandemic.

Finding purpose is viewed on Jean Paul's existential theory where one exists and acts to a certain direction while finding reason and meaning. We have the choice to take actions to become who we want to be and lead the life we want to live. This theory can be a guide in the present study since people choose to be productive despite the pandemic.

All the literatures and studies cited herein illustrate the difficulties of teachers when covid-19 struck and the real situation of education. In this study, it also assumes that hearing the difficulties of teachers during COVID-19, the Department of Education provides preparations and programs to teachers helpful to mental health and coping strategies that could reduce stress and anxiety.

Research Questions

This study sought to answer the following questions:

1. What are the productive endeavors of teachers when in quarantine during the COVID-19 pandemic?
2. What are their viewpoints of being productive as a teacher despite living in quarantine?

3. What insights can you share to public school teachers during quarantine days?

Scope And Limitation

The focus of the study was to reveal the life experiences of public school teachers who were being quarantined but managed to be productive. This research was conducted to teachers in Malalag District school year 2020-2021. Limitation of the study was the number of participants during Key Informants Interviews (KII).

CHAPTER 2

RESEARCH METHODOLOGY

This chapter exhibits the processes and procedures in conducting the study. It discusses the sampling, data collection, ethical issues and plan for data analysis.

Sampling

I utilized purposive sampling technique since the participants were chosen in line with the criteria. According to Patton (2002), purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. The participants of this study were eight teachers of Malalag District. These teachers were from different clusters. Our district was composed of four clusters. I got two teachers from each cluster.

Only those permanent teachers in Malalag District were included. With their qualifications, I believed that they were able to share their experiences in the most vivid view. Substitute teachers were not included in this study.

Data Collection

In data collection, the researcher needs quality time to immerse himself/herself in collecting relevant data from the informants (Gay et al., 2006). Specifically, I followed the data collection circle, as identified by

Creswell (2007). First, I selected my participants who satisfied the set criteria through the help of our friends and colleagues. Second, I allowed our participants to speak about their choice of language. I also established a good relationship to make them comfortable for the interview. Third, I collected the data through the key informant interview (KII). Safety and health protocols were strictly followed during the interview. Wearing of facemasks at all times and maintaining of social distancing were observed. The location during the interview was on the preference of the participants. Fourth, I recorded and transcribed data from interviews. Fifth, I put our notes and the transcribed data in a safe place. Lastly, I conducted the analysis and interpretation.

Ethical Issues

I made sure that the participants voluntarily participated and that any information that has been given was kept confidential, including the behavior that the participants exhibit during the interviews. An ethical consideration is one of the most important components in doing qualitative research. Interactions between the researcher and the participants are subject to ethical issues such as privacy, honesty, openness and misrepresentations (Warusznski, 2002). In addition, Richards and Schwartz (2002) stated the following areas which should be given serious considerations: anonymity, confidentiality and informed consent.

Anonymity. As a researcher, I had the responsibility to keep the identity of my participants anonymous. To ensure this, I made pseudonyms for the participants to prevent any revelation of identities. Anonymity would be highly observed so that the identity of the participants is protected (Corti et al., 2000).

Confidentiality. With this, I made sure that any information, including the names, places and other details and other personal information of the participants would be kept confidential. Confidentiality is considered to be in line with anonymity and should be sustained to the highest extent and it has a goal of protecting the participant's identity (Crow & Wiles, 2008).

Informed Consent. Prior to their involvement of the study, participants were oriented on the advantages, disadvantages, risk and other implications of being involved in this study. When they agreed to participate in this study, I asked them to sign an informed consent wherein the general objectives and details of the study were disclosed. Tudy and Tudy (2016) identify that an informed consent contains the following: purpose of the study, duration of the conduct of the whole study, including the preparations and writing the manuscript, methodology, possible benefits and risks, and explanation about voluntary involvement of the participants and their rights to withdraw from the study. The informed consent helped ensure the confidentiality of

the information of the study and was a form of agreement between the researchers and the informant.

Data Analysis

For this qualitative descriptive phenomenological research, thematic analysis was used in analyzing the collected data. In the conduct of the study, I followed the method of Collaizi as cited by Shosha (2012) where significant statements or phrases were identified and meanings were formulated. Meanings were then sorted and clustered into themes under each research question. These common themes were then integrated to form the best description of participants.

CHAPTER 3

DISCUSSION OF RESULTS AND RECOMMENDATIONS

This chapter deals with the presentation, analysis and interpretation of the data gathered through the study. Results and discussion are presented according to the problems of this study. Teachers were asked to through in-depth interview. The presentation started by discussing the productive endeavors of teachers when in quarantine during the COVID-19 pandemic. Next are the viewpoints of being productive as a teacher despite living in quarantine and finally, the insights they can share to public school teachers during quarantine days.

Productive Endeavors of Teachers When in Quarantine

For the first research question about the productive endeavors of teachers when in quarantine, four themes emerged as shown in Table 1. These are professional enhancement, spending more time on their hobbies, engaging with their children and improving their house .

Table 1: Thematic Map on Productive Endeavors of Teachers When in Quarantine

| First theme: Professional Enhancement |
|--|
| Development of Instructional Materials |
| <ul style="list-style-type: none">• Teachers made teaching materials for upcoming classes.• Teachers did some research and downloaded activity sheets that suit every grade level learners. |
| Being Updated |
| <ul style="list-style-type: none">• Teachers watched updates.• Teachers waited updates on social media on teaching related activities. |

Second theme: Spending more time on their hobbies
Planting of flowers

- Teachers engaged in planting flower to release stress.
- Teachers took care of flowers.

Accustomed hobby

- Teachers read books.
- Teachers did art works.
- Teacher enjoyed Zumba to stay fit.

Third Theme: Engaging with their Children
Tutoring their own kids

- Teachers had time to teach their child.
- Teachers had time to do remediation with children.

More time with children

- Teachers built stronger relationship with their sons.
- Teachers cleaned their backyards with family as bonding moments.
- Teachers played with sons/daughters.

Fourth Theme: Improving their house
Cleanliness of the house

- Teachers helped household chores.
- Teachers did general cleaning.

House Renovation

- Teachers did household skills like welding and carpentry.
 - Teachers renovated their house.
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Professional Enhancement. One of the productive endeavors of the teachers during quarantine was professional enhancement. Teachers spent time in downloading instructional materials from the internet. As

Ms. Karen narrated:

“Akong gibuhat that time is nagresearch ko, nagdownload kog mga activity sheets nga suitable sa ako grade one and grade two kay multigrade teacher man ko so nangita kog activity sheets para sa grade one and two then akong ginadownload afterwards ginabind nako.” - (Transcript 2, page 1, lines 6-9)

(What I did during that time was I researched and downloaded activity sheets suitable for my grade one and grade two pupils since I am a multigrade teacher. I searched for activity sheets which can be useful for my grade one and grade two. I downloaded those materials, printed and bound them.)

In like manner, a similar experience was shared by Ms. Christy.

“Naghimo pud ko mga materials para sa umaabot.” - (Transcript 3, page 1 line 12)

(I made materials that can be used in the future.)

Aside from downloading instructional materials from the internet, they also used the internet to be updated.

“Akong gibuhay is nag observed lang ko sa social media unsa lay mga updates regarding unsa gyud atong buhaton as teacher.” - (Transcript 2, page 1, lines 4-5)

(I only waited for social media for updates regarding orders and mandates for teachers.)

Teachers continue to grow professionally even at home to ensure teaching learning in the future. They developed ways to find purpose due to suspension of all national and regional school related conferences and activities (CHED, 2020; DepEd 2020). Thus, teachers are involved in teaching related activities even staying at home.

Spending more time on their hobbies. Aside from working at home, teachers had also time for their new and accustomed hobbies. Ms. Christy narrated:

“Kanang mao ra gyud ta naka kuan sa akua dili ma bored sa balay, kanang mga tanom sad, plantita. Ingon ana lang gyud kay we need ourselves busy ba para dili ta ma stress sa situation, ana lang pud.” - (Transcript 2, page 1, lines 23-25)

(I didn't get bored at home. I planted flowers. I am a plantita. We kept ourselves busy so we would not easily get stressed about the situation.)

They also felt happy to their accustomed hobby. As Ms. Merriam shared:

"Mas nibalik sa akoo ang hilig magbasa og libro." (Transcript 6, page 1, line 19)

(My interest and passion for reading was awakened.)

Teachers balanced their work and hobbies. Bhat et al. (2020) revealed coping strategies are useful for all the members of society like taking proactive approach, staying connected with the universe, reflecting and connecting to self, health and managing media time.

Engaging with their children. Staying at home during quarantine gave teachers enough time to spend with their children especially on tutoring them. Ms. Christy shared her experience.

"Nagremedial ko sa akong anak. Nagpabasa, nagtudlo-tudlo gamay." (Transcript 3, page 1, line 11)

(I had some remedial instruction with my child. I taught reading and other concepts.)

One participant felt that it was somehow advantageous in her part in this time of quarantine because of smooth and open conversation with her children.

"Na build ang relationship ug closeness sa mga anak kay kana nga time naa sila. Wala mi nag school, wala miy gidalian so more on conversation mi. Mag-estoryahanay gyud mi." (Transcript 7, page 1, lines 36-38)

(The relationship among children were closer. Since we are not in school, we do not need to be in a hurry. We are engaged in more conversation. We really talked).

Teachers really appreciated and treasured the time they spent with their children. Fu et al. (2020) stated that educational level of a person varies in proactive coping pattern during isolation or quarantine. Residents with higher educational levels do reading, physical activity and seeking psychological support from the family. Thus, teachers need time to bond with the family.

Improving their house. Since government advised to stay at home, the participants had more time in helping the household chores unlike when they were in work station. As Ms. Rebecca narrated:

“Nangoral, nanglimyo mi, gigalas gyud namo silbi kay daghan siyag sagbot. So up to the last sagbot o basura among gihinloan.” - (Transcript 4, page 1, lines 27-28)

(We secured the fence and cleaned the area since it had lots of weeds and garbage).

Furthermore, Republic Act No. 11469 known as “Bayanihan Act” really helped government employees especially teachers. This Act provides that the President shall have the power to ensure the availability of credit to the productive sectors to lower effective lending rates of lending institutions. Teachers spent some of their money in house renovation.

Ms. Merriam shared:

“Nagrenovate mi sa among balay og nag extension kay gidungan man og kisame so mao gyud naa renovation. So nalipay mi adto kay naa man toy moratorium ba so mao to nakapag renovate mi sa balay.” - (Transcript 6, page 1, lines 17-19).

(We renovated our house, the ceiling, We are happy for this moratorium).

This can be viewed on Victor Frankl's finding meaning theory that one of the means in discovering meaning is through creative values. This is the traditional existential idea of providing oneself with meaning by becoming involved in one's project, or, better, in the project of one's own life. It includes the creativity involved in art, music, writing, invention, and so on. With this, people found purposeful meaning while home quarantine.

Viewpoints of Being Productive As A Teacher Despite Living in Quarantine

The participants were also asked about their viewpoints of being productive. From the analyzed data, two themes were sourced out from the response of the participants. These were improving teaching practices and managing time wisely as presented in table 2.

Table 2: Thematic Map on The Viewpoints of Being Productive As A Teacher Despite Living Quarantine

| FIRST THEME: Improving Teaching Practices |
|---|
| Enhancement of instructional materials |
| <ul style="list-style-type: none"> • Teachers did researched on instructional materials. • Teachers printed reading materials. • Teachers prepared instructional materials. • Teachers made contextualized and localized reading materials. |
| Embrace new trends in education |
| <ul style="list-style-type: none"> • Teachers engaged in webinars for professional development. • Teachers joined webinars meetings through webinars. • Teachers attended webinars. • Teachers did teach related activities. |

SECOND THEME: Managing time wisely

Management of time

- Teachers had daily routine during quarantine.
- Teachers managed time properly.
- Teachers found time management as important.
- Teachers balanced work and household chores.
- Teachers made use time and talent wisely.

Productiveness of time

- Teachers made sure to be productive.
 - Teachers made sure that time is well spent.
-

Improving Teaching Practices. Suspension of classes did not mean that teachers stopped their commitment as a teacher. Teachers had many ways to improve teaching practices. For example, instructional reading materials were enhanced be use in the future. As Mr. Eddie stated:

“Naghimo ko og mga personalized nga kuan sa mga bata localized nga mga reading materials.” - (Transcript 5, page 1, lines 29-30).

(I made personalized and localized reading materials for the learners).

Moreover, participants had initiative to improve teaching practices like embracing new trends of education. As Ms. Katrina said:

“Ang mga teaching related activities na worried baya ko ato nga new normal na bitaw no. When we say new normal, bag ong strategy. Sa akong kaugalingon na worry nako so ang akong gihimo mag digdig katong mga seminars kato gani sa vibal webinar. Although dili siya gina require sa atoa, imoha nalang gyud to nga effort nga ma ready ka for new normal.”- (Transcript 7, page 2, lines 51-55)

(I was really worried with the teaching related activities in the new normal. It means new strategy. For me, I was worried in attending to webinars. Although we are not required to participate, it is understood to take an effort so you would be able to prepare yourself in the new normal).

Having these teaching practices can naturally boost morale of teachers. The continuous positive attitudes of teachers will lead to an improved teaching-learning system when they return to work after unwanted and unpredicted break due to COVID-19 (Bhat, 2020). In addition, Lansangan (2020) stated that embracing online experience implied that it can be embraced as we move into the new normal setting. Hence, teachers are ready to a new normal of education.

Managing time wisely. The participants of this study shared how they managed their time wisely. Being productive means proper use of time, as Mr. Bong narrated:

“Sa time management, kuan siya ma’am, gigamit nako sa ano sa paggamit sa time is kanang nagatan aw ko sa oras kung unsa na available nako nga buhaton nga at least dili ko ma bored. Unsa ako buhaton kung kailangan ba nako ni nga time. So, more on time management ra man siya ma’am wala ko nagaingon nga waste.” - (Transcript 1, page 1, lines 40-43)

(In the aspect of time management, I use my time for activities in order to never get bored. I identified the things to be done. I managed my time. I didn’t not waste it.

In like manner, Ms. Katrina stated:

“Ang akong time is very precious gud siya atong quarantine ug productive kaayo siya. Productive kaayo siya kay kana wala man gud nag mean nga naka quarantine ta, matulog ra ta no. Daghan kag time. Basta ako giarrange nako ako schedule nga walay masayang, walay masayang in a day. Pagka ugma ana napud balik napud siya.” - (Transcript 7, pages 1-2, lines 42-45)

(My time was very precious during quarantine period. Quarantine does not imply to be sleeping only. We have lots of time. For me, I prompted my schedule so I would not waste my day. It had become a routine).

Teachers handled their time properly to do things purposeful as they stayed at home. True to Jean Paul's existential theory where one exists and acts to a certain direction while finding reason and meaning. We have the choice to take actions to become we want to be and lead life we want to live. Thus, teachers had a choice what to do by spending their time wisely.

Insights To Public School Teachers During Quarantine Days

The participants were also asked about their insights on their experience during quarantine days. two themes emerged based on data, financial literacy and passion for teaching as presented in Table 3.

Table 3: Thematic Map on The Insights Shared To Public School Teachers During Quarantine Days

| First Theme: Financial Literacy |
|--|
| Spend wisely <ul style="list-style-type: none"> • Teachers spent the salary accordingly this pandemic. • Being ready in case of emergency. • Teachers realized to spend money practically. • Teachers learned to invest money earn wisely. |
| Share financially <ul style="list-style-type: none"> • Teachers gave and cared the needy. • Teachers spent money wisely and shared to others. |
| Second Theme: Passion of teaching |
| Concern for the learner <ul style="list-style-type: none"> • Teachers realized to spent time with pupils and to value their presence. • Teachers missed the classroom setting. • Teachers missed teaching in the face-to-face manner. • Teachers missed children present in the classroom. |
| Commitment of Teachers <ul style="list-style-type: none"> • Teachers expressed a renewed commitment. • Teachers embraced the responsibility to continue learning. |

Financial Literacy. The participants of the study revealed the importance of financial literacy on unexpected circumstances. Participants emphasized to spend the money earned wisely. As Mr. Eddie shared:

“Ang mga life lessons kay mag invest gyud ta wisely. Atong kwarta atong iinvest sa mga butang na moincome pud nga makita pud. Kay during ani nga time walay laing makasalbar sa atoa. Ang imo pud kaparentehan nagpait pud. Pero kung naa kay mga assets nga ingon ana nga mohatag pud og income.”- (Transcript 5, page 2, lines 77-80)

(Life lessons include having wise investments that could generate income. During this pandemic you can only save yourself. Your relatives are also struggling. But, you have at least to save your need.)

Ms. Christy added:

“Kanang dapat diay unsa sa financial mao gyud tong number one nga na narealize nako nga dapat diay magsavings gyud diay ta kay wala ta kabalo sa umaabot nga panahon. Kana ganing wala ta kabalo no. So, dapat halmbawa karon naa emergency, naay sakit unya wala tay kwarta. Wala ta kabalo mawad-an tag trabaho, asa ta mangitag trabaho. So naa gyud tay savings daily.”- (Transcript 3, page 2, lines 59-63).

(We have to save for we are not sure of our future. We need savings for time comes that we need money when we get sick, or lost jobs.)

Aside from spending wisely, they learned the value of being generous.

As Ms. Meriam said:

“Kanang giving, sharing is caring gyud diay. Kay daghan mig mga relatives pud nga mga looy pud. Daghan baya ta og grasya gikan sa gobyerno no.” - (Transcript 6, page 3, lines 123-126)

(Giving is really caring. We extended help to our relatives since we received financial aid and consideration from the government).

The COVID-19 has taught the importance to prepare one's own financial budget and to share to those who in need. COVID-19 made everyone aware to increase financial literacy and financial management for the better and lead to investment (Putri et al., 2021). Therefore, spending money wisely is encouraged.

Passion for teaching. Participants had a passion and commitment as a teacher. Classes were suspended but teachers showed concern about their pupils. One participant described her experience this way:

“Sa trabaho, naa pud siyay advantage kanang makapahulay ka, although kanang dili maayo nga naay covid pero makapahulay pud ka ba kay sakit imong tutunlan sigeg syagit ana pero ang nakagool lang kay ang mga bata dili lang gyud maatiman. Na realize pud nako na siya nga looy ang mga bata karon nga time. - (Transcript 3, page 2, lines 74-77)

(It is quite advantageous since we can rest, but having covid is really bad. You can rest, although, it is not really fine to have covid. Teachers can rest from shouting but you cannot take good care of the students. I pity the children this time.)

Teachers had the value of commitment to their teaching profession.

As Ms. Gina narrated:

“O kanang daghan tag nahimo maskin wala ta sa eskwelahan no diba. Naa ra ta sa balay nagatrabaho gihapon ta para sa atong mga bata. Atong gihuna-huna ang ilang kaugmaon, makatabang sa ila. So, nalipay ko tungod ana.”- (Transcript 10, page 2, lines 50-52)

We are at our respective homes, yet we are able to work for the future of our learners. We think of their success in the future. And, that makes me happy.

Teachers showed empathy about the learning of their pupils with this sudden suspension of classes. They were extremely worried about the

most vulnerable pupils and wanted more joined-up thinking from the government on how to support them effectively (Kim & Asbury, 2020). However, they performed teaching-related activities at home. Furthermore, Wei et al. (2021) stated that occupational commitment was optimistic during the covid 19 pandemic.

Recommendations

Hearing the sentiments of the participants, I gained more strength to explore more on their experiences with high hopes that they would be more productive. Anxiety and stress in trying times presented a major challenge. Hence, the Department of Education may conduct mental health and psychological first aid seminar workshops to teachers.

The division level authorities, may provide assessment to teachers on what they need psychologically. The results of the assessment would be the key to address proper trainings needed.

Moreover, principal may really keep track of their teachers to facilitate easy adjustment in times of unexpected circumstances.

Teachers would remain resilient and preserving to find purposeful activities that could be beneficial to their mental health and become productive.

Lastly, to the future researchers, similar study would be conducted to further verify the findings of the study.

Dissemination and Advocacy Plans

The results of this basic research would be disseminated through

existing mechanisms of the Department of Education (DepEd) such as School Learning Action Cell Session, In-Service Trainings, Enhanced School Improvement Plan (eSIP) of the school, and even in the division, regional, national and international research colloquium. The study would also be disseminated through an official research journal at the Regional or Division Level.

When it comes to utilization, the results of the study would be utilized in the decision-making process of the school with which this study is concerned with. This would also be utilized in making and revising the department's policies related to the study undertaken.

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