



MAXIMIZING MENTAL HEALTH AND PSYCHOLOGICAL SUPPORT SERVICES POSTER: AURA IN ENHANCING RESILIENCY IN THE NEW NORMAL

Andaya, Creslil S.
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**Maximizing Mental Health and Psychological Support
Services Poster: Aura in Enhancing
Resiliency in the New Normal**

Andaya, Creslil S.

Master Teacher, Midsalip National High School
Department of Education, Division of Zamboanga del Sur
creslil.sangrenes@deped.gov.ph
09606651806

Abstract

Mental health is both an individual and personal matter which involves a living human organism, precisely, the condition of the human mind. As an initiative, DepEd initiated the conduct of the Mental Health and Psychological Supports Services Webinar. This research aims to evaluate the resiliency level of teachers and help them enhance their resiliency as well by giving them the MHPSS Poster. Further, participants of the MHPSS Webinar were purposively chosen as research participants. The resiliency level of two-grouped teachers, lower and higher-age brackets, was evaluated using the Nicholson McBride Resilience Questionnaire, compared and presented through a bar graph showing the extent of comparison between the resiliency levels of these two distinct groups. The result shows that most of those in the higher age bracket were already resilient. Focus group discussion was also employed, and responses were subjected to the N-VIVO Software that sorted the impact of the poster into the participants into themes. Based on feedback, the MHPSS Poster helped the participants develop the proper perspective towards life, guide them in their daily living, promote self-awareness and establish a good connection with themselves and others. Generally, it was noted that experiences and years of existence also form part of an individual's holistic perspective.

Keywords: *Mental Health and Psychological Support Services; Qualitative; Resiliency Level Assessment*

Acknowledgment

The completion of this research has been successful because of the initiatives spearheaded by the DepEd Central Office in partnership with the Psychological Association of the Philippines, which conducted a series of webinars to enhance the mental health of the subordinates of the Department in this time of the pandemic. Equal gratitude is also offered to my direct superiors namely the Division Research Coordinator, Dr. Lito Bahian, for constantly igniting our passion for putting our interest into written form and our School Principal, Ray G. Rosillosa for supporting my endeavors as a lover of wisdom. Above all, the Almighty Father for giving me the wisdom to complete all the parts of this research study. Further, the cliché, which says that every success lies behind inspiration, was also true for me as my immediate family also inspires me to continue achieving my goal and bring out the best of me.

Context and Rationale

The global pandemic forced everyone on the globe to go through each individual's short-term and long-term plans and deal with the challenges that confront everyone. A recent DOH survey in Covid-19 Alert reports 60,155 confirmed cases, 20,976 recovered, and 1625 died as of July 16, 2020. This pandemic has caused a lot of disruptions in our daily lives and has even exhausted government funds to sustain survival among the populace. Further, it has also changed the routines each government office has been doing, modified the normal directives of organizations, and implemented health safety protocols such as declaring ECQ and GCQ all over the country wherein the wearing of face masks, and social distancing becomes a spice in everyone's existence as the Zamboanga Peninsula has also reached 454 confirmed cases, 204 recoveries, and 11 death as of July 16, 2020, as well.

Moreover, the delivery of educational instruction was also hampered. Exams were postponed, graduation ceremonies at all levels were prohibited, the schedule of closing and opening of classes were moved and rescheduled many times, and teachers were instructed to attend webinars on different pedagogical strategies with unstable internet connections. These realities provoke teachers to experience mixed emotions even if teachers are immediately relieved from work due to the health risk caused by the pandemic.

Significantly, it was this man-made disaster that caused chaos in the system. Officials in the Department of Education, teachers, learners, and other stakeholders are now experiencing more extensive adjustments in coping with the ideals of the Department. Thus, something must be associated with the system to ease the burden of the individuals mentioned above from worries that the educational system will be shaky because of the pandemic. With this, the Department is now faced with the giant task of moving and congregating learners, teachers, and educational personnel in the Philippines amid the pandemic.

Further, to contextualize the issue, DepEd Zamboanga del Sur Schools Division which was considered the largest division in Region IX in terms of the number of public elementary & secondary schools, strives to be one of the arms of the Department in the delivery of efficient instruction. Having 32 districts, 17 of which belong to the 1st Congressional District and 15 to the 2nd Congressional District. With a sum of 670 public elementary schools, 125 public secondary schools, 29 private elementary schools, and 21 private secondary schools were duly recognized by the Department. The Division uplifts its vision forward amidst the global pandemic. Considering this number, how could the population in the schools mentioned above be affected by the pandemic? Possibly, it could be losses in learning, increased dropout rates, and children missing their most important meal of the day, and teachers will feel stressed about coming up with different ways to meet learning needs.

Moreover, starting the school year late or interrupting it (depending on if they live in the southern or northern hemisphere) disrupts the lives of many children, their parents, and teachers. These negative impacts will surely be felt disproportionately by them. When it rains, it pours for them.

However, it's good to say that a lot can still be done to at least reduce the impact through remote learning strategies and employing coping mechanisms for all affected. Being the front liners in delivering quality education, the teachers are strengthened by the Department thru DRRM programs by initiating MHPSS (Mental Health and Psychological Support Services) lectures and webinars to become resilient in these changing times and find beauty in every learning modality and strategy employed by the school and the Department as a whole. Some were already stressed by situations associated with the new normal such as the need for faster internet

connectivity for webinars and module preparation into different contexts such as video, radio, and electronic books. Thus, reality strikes, and teachers have to move into places where internet connection is stable to meet what has been required. It was not easy, yet ways could be done to pacify them from such stress.

Fortunately, we are seeing a lot of creativity in meeting the goal of delivering quality education without unnecessarily stressing the teachers. The mission of all education systems remains the same. It is to overcome the learning crisis we are already living in and respond to the pandemic we are all facing. The challenge is to reduce as much as possible the negative impact this pandemic will have on the teaching and learning process and build on this experience to get back on a path of faster improvement in learning. As education systems cope with this crisis, the Department of Education promotes mental health and psychological support services to close the gap in opportunities and ensure that all children have the same chances for education (DepEd Memorandum No. 058, s. 2020).

Thus, teachers are requested and directed to attend and interact in webinars aligned to MHPSS, such as making use of art as an expression of stress and inner feeling. In that manner, DepEd hopes that teachers would somehow, if not be distressed, feel relieved of the negative impacts of the pandemic we're all facing. Stressing the significance of breathing exercises as well is also foreseen to pave the way for teachers to manage emotions caused by family, career crises, and the challenge of being digitally literate. Features and other inputs of MHPSS are deemed necessary to become resilient in this new normal time. Thus, this research is done to evaluate the extent of help that MHPSS does to achieve maximum resiliency among DepEd stakeholders. With the strong faith that each step we take can strengthen a country's present and future education system.

Innovation, Intervention, and Strategy

Mental health is an individual and personal matter involving a living, specifically, the condition of an individual human mind. A person's mental health is advisable to understand what's between attributes and actions. Many scientific investigators have thought about the psychological content of positive mental health. A review of mental health reveals their contributions into six major approaches to the subject. These are the attitudes of the individual toward himself, the degree to which a person realizes his potentialities through action, the unification of function in the individual's personality, then, the individual's degree of independence from social influences, how the individual sees the world around him; and lastly, the ability to take life as it comes and master it. For this reason, teachers, as front liners in delivering quality education to school children, need to be well-versed in these realities or at least be resilient in adapting to the changes employed in the educational system and community. Significantly, the Department of Education, in partnership with other agencies and the Psychological Association of the Philippines, issued a memorandum numbered DM 058, s. 2020 to conduct orientation for regional and school's division offices on mental health and psychological support services in the time of COVID-19 for learners and DepEd personnel. Thus, this research aims to be aligned with the mandate of the memorandum to uplift teachers' will to be resilient through the provision of lectures and webinars on MHPSS to be welcoming of the changes in the new normal, which would help them achieve the Department's vision and mission as a whole.

Adopted from the newsletter of WHO, dated March 30, 2018, says, mental health is an integral part of health; thus there is no health without mental health making it both an integral and essential component of health. Further, the WHO constitution states, health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, which also paves the way

to an important implication of its definition. Mental health is more than just the absence of mental disorders or disabilities; it is attaining good conditions in all aspects of one's existence that makes someone's existence worthwhile.

Moreover, reinforcing teachers with resources that could be posted in a conspicuous place such as printed posters containing the salient features of Mental Health and Psychological Support Services given by lectures from PAP (Psychological Association of the Philippines) anchored on how to help themselves in this time of pandemic would be a promising avenue for teachers and even ordinary people who will get a chance of reading it to be persistent in surviving and mingling with this world's recent situation. The poster has items anchored on the salient points shared in the MHPSS Webinar and it has statements that suffice the thought of the main point shared. The primary purpose of each item is to uplift someone's aura towards becoming resilient, regardless of whatever situation they are in. To maximize the use of resources and applicability of the poster, cardboard was used for printing and distribution to the research participants. Such that they could just easily place/post it on their tables, attach it as a note and hang it on conspicuous walls to serve its purpose. Gladly, the participants shared that the poster helped them develop a sense of positivity and hope toward the future and a passion for overcoming present challenges.

Action Research Questions

This research aims to evaluate the resiliency level of teachers and know from the respondents' end about the extent of the impact that the intervention did. Specifically, the following inquiries were raised:

1. What is the level of resiliency of the lower and higher age brackets of MNHS Teacher participants of the MHPSS Webinar as evaluated by the adopted resiliency tool that classified resiliency level into:
 - 1.1 Developing;
 - 1.2 Established;
 - 1.3 Strong and
 - 1.4 Exceptional?
2. Which age bracket among the two identified age brackets of purposively chosen MNHS teachers is more resilient?
 - 2.1 Lower age bracket; and
 - 2.2 Higher age bracket?
3. What could be crafted to remind teachers of the salient features of MHPSS and be able to enhance their resiliency with whatever confronts the teaching and learning process amid the Covid-19 pandemic?
4. To what extent does the intervention help the participants in enhancing their resiliency in the new normal?
5. In what way does the intervention could be distributed and given to other teachers in the district and, if given the chance, to the entire division as well?

Action Research Methods

Research Design

This action research utilized the mixed method (quantitative and qualitative). A descriptive survey was used for the quantitative method using an adapted tool. In contrast, interview and focus group discussion aided with the N-Vivo software was used for the qualitative method. Moreover, this part contains the details on where the data shall be generated, the manners it shall be collected, and how it shall be analyzed.

Research Participants

The data was taken from the participants of both the District webinar on Mental Health and Psychological Support Services and the Webinar initiated by the Central Office in partnership with the Psychological Association of the Philippines. As monitored from the roll of attendance, the 72 identified MNHS teachers were purposively chosen to elicit the responses needed because they were the ones who persistently adhered to the time required for the whole webinar, have responded to the call for participation in the said webinar, have consistently participated since the start till the end, and who were given a chance to see experience the simple workshops instructed by the lecturers. It was then a sound decision to purposively choose them since they are foreseen to elicit the responses that would signify the intention of the study to evaluate the impact of MHPSS on teachers' perspectives towards life and the world amid the Covid-19 pandemic. After chronologically arranging their ages, their ages were noted and classified into two (higher and lower age brackets).

All of them were subjected to answer the questionnaire intended to indicate their resiliency level. After that, results were tabulated to identify which age bracket is less or more resilient. Further, they were given the intervention and asked a few questions concerning the issues they encountered during the pandemic. Additionally, they were assessed as to the extent to which the intervention has helped them develop the right mental health.

Research Instruments

The tool used to evaluate the resiliency level of the purposively chosen participants, my fellow MNHS Teachers, who are as well the participants of the MHPSS Webinar, was the Nicholson McBride Resilience Questionnaire (NMRQ) (Crick, Prickett, and Walters 2021). The tool had twelve questions, and each participant was asked to answer each question. And they are to score themselves between 1 and 5, where 1 stands for strongly disagree and 5 for strongly agree. They were told to at least be honest, knowing that understanding the specific areas in which they lack resilience will allow them to obtain the most out of the suggested point booster plan of the tool. The tool was adapted because it's easy to describe the resiliency level of the research participants.

Further, an interview guide for the focus group discussion was also prepared and validated to elicit their feedback about what they felt about the result of the resiliency checklist and the impact the poster had on them.

Data Gathering Procedure

Before the implementation of the research process set in the study, permission to conduct the study in school was secured from the office of the School Principal, including a letter asking the participants to respond to the questions raised was also given. After this, data for this study were collected through qualitative and quantitative methods. Resiliency level results were taken from the total scores summed up and cross-checked into the range where it belongs such as developing, established, strong and exceptional as stipulated in the adapted tool. The percentage was then taken from the tallied number of classifications and the qualitative data from the participants was secured through focus group discussion.

Indeed, the qualitative approach in research is associated chiefly with the conduct of focus group discussions which was frequently used to obtain an in-depth understanding of social issues and to be able to gather data from a purposely selected group of individuals instead of purely depending on the statistically representative sample of a broader population (O. Nyumba et al. 2018). The FGD can help everyone in a group discuss key points more conversationally so that data needed to answer the questions set in the study are also answered.

Data Analysis

The scores from each respondent were cross-checked into which classification of resiliency level it belongs. After this, the scores were tallied and evaluated as to how many teachers belonged to each classification. The percentage of teachers that fall into each classification was presented in a bar graph to show a comparison. This mechanism goes true for both the established lower and higher-age brackets of teachers. The responses to the research questions that require qualitative data were organized thematically depending on the similarities of the responses' context. N-VIVO software was used to draw quantities of the responses, which shall be the basis for descriptive interpretations. The software makes the work of categorizing the responses easier and more convenient to interpret.

Results and Discussion

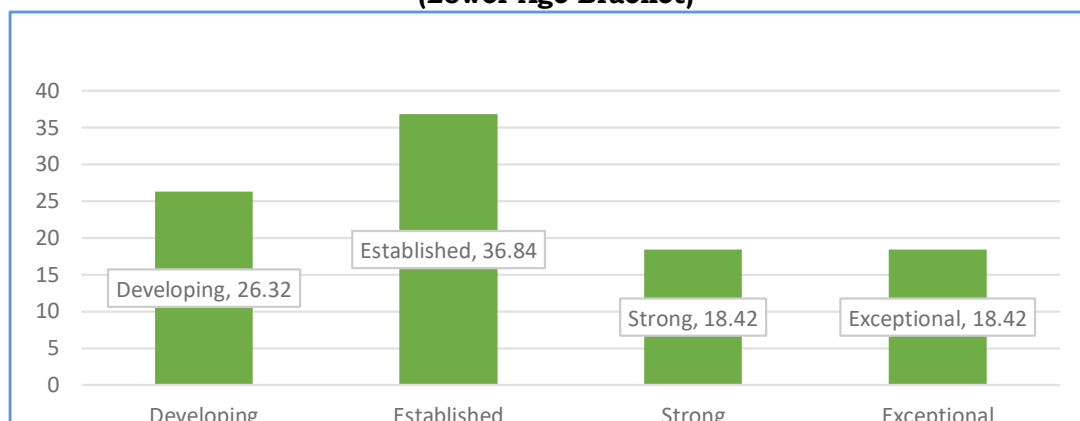
Diagnosing mental health is a task never credited by assessing the resiliency level. However, inculcating optimism through an intervention could be an avenue to make sure every aspect turns out well for everyone. It is for this main reason that this research was conducted to help fellow teachers and myself as well to impact change towards how we look at life and everything it has to offer.

Moreover, after an assessment of resiliency level has been done on the identified respondents, these are the results of the assessment, the age recorded, and the resiliency score along with the resiliency description. The data are tabulated for perusal.

Table 1: Resiliency Classification of Teachers in the Lower Age Bracket

Level of Resiliency	Number of Teachers
Developing	10
Established	14
Strong	7
Exceptional	7
Total	38

Figure 1. Percentage Distribution of Teachers' Resiliency on Resiliency Classification (Lower Age Bracket)

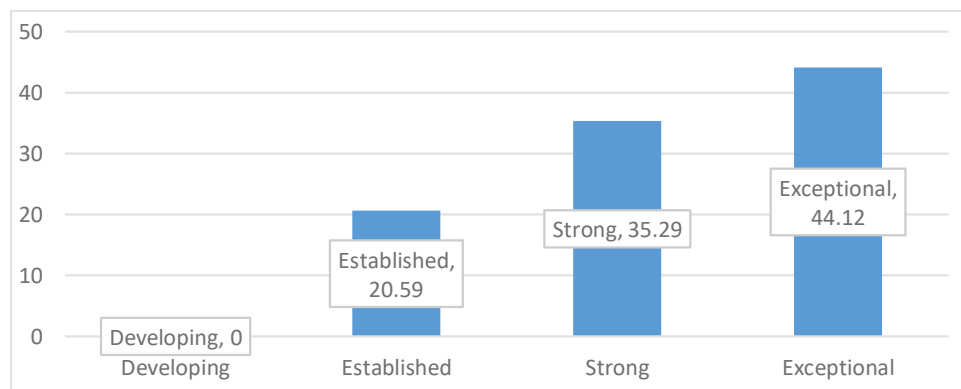


Data show that majority of the teachers who belong to the lower age bracket are in the developing stage of resiliency classification. Thus, some feedback would connote the idea that they need to work for more, aim high, and testify that they'll have to pursue developing the aspects of their lives that need improvement. However, some teachers signified exceptional, and the majority of these teachers came from families who strive to make a living and so they need to find means to feed themselves while they're in school. Some would say they indulged themselves in being student assistants in the colleges and universities where they are enrolled, while others lived with their fortunate relatives to sustain schooling. These are manifestations that life would bring out its best to those who manage to focus on their goals and ambitions. In that manner, it is indeed true that Ungar (2008) claims that resilience is the capacity of individuals to navigate their way to resources that sustain well-being.

Table 2: Resiliency Classification of Teachers in the Higher Age Bracket

Level of Resiliency	Number of Teachers
Developing	0
Established	7
Strong	12
Exceptional	15
Total	34

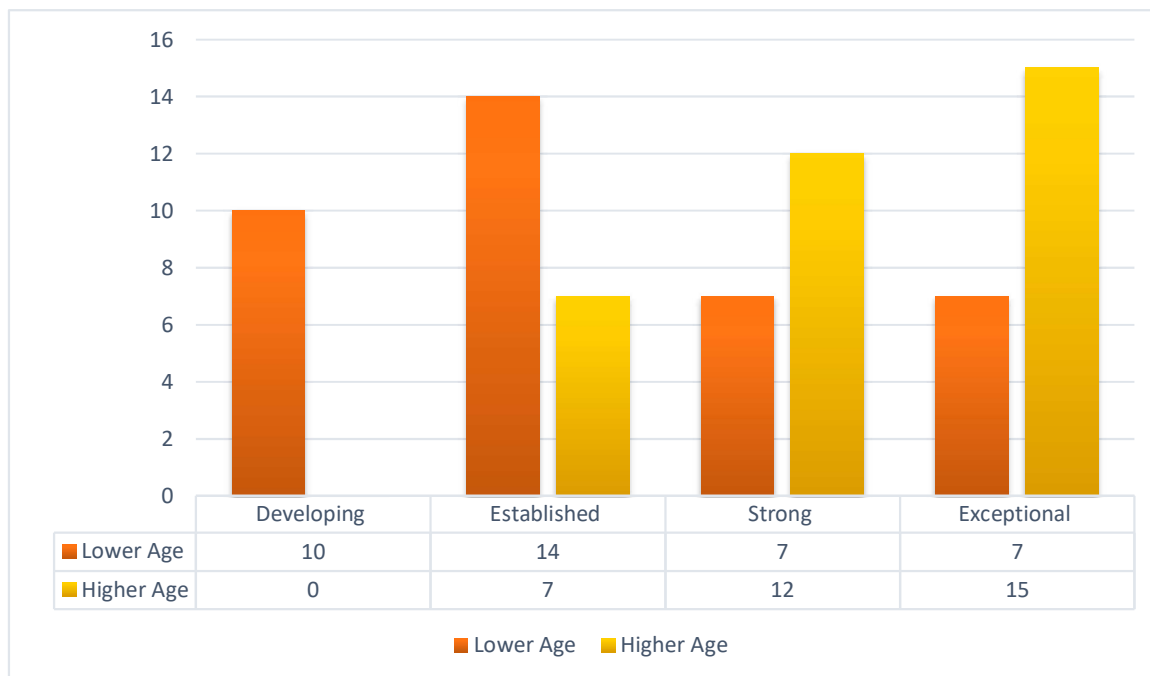
Figure 2. Percentage Distribution of Teachers' Resiliency on Resiliency Classification (Higher Age Bracket)



Most of the teachers in this group claim that their experiences in life taught them so many lessons that made them exceptional in their resiliency level.

Teachers might have been exposed to varied experiences but have managed to stay hooked to the spirit of optimism.

Figure 3. Comparison of Resiliency Level between Lower and Higher Age Bracket



Data show that much from the lower age bracket of teachers belong to the developing level of resiliency while much of the higher age bracket of MNHS Teachers belong were already exceptional in resiliency. A few teachers whom I had a conversation with say it was because of the experiences they had in their lives which taught them to become more susceptible and adjusted to whatever life threw at them.

Moreover, talk and paper argue that knowing what an experience is like isn't knowing a mere fact - a piece of 'phenomenal information' - but an ability: the ability to remember, imagine and recognize that experience teaches us all about life, the main essence of life.

The Extent of Help that the MHPSS Poster Contributed Based on Participants' Feedback

Furthermore, these are a few of the feedback of the respondents upon receipt of the MHPSS Poster, which also enlightens the researcher to continue providing opportunities for fellow teachers to develop the right perspective towards life, work ethics, and relationship with oneself and others. Also, it is indeed necessary to establish a theoretical foundation in intervention to improve the mental health of teachers to be still able to offer the best to the clientele, in this context, the learners.

Theme 1: Promote Self-Awareness and Sensitivity. Being aware of oneself paves the way towards understanding others as well. Famous philosopher Lao Tzu once quoted, "He who conquers others is strong; He who conquers himself is mighty". Thus, awareness should start first with the person dealing with others so that she/he might empathize others from time to time.

"It helps me to become more sensitive about my mental health. It helps me love myself and be a good influence on others in promoting a good and healthy lifestyle." -Fellow Teacher #1

"After nako naasess akong kaugalingon sa resiliency checklist, narealize nako nga daghan pa gyud diay kog kakulangon. Namotivate ko, kay partly naan a sad koy nahimo sa akong kaugalingon, pero naa pa gyud koy kakulangon. Seryoso dapat, pero imong nawong 'di dapat magmugtok, dapat smiling gihapon. Ako, naigo gyud ko ato kay giseryoso man nako pag-answer ato. [After assessing myself using the resiliency checklist, I realized that there are many aspects that lack improvement. However, I am partly motivated since I know for myself that I have done a little as well. I need to keep smiling and never frown. The tool affected me because I seriously answered it.]" -Fellow Teacher #7

"I felt so upset considering my age, and I think something is wrong with me that is badly needed to be addressed." -Fellow Teacher #16

"Maong kinahanglan gyud bitaw nga bantayan ang pagkaon, limit ba,,we should at least have it! [That is why there's a need to be careful and watchful of what we eat, it's a must to consider it.]" -Fellow Teacher #35

"Sa akong pag-assess sa akong kagalingon, nahappy k okay established ra diay ko! [I'm happy to know that after assessing myself, I fall into established level of resiliency.]" -Fellow Teacher #27

"I developed the habit of praying, so I learned how to forgive!" -Fellow Teacher #13

Theme 2: Help Establish Good Life Perspective. Staying on the positive side of the game always manifest good things are about and will continue to happen. It's as if the universe collides to create favor for the one whose attitude is positive. The implication of employing different capabilities in confronting different varied life situations is deemed necessary to be able to conceptualize cultural value through a wellbeing and social justice lens (Scott, Rowe, and Pollock 2018).

"It reminds me of the need to maintain the right state of our mind to ensure that our actions will also follow and avoid stress which could cause us negative thoughts that could ruin our day. Further, nourishing our mental health the right way boosts us to the optimistic aspect of life to manage our daily doings." -Fellow Teacher #5

"The tool was a good parameter to know your level of resiliency. It makes me realize that problems become problems because of the way you think and handle the situation. Also, the poster given after taking the resiliency test was a good reminder about the essential things you need to take heed of to go through life." -Fellow Teacher #6

"Every time makabasa ko sa poster kay maganahan ko kay mura kog marecharge! [Every time I read the poster, I felt fueled and recharged!]" -Fellow Teacher #8

"Experiences taught you so much in life. Less negativism, more on life's initiatives." -Fellow Teacher #9

Theme 3: Serve as Guide for Daily Living. To be on track as we deal with every life struggle, successes, failures, and disappointments is a tedious task to sustain. Needless to say, that every person should equip themselves with the right sword to use to battle this world's dealings. The lyrics of the original song of Johnny Nash released in the year 1959 brought upon a message which could be a shield against all those afore-mentioned offer of the world, that is- "Walk with faith in your heart, and you'll never walk alone. For the faith in your heart, the world is yours to own. You'll never will grieve if within you believe, so walk with faith in your heart."

"Sa dihang ako na nabasa ang mga mensahe nga gihatag sa amoa, kini nakahatag kanako ug dakong kabag-uhan tungod kay nahimo ko kini inga sumbanan sa akong mga himoon sa matag adlaw" [As I read the points written in the poster, it changed my perspective, and it became my blueprint in dealing with life every day.] -Fellow Teacher #23

"Sa akong edad, pagbasa nako ani, nakaingon ko nga sakto gyud, kay kun wala nako ni tamdi sa akong kinabuhi, daghan na siguro kog kaaway ug wala sad ko sa akong posisyon ron. [As I read the points shared and linked it into my age.]" -Fellow Teacher #53

"Tinuod jud, everything that is written here is true!" [Exactly, everything written here is true.] - Fellow #71

"Tigulang na gud! [It comes with the age.]" -Fellow Teacher #10

"Basta tiguwang na-maresilient na gyud ka oy!" [Once you're old already, you get to know lot of things already.] -Fellow Teacher #44

Theme 4: Create Good Connection with Oneself and Others. "No man is an island; no man stands alone! - John Donne once sung. This specifically reminds every one of the mere essences to feel the necessity to mingle with others, learn from their experiences and share significant life lessons to them in return. No one has the monopoly of everything; therefore, it shall be of essence to stay connected with others may it be in tough times or in times of celebration.

"When I am with others, I feel healthy and happy!" -Fellow Teacher #23

"Healthy communication, healthy connection!" -Fellow Teacher #28

"Stay positive and influence others to have positive vibes." -Fellow Teacher # 55

Table 3: The Extent of Impact the Poster Did on Enhancing Resiliency among Research Participants

RESPONSES FROM RESEARCH PARTICIPANTS (Themes)	Percentage of Frequency (N-VIVO Software)
Theme 1: Promote Self-Awareness and Sensitivity	11.13
Theme 2: Help Establish Good Life Perspective	3.36
Theme 3: Serve as a Guide for Daily Living	6.07
Theme 4: Create a Good Connection with Oneself and Others	11.26

This feedback taught me one real lesson in life, that is everything we have is up to our minds to process. Negative situations and other setbacks could be an avenue to grow if we look at it from an optimist's perspective and of course, the opposite could also be true.

Significantly, according to Confucius and Mencius in the journal article of Luo (2019), happiness seemed not contained in pleasure but in ethical pleasure to be specific, a good life is not a life even if all or most of someone's desires are fulfilled, but a life filled with the satisfaction of prudential desires that is subject to the constraint of ethical desire; thus, the source of the happiness that is called greatest lies not in the attainment of the greatest political power as well, but rather in the cognizance of one's moral innocence.

However, aiding our lives with something to inject positive vibes to our lives makes the journey much more exciting and worthwhile, so this poster was made available to achieve the purpose of attaining a well-nourished mental state.

Therefore, it is timely to note that man's outstanding characteristics are his ability to sense value in the quality of his experience and the tendency to seek enhancement of the value aspects of experience. These and other characteristics of man are shown to be interrelated in all the important "transactions of living," such as purpose, action, meaning, and social participation.

Conclusions and Recommendations

Someone can only be assured of a happy and fulfilling life when one knows how to go through each trial with a high-lifted spirit. Many people would conclude that life is what we make it and is dependent on how we look at life on the brighter side of it. The article by Badrfam and Zandifar (2020) assumed that the mental health status of the public should be given higher significance as much as control of the epidemic. Reduction of social group support to the fear and anxiety of people who were infected and were exposed to the risk of being infected would also result in a problem. Thank goodness that the Department of Education initiated the conduct of mental health webinar to somehow in tune all the members of the Department to the basics of coping with stress associated with the globally experienced pandemic.

Thus, the poster, being the intervention proposed in this study was hoped to be given to all teachers and should not be contained in the corners and boxes in the offices for it to be able to influence others to keep their best foot forward in dealing with tough life experiences. At the end of the day, our fear, stress, and anxiety should never be given a chance to win over our courage and control of what's going on and what is about to happen. We make choices for our lives; the choice must be the reason for LIVING.



ACTION PLAN

Republic of the Philippines
 Department of Education
 Region IX, Zamboanga Peninsula
 Division of Zamboanga del Sur
MIDSALIP NATIONAL HIGH SCHOOL
 School Year 2021 – 2022

Goals/ Objectives	Activities/ Strategies	Persons Involved	Resources Needed	Time Frame	Success Indicator
To communicate the results of the assessment to the respondents, immediate school head, and division research coordinator.	Submit the completed copy of the action research along with the data gathered aligned with the questions previously set in the study.	Researcher Respondents School Head Division Research Coordinator	Supplies	April 2021 (After the completion of the study)	Submitted A completed copy of the Action Research
To inform as well the neighboring schools/annexes of the MHPSS poster and give some copies for their perusal and use.	Write a letter asking for permission from the school heads and district supervisor to distribute copies of the MHPSS Poster to give the same opportunity to other fellow teachers from other schools to develop the right perspective towards life.	Researcher Other Teachers for annexes School Head District Supervisor	Hard sheets for printing the poster/ ink Tarpaulin	April - May 2021	Distributed copies of the poster to other schools/annexes

To introduce the intervention to the focal person/supervisor in charge of the division of DRRM for further evaluation and ethical considerations to distribute a copy of it in the field.	Write a letter request to the Office of the SDS to launch the poster as an intervention further to nourish the mental health of teachers in the field. Coordinate with SDO Personnel (Health Section) to adapt the poster as their intervention for the Here to Hear program.	Researcher SDS Program Owner of the Here to Hear program	Hard sheets for printing the poster/ink Tarpaulin	Depends upon the time approval will be granted. Aligned to the timeline set in the Here to Hear program of the Division	Distributed copies of the poster to SDO Personnel Be able to launch the poster
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Financial Report

The table below shows the cost estimates expended before, during, and after conducting this action research.

General Descriptions	Quantity	Unit	Unit Price	Total Estimated Costs
Short Bond paper sub. 20	3	reams	Php 275.00	Php 825.00
Ink for printer	4	bottles	Php 271.25	Php 1,085.00
Internet Costs			Php 1,000.00	Php 1,000.00
Printing and Binding	5	copies	Php 80.00	Php 400.00
Hard sheet of paper (used for printing)	72	pieces	Php 10.00	Php 720.00
Snacks participants)	72	persons	Php 35.00	Php 1440.00
Total				Php 5,470.00

ANNEX A: ADAPTED TOOL TO EVALUATE RESILIENCY LEVEL OF TEACHERS

Name:

Age:

How resilient are you?

This is an abbreviated version of the Nicholson McBride Resilience Questionnaire (NMRQ). For each question, score yourself between 1 and 5, where 1 = strongly disagree and 5 = strongly agree. Be honest: understanding the specific areas in which you lack resilience will enable you to get the most out of our 10-point booster plan.

Resilience Questionnaire	Score
1. In a difficult spot, I turn at once to what can be done to put things right.	
2. I influence where I can, rather than worrying about what I can't influence.	
3. I don't take criticism personally.	
4. I generally manage to keep things in perspective.	
5. I am calm in a crisis.	
6. I'm good at finding solutions to problems.	
7. I wouldn't describe myself as an anxious person.	
8. I don't tend to avoid conflict.	
9. I try to control events rather than being a victim of circumstances.	
10. I trust my intuition.	
11. I manage my stress levels well.	
12. I feel confident and secure in my position.	
TOTAL	

Your score

0 – 37	38 - 43	44- 48	49 -60
<p>A developing level or resilience. Your score indicates that, although you may not always feel at the mercy of events, you would in fact benefit significantly from developing aspects of your behavior.</p>	<p>An established level of resilience. Your score indicates that you may occasionally have tough days when you can't quite make things go your way, but you rarely feel ready to give up.</p>	<p>A strong level resilience. You're above-average score indicates that you are pretty good at rolling with the punches and you have an impressive track record of turning setbacks into opportunities.</p>	<p>An exceptional level of resilience. Your score indicates that you are very resilient most of the time and rarely fail to bounce back – whatever life throws at you. You believe in making your own luck.</p>

Annex 3

Declaration of Anti-Plagiarism and Absence of Conflict of Interest

1. I, CRESLIL S. ANDAYA, understand that plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and /or using some parts of their work without proper acknowledgment and referencing.
2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit that all deliverables and the final research study emanating from this proposal shall be of original content, I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the Department of Education and the Basic Education Research Fund guidelines.

RESEARCHER: CRESLIL S. ANDAYA, EdD

SIGNATURE: _____

DATE: 01/18/2023

