



TEACHERS' RESILIENCY AND THE SCHOOLS' READINESS TO DISTANCE EDUCATION

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ABSTRACT

This study, entitled “Teachers’ resiliency and the schools’ readiness to distance education in this time of COVID-19” was conducted to public elementary school institutions, particularly the 2 clusters of Malita North district in Malita, Davao Occidental for the School Year 2020-2021. Descriptive –correlational research design was employed. Adopted survey questionnaire known as Personal Resiliency Scale (PRS) was utilized to measure the resiliency level of the teacher-respondent while an adapted instrument on the schools’ readiness to distance education as perceived by the school teachers was used. Slovin’s formula was employed to determine the sample size of 268 and stratified random sampling technique was applied to ensure proportional distribution of respondents. According to primary school teachers, schools are wonderfully prepared for distance education. The readiness of schools to implement distant education is strongly linked to teacher resiliency. Purposefulness, Social Support, and Adaptability are the three constructs in question. As the degree of these constructs rises, so will the readiness to participate in distance education. Teachers’ resiliency, particularly the concept - Purposefulness, has a substantial impact on school readiness, meaning that we may anticipate school readiness by looking at the level of this construct. The $r^2=0.350$ value indicates that 35.00 percent of the data under consideration fits the regression model. As a result, additional elements that contributed to schools’ preparation for distant education were not taken into account in this study. According to the findings, 35.00 percent of the data examined fit the regression model. As a result, it is suggested that other factors that may have contributed to schools’ preparation for distant education be investigated.

KEYWORDS: Teachers’ Resiliency, Schools’ Readiness, Distance Education

INTRODUCTION

The Philippines embraced the idea of distance learning and integrate Self-Learning Modules (SLMs) with the alternative learning delivery modalities like modular, television-based, radio-based instruction, blended instruction, and online classes. According to the Department of Education, public school teachers were trained for distance learning mode (Magsambol, 2020), prepares Self-Learning Modules for education’s new normal (Cua, 2020), and established support mechanisms for teachers and school leaders (DepEd, 2020). With these preparations, the DepEd successfully opened the class on October 5, 2020.

Despite of the challenges, the ingenuity and resilience of the Filipinos were demonstrated in the midst of the pandemic (Simbulan, 2020). This creates a new outlook and perception since each of us faces this intolerable situation. This is paramount for all human beings be aware and cautious about this pandemic. The successful adoption of the sudden changes and innovations in education during the new normal simply exhibits resiliency



among our school teachers and academic leaders. Resilience is defined as coping and recovering from adverse conditions and quickly adapting to the ensuing changes. As such, resilience requires the readiness and the willingness to innovate (Contreras, 2020).

Teacher resilience research has flourished over the past 15 years and studies have shown resilience related to numerous positive outcomes for teachers including job satisfaction, commitment, efficacy, engagement, motivation, well-being and positive sense of identity (Mansfield & Beltman, 2019). The research project of Day (2012) has identified teacher resilience as being key to outstanding teaching and learning in schools. It has also been observed by Polat and Skender (2018) that teachers are expected to work efficiently despite of the challenges they confronted. This relates to school readiness to distance education since pandemic is at its tenancy. They further stressed that teachers who face and struggle with many difficulties in their professional lives need their resilience to be high. Moreover, Cooper, Flint-Taylor, & Pearn (2003), as cited Yorges (n.d.), outlined the four elements of resilience: confidence, social support, adaptability, and purposefulness.

Prior to the outbreak of COVID-19, a movement to cultivate teacher resilience was gathering strength in many schools and districts, often as a response to unsustainable levels of stress and attrition (Fabel, 2020). Now that our educational institutions navigate to this new teaching–learning modalities, it is worthy to study how teachers’ resiliency affects the school’s readiness to distance education.

This study will investigate the interaction of the teachers’ resiliency level and the perceived school’s readiness to distance education due to COVID-19 during SY: 2020-2021 in public elementary schools of Malita North District in Malita, Davao Occidental.

To gather the necessary data, two descriptive instruments will be employed. One is the adopted questionnaire to measure the resiliency level of the teacher-respondent known as Personal Resilience Scale (PRS). This test is based on the four elements of resilience identified by Cary Cooper, professor of organizational psychology and health at Manchester University (Yorges, n.d.). Another will be the adapted instrument on the schools’ readiness to distance education as perceived by the school teachers formulated by Lapada (2020). These two questionnaires are freely available online.

The researcher believes that the study will benefit the following:

The Education Sector - The result of the study would serve as a reference material for school heads and principals, researchers and other stakeholders in the education sector in matters on building resiliency that that influence school leadership practices and the readiness of the school towards distance education during this time of pandemic.

The School Heads and Teachers- The outcome of the research will improve their degree of awareness of the treatment of their subordinates and co-workers in their respective workplaces or organizations and be able to assess how resilient they are in times of crisis. This will also mean what specific attitude or actions must be reinforced and changed, as manifested by being a resilient leader.

Students- When work attitudes of teachers are disclosed through the result of this study, corrective measures, if necessary would be applied. In the end, the students would benefit from this study.

The Research Community- This study will further contribute to the knowledge concerning the factors that influence the leadership practices, especially on being resilient among the school managers and teachers. Findings may stimulate future research on the topic.

METHODOLOGY

Research Design

Descriptive correlational research design will be used in this study since the researcher wanted to determine the significant relationship between teachers’ Resiliency level and the level of schools’ readiness to distance education during the COVID-19 pandemic for the school year 2020-2021. In gathering data, descriptive-survey will be employed, which utilizes questionnaires to determine the level of teachers’ Resiliency and schools’ readiness to distance education during the COVID-19 pandemic as perceived by the elementary school teachers.

The variables teachers’ Resiliency of elementary school teachers and schools’ readiness to distance learning as perceived by the teachers, will not be, in any way manipulated. The data will simply be subjected to observation and from the data, relationships of both independent and dependent variables will be checked, collated and interpreted to determine if there will be emerging trends and patterns.

Sampling Design and Techniques

To determine the sample size of the respondents from the total population of elementary school teachers of Malita, the Slovin’s formula will be utilized. This will allow the researcher to statistically sample the population



with a desired degree of accuracy.

To determine the sample size of teacher-respondents per cluster who will respond to the questionnaires, a stratified random sampling technique will be applied to ensure proportional distribution of respondents and avoid bias in the selection.

Respondents of the Study

The respondents of this study are the public school teachers coming from the 2 clusters of Malita North district in Malita, Davao Occidental for the School Year 2020-2021. The selected school teachers will respond to the self-rating teachers' resiliency questionnaire known as Personal Resilience Scale (PRS) and to the adapted questionnaire on schools' readiness to distance education during the COVID-19 pandemic. The list of the school teachers will be obtained from DepEd's Division Office of Davao Occidental before the actual conduct of the study.

Research Instruments

The descriptive research questionnaire of this study will be divided into three parts. The first part are questions pertaining to the demographic profile of the respondents; the second part will be on the teachers' Resiliency; and the last part will be on the school's readiness to distance education due to COVID-19.

An adopted survey questionnaire known as Personal Resiliency Scale (PRS) will be utilized to measure the resiliency level of the teacher-respondent. This test material is accessed at Mindtools.com and is based on the four elements of resilience: confidence, social support, adaptability and purposefulness. This PRS consists of 16 statements answerable by 1 - Strongly Disagree, 2- Disagree, 3 -Neither Agree or Disagree, 4 -Agree, and 5 - Strongly Agree. Statements 1-4 are about confidence; items 5-8 are about social support; items 9-12 fall under adaptability, and items 13-16 talk about purposefulness.

Another questionnaire will be the modified instrument on the schools' readiness to distance education as perceived by the school teachers formulated by Lapada (2020). This questionnaire is divided into two; 5 items for teachers readiness to distance education and 5 items for school preparedness to distance education. The ten (10) items in the questionnaire will be retained but the choices shall be modified to accommodate broader perceptions among the teacher-respondents. Originally, the questions are answerable only by "yes", "no", or "maybe". Modification will yield the adapted responses of 1 to 5 where 5 – Strongly Agree, 4 – Agree, 3 – Neither Agree or Disagree, 2 – Disagree, and 1 – Strongly Disagree. The adapted questionnaire will be submitted to the adviser for comments and corrections. It will be subjected to validation by at least three (3) experts in research and education. Two (2) internal validators from the institution and one (1) external validator from other education agency will validate the questionnaire using the institution's validation sheet.

Research Locale

The study will be conducted to the public elementary schools in the municipality of Malita, Division of Davao Occidental. The municipality is located at the South-South-East of the Philippines and categorized as a first class municipality.

The Department of Education (DepEd) Division of Davao Occidental is composed of four (4) districts namely: Malita North district which comprises of 16 schools, Malita South district with 18 schools, Malita West district composed of 29 schools, and Malita East which covers 11 schools.

Data Gathering Procedures

In gathering the data for this study, the following steps will serve as guide of the researcher:

A formal letter together with the letter of endorsement from the graduate school chairman addressed to the Schools Division Superintendent will be written to ask permission to the conduct the study and seek for the approval as provided in DepEd Regional Memorandum No. 076, s. 2013.

Letters will be sent to the elementary school principals or teacher-in-charge of the selected schools in the municipality of Malita together with the letters of permission and authorization from the Schools Division Superintendent. Approval and endorsement to conduct the study in the respective schools will be sought from the Principal.

The questionnaire will be personally distributed to the respondents and an orientation will be conducted before the questionnaires will be answered. All collected data from the respondents either way of personal and through google form will be treated with utmost respect and confidentiality. The data gathered will be tallied, collated and tabulated for processing and analysis, and tables will be made to illustrate the data being gathered. The



results will be summarized and analyzed using appropriate statistical tools and with the aid of a statistical software.

Data Analysis

The data gathered will be tallied, tabulated, and prepared in a manner suitable for use in SPSS. The following statistical tools will then be employed to generate and interpret the results:

Percentage- it will be employed in analyzing the profile of the respondents in terms of age, gender, educational attainment, assigned district, and years in service.

Mean- it will be employed to determine the level of teachers' resiliency among the among the public elementary school teachers, and the level of schools' readiness to distance education as perceived by the teachers. It will also be utilized to describe the profile of the respondents.

Spearman Correlation Analysis- This tool will be used to determine the relationship between the teachers' Resiliency level among the elementary school teachers and the level of schools' readiness to distance education as perceived by the teachers.

This study, entitled "Teachers' resiliency and the schools' readiness to distance education in this time of COVID-19" was conducted to public elementary school institutions, particularly the 2 clusters of Malita North district in Malita, Davao Occidental for the School Year 2020-2021. Descriptive –correlational research design was employed. Adopted survey questionnaire known as Personal Resiliency Scale (PRS) was utilized to measure the resiliency level of the teacher-respondent. At the same time, an adapted instrument on the schools' readiness to distance education as perceived by the school teachers was used. Slovin's formula was employed to determine the sample size of 268 and stratified random sampling technique was applied to ensure proportional distribution of respondents.

In general, the respondents' resiliency level is "Very Resilient" which means that the elementary school teachers are a resilient team members who can adapt to stressful situations and can face the challenges of times. The construct "Purposefulness" obtained descriptive rating of "highly resilient" while the three constructs are of "high resilient" level.

The schools are remarkably ready to distance education as perceived by the elementary school teachers, obtaining a general mean of 4.507. Among the two domains considered, schools' preparedness obtained higher rating of 4.530 followed by 4.484 rating for teachers' readiness. This ratings indicate remarkably high level of readiness to distance education.

The Spearman correlation analysis reported three constructs of resiliency – Purposefulness, Social Support, and Adaptability, which significantly correlated schools' readiness to distance education. On the other hand, the resiliency construct – Confidence obtained a p-value of 0.241 which is greater 0.05 level of significance, and hence considered not significantly correlated to schools' readiness to distance education. The overall p-value for teachers' resiliency is less than 0.05, which led us to conclude that there is a significant relationship between teachers' resiliency and Schools' Readiness to Distance Education.

Among the four resiliency constructs considered in this study, only "Purposefulness" significantly influence schools' readiness to distance education. It obtained a coefficient of 0.587 and a p-value of less than 0.05. With a constant of 1.946, the regression model is $y=1.946+0.587x$, where $x = \text{Purposefulness}$ and $y = \text{Schools' Readiness to Distance Education}$. The $r^2=0.350$, which reveals that 35.00% of the considered data fit the regression model.

CONCLUSION

Based on the findings, the following conclusions were formulated:

The respondents exhibit a high level of resiliency, which means that the elementary school teachers are resilient team members who can adapt to stressful situations and face the challenges of times.

The schools are remarkably ready to distance education as perceived by the elementary school teachers. Teachers' resiliency is significantly correlated to schools' readiness to distance education. Specifically, the three constructs - Purposefulness, Social Support, and Adaptability. As the level of this constructs increases, the readiness to distance education will significantly increase.

Readiness to distance education is significantly influence by teachers' resiliency particularly the construct – Purposefulness, implying that we can predict schools' readiness by considering the level of this construct.

The $r^2=0.350$, which reveals that 35.00% of the considered data fit the regression model. Hence, there are still other factors which contributed to schools' readiness to distance education that are not considered in this study.



Recommendations

With the findings of this study, the following are recommended:

1. The elementary teachers exhibit a high level of resiliency in adopting the distance learning approach of education. It is recommended to maintain and strengthen this behaviour by supporting them with logistics needed and by giving them avenues to stay positive in this challenging times.
2. Despite the fact that schools are evaluated as being well ready for distant education by primary school teachers, there is currently no "ideal model" of instruction for this new normal. As a result, it is suggested that schools continue to investigate efficient modes of delivery that take into account flexibility and adaptability for all types of students
3. Teachers' resiliency constructs - Purposefulness, Social Support, and Adaptability are significantly correlated to schools' readiness to distance education. Hence, strengthening these will significantly increase schools' readiness to distance education.
4. The Purposefulness construct is found to be a significant predictor to schools' readiness to distance education. Further exploration to this domain is recommended as well as its association to other variables in this changing times.

The study reveals that 35.00% of the considered data fit the regression model. Hence, exploring other factors which might contributed to schools' readiness to distance education is recommended.

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