



DEPARTMENT OF EDUCATION REGION VIII - EASTERN VISAYAS

RESEARCH BULLETIN

July-September 2024 Volume 6(3)

Calendarization and Prioritization Technique (CPT): A Strategy to Assist School Heads Comply with Instructional Supervision Frequency Requirement and Improve School Academic Performance

Charity M. Nogra, EPS, Division of Southern Leyte

Introduction

“Instructional supervision is a professional, continuous and cooperative process for the improvement of instruction. It is characterized by guidance, assistance, sharing of ideas, facilitation, or creation to help teachers improve learning situation and quality learning in the schools. It is hand holding for a professional colleague by a supervisor or instructional leader who possesses superior knowledge and skills and who works collaboratively in a school environment that nurtures the development of professional learning community. “(Instructional Supervision: Standards, Procedures and Tools, BESRA).

In the Philippine Professional Standards for School Heads (PPSSH) under Domain 3, Focusing on Teaching and Learning, the school heads are expected to provide technical assistance on instruction in the form of instructional

supervision over the teachers. On the other hand, in the Philippine Professional Standards for Supervisors (PPSS) under Domain 2, Strengthening Shared Accountability, the education supervisors as well as the district supervisors are expected to provide technical assistance to schools for the improvement of school academic performance.

Along this line, the improvement of school academic performance is the purpose of DepEd Regional Memorandum No. 326 s. 2019 re: Quarterly Submission of Division Instructional Supervisory Accomplishment Report (DISAR). The Memorandum sets the frequency of instructional supervision for school heads of at least fifteen (15), for district supervisors of at least ten (10) and for education supervisors of at least five (5) classroom visits every month for instructional supervision.

However, during the 3rd Quarter SY 2019-2020 Regional Monitoring,

CONTENT HIGHLIGHTS

- 1 **Calendarization and Prioritization Technique (CPT): A Strategy to Assist School Heads Comply with Instructional Supervision Frequency Requirement and Improve School Academic Performance**
- 3 **Teacher’s Attitudes Towards Distance Learning, Workload, and Burnout and their Coping Mechanisms During Pandemic**

Evaluation and Adjustment (RMEA), the Regional Field Technical Assistance Composite Team presented and highlighted the secondary school heads of this Division to have incurred minimal instructional supervision far below the standard of fifteen (15) instructional supervision activities every month as required by the Regional Office. In addition to these secondary school heads, during the 4th Quarter SY 2019-2020 Division Monitoring, Evaluation and Adjustment (DMEA), several elementary school heads were also found to have

done nothing with their instructional supervisory obligations.

As part of the usual Division TA process, the five (5) bottom schools were the recipients of the Division TA services of the DFACTs dubbed as Project UGMAD – “Tutokan Ko Ikaw”, the Division Project consistently gaining awards and recognitions from the Regional Office for the past four (4) consecutive years already.

In CY 2021, the Division TA services included the adoption of the Calendarization and Prioritization Technique (CPT) to help the eighteen (18) secondary school heads and forty-four (44) elementary school heads as respondents in this study (including the school heads of the five (5) bottom schools in both levels) comply with the required number of monthly instructional supervision and improve school academic performance. The Technique comprised several sets of interventions under Project UGMAD – “Tutokan Ko Ikaw”.

Therefore, this study was conducted to determine the relationship as basis of the effects of the Calendarization and Prioritization Technique (CPT) to the increase of the number of instructional supervision activities of the school heads and to the improvement of academic performance of the TA recipient schools with the implementation of Project UGMAD – “Tutokan Ko Ikaw”.

During the online conferences, the information obtained from the school heads of the TA recipient schools revealed that the limited number of instructional supervision activities was the result of numerous school activities the school heads should attend to.

Thorough study of the school heads’ situations by the DFACTs further revealed that the said school activities were as important as the instructional supervisory responsibilities of the school heads. After analyzing the situations, the DFACTs learned that the identified school heads, generally, lacked the knowledge, skill and attitude (in other words, competence) in time management

and they needed assistance in acquiring this important competence.

As a result, the DFACTs introduced to the identified school heads the technique of calendarizing the school activities and prioritizing the conduct of instructional supervision through this action research. The Calendarization and Prioritization Technique (CPT) as conceptualized in this action research consisted of two (2) major activities of the DFACTs; namely, the capability building activities on Calendarization and Prioritization Technique and the monitoring and evaluation of the school heads’ acquisition of the Technique as well as of the improvement of school academic performance.

This action research determined the relationship between the Calendarization and Prioritization Technique (CPT) and the number of instructional supervision activities of the respondent school heads as well as the school academic performance of the selected public secondary and elementary schools.

Specifically, this study sought to answer the following questions:

What is the average rate of acquisition of the Calendarization and Prioritization Technique (CPT) by the school heads of the selected secondary and elementary schools?

What is the frequency of the instructional supervision by the school heads of the selected secondary and elementary schools when grouped into:

- 2.1. before the Calendarization and Prioritization Technique was introduced?
- 2.2. after the Calendarization and Prioritization Technique was introduced?

What is the academic performance of the school when data are grouped into:

- 3.1. before the Calendarization and Prioritization Technique was introduced?
- 3.2. after the Calendarization and Prioritization Technique was

introduced?

4. Is there a significant relationship between the Calendarization and Prioritization Technique acquisition levels and the frequency of Instructional Supervision of the school heads of the identified TA recipient schools?
5. Is there a significant relationship between the Calendarization and Prioritization Technique acquisition levels and the academic performance of the students at the identified TA recipient schools?
6. Is there a significant relationship between the frequency of Instructional Supervision of the school heads and the academic performance of the students at the identified TA recipient schools?
7. Does the Calendarization and Prioritization Technique (CPT) of Project UGMAD – “Tutokan Ko Ikaw” help improve the learners’ Academic Performance by assisting the school heads comply with the required frequency of instructional supervision?

Methodology

This action research made use of various methods common to qualitative research paradigm, including the conduct of focus group discussion, document collection and analysis, and questionnaire surveys.

A total of sixty-two (62) school heads were identified as research respondents through DMEA/RMEA results and validated monthly SISARs while the district supervisors and the education supervisors were involved as mentors and coaches, respectively, with the five (5) DFACTs as monitors and evaluators of skill acquisition aside from being technical assistance providers.

A set of survey questionnaire was used in gathering the data on CPT skill acquisition after the virtual training, another set of survey questionnaire after the mentoring and coaching period, and finally, another set of survey questionnaire after the Technical

Assistance (TA) contract period. Moreover, the instructional supervision frequencies were obtained through School Academic Reports.

Results and Discussion

The Technique was proven effective and sustainable based on the results of the action research. The research data showed an average increase of 9.11 instructional supervision activities with the standard deviation of 10.11 points, an average increase of 1.39 mean score in academic performance with the standard deviation of 1.45 points, and with interesting significance of data relationships between the CPT skill acquisition and instructional supervision frequencies as well as the CPT skill acquisition and academic performance of the respondent schools.

With these research results, the Calendarization and Prioritization Technique (CPT) was institutionalized in the SDO Southern Leyte upon the issuance of the Division Memorandum No. 210 series of 2022 re: *Institutionalization of the Calendarization and Prioritization Technique (CPT) of Project UGMAD – “Tutokan Ko Ikaw”*.

With the policy issuance, this Project Author, being the Division TA Coordinator, is looking forward to sustaining the said innovation by strictly implementing the Technique along with the provision of technical assistance services by the DFACTs in SDO Southern Leyte under Project UGMAD – “Tutokan Ko Ikaw”.

References

Day, Ryan. *“The 70:20:10 Model: Finding the Right Balance of Formal and Informal Learning”*. Global Knowledge, 2021. Source: <https://www.global>

Department of Education. DepEd Order Nos. 24 series of 2020 re: National Adoption and Implementation of the Philippine Professional Standards for School Heads.

Department of Education. DepEd Order Nos. 25 series of 2020 re: National Adoption and Implementation of the Philippine Professional Standards for Supervisors.

DepEd Regional Office 8. Regional Memorandum No. 326 series of 2019 re: Quarterly Submission of Division

Instructional Supervisory Accomplishment Report (DISAR).

Lombardo, M. and Eichinger, R. *Career Architect Development Planner*, 5th Edition Paperback, January 1, 2010.

Rock, Heide Marie. *“Job-Embedded Professional Development and Reflective Coaching”*. Classroom Leadership, No.8, Vol 5. May 2002. Source: http://www.ascd.org/publications/classroom_leadership/may_2002/2/Job-Embedded_Professional_Development_and_Reflective_Coaching.aspx

Training Industry. *“The 70-20-10 Model for Learning and Development”*. January 18, 2014. Source: <https://trainingindustry.com/wiki/content-development/the-702010-model-for-learning-and-development/>

TWG, Teacher Education and Development. *“Instructional Supervision: Standards, Procedures and Tools”*, BESRA 1990.

Teacher’s Attitudes Towards Distance Learning, Workload, and Burnout and their Coping Mechanisms During Pandemic

Roinasol L. Pobadora , District In-charge, Tomas Oppus District, Division of Southern Leyte
Joana Beth V. Sabalones, T-III, Tomas Oppus Central School, Division of Southern Leyte

Introduction

The declaration of COVID-19 as a pandemic on Jan. 30, 2020 by the World Health Organization (WHO) (Sohrabi, Alsafi, O’Neill, Kerwan & Al-Jabir, 2020) and with the confirmation of the first case of local transmission in the Philippines on March 7, 2020 (DOH Press release, 2020) thus forcing President Duterte to place the whole Philippines under community quarantine on March 15 (Talabong, 2020) has forced the teachers and the Department of Education in

general to respond to a myriad of challenges presented by the COVID-19 crisis.

The pandemic has led teachers to an unprecedented accelerated shift from traditional to online and other distance learning educational methods (Aperribai, Cptabarria, Aguirre, Verche & Borges, 2020) which carried out many consequences affecting the lives of the educators (Rabacal, Oducardo & Tamdang, 2020)

In Southern Leyte, due to COVID

-19 pandemic, the division adopted the printed modular distance learning teaching approach where the department set up the curriculum and teachers provided tasks and instructions while parents were expected to be the learning facilitators. Distance learning refers to a learning delivery modality where a learner is given materials or access to resources and he/she undertakes self-directed study at home or in another venue (DO 21, s. 2019 pp. 96)

In the above learning modality, learners are provided with the complete set of Self-Learning Modules (SLMs) as well as textbooks and other learners' materials (LMs). These SLMs are K to 12 compliant and are developed following the ADM Learning Resources Standards and are designed to provide ample time for mastery and sufficient practice to ensure that the targeted Most Essential Learning Competencies (MELCs) are achieved.

While the television and other media platforms are continuously filled with daily reports on the number of new COVID-19 cases, of individuals who recovered, of infected individuals who have died, of the jobs and companies on the verge of shutdown as well as the rise of individuals experiencing economic hardship, anxiety and unrest among the teachers and the Filipinos in general continue to increase as well.

As such, in addition to the disease's symptoms and the fear of being infected, human emotions such as fear (Asmundson & Taylor, 2020), worry, panic, anxiety (Bao, Sun, Meng, Shi & Lu, 2020) increase of depression and stress levels (Ozamiz-Etxebarria, Mondragon, Santamaria & Gorrotxategi, 2020; Rodriguez-Rey, Garrido-Hernansaiz & Collado, 2020), continually assaulted the educators, thus the teachers' mental health are strongly affected (Mahase, 2020).

Educational researchers have repeatedly stressed that teachers are very important as they are the frontline workers in the educational reform (Kin and Kareem, 2016) and teachers' behavior is imperative to a successful educational response to the current pandemic yet teaching is now considered as one of the most stressful occupations (Greenberg, Brown & Abenavoli, 2016).

This high level of stress is

affecting teachers' health and well-being (de Sousa, de Sousa, Belisio & de Azevedo, 2012; Skaalvik & Skaalvik, 2010), causing teacher burnout (Kyriacou, 2001), lack of engagement, job dissatisfaction (Van Maele & Van Houtte, 2012) and poor performance (de Sousa et.al., 2012; Greenberg et. al., 2016).

Further, studies have shown that teachers who report greater burnout tend to exhibit more behavior problems which in turn affect the social adjustment and academic performance of the students (Hoglund, Kingle & Hosan, 2015; Ramberg, Laftman, Akerstedt & Modin, 2020).

Thus, there is a need to understand the teachers' attitudes towards distance learning, changes in their workload and burnout as well as their coping mechanisms to better understand how this might affect teachers' resilience, work ethics and physical well-being during a pandemic.

The results of this study can be used as basis for making a comprehensive Mental Health and Psychosocial Support (MHPSS) resource package for the teachers to protect or promote their mental health and psychosocial wellbeing.

Methodology

Research Design

A cross-sectional survey design is adopted to collect data a single point in time. This design allows for the simultaneous examination of teachers' attitudes towards distance learning, workload, burnout, and their coping mechanisms across the entire school population.

Research Respondents

The researchers employed the total population sampling or also known as complete enumeration sampling.

The respondents of this study were the 23 TOCS teachers for SY: 2020-2021.

Research Instruments

This study made use of an adapted research instrument. Part I of the instrument was used to elicit important demographical profile of the respondents. It included their respondent code, age, sex, highest educational attainment and number of years in teaching.

Part II was a 55-item question rated through a 5-point likert scale to measure the cognitive, affective and behavioral attitudes of the respondents towards distance learning and workload. Questions for Part II is a modified questionnaire adapted from the studies of Kisangga (2016) on the Determinants of Teachers' Attitude towards e-learning in Tanzanian higher learning Institutions and of Tzivinikou, Charitaki and Kagkara (2020) about the Distance Education Attitudes during the COVID-19 crisis among Greek-speaking teachers.

Part III and IV focused on the different coping mechanisms employed by the teachers towards distance learning, workload and burnout prevention.

Part III was a 33-item modified questionnaire from the COPE inventory instrument of Carver (2013) rated through a 4-point scale. The questionnaire helped the respondents indicate what they generally do when they experience stressful events.

Part IV was a checklist of possible activities that the respondents may have engaged as their coping mechanisms when experiencing stress and burnout.

Data Gathering Procedure

Permission was obtained from the relevant authorities before the commencement of the study. Afterwards, the researchers conducted a validity test for the adapted questionnaire at one of the central schools near the research locale.

Once the validity of the questionnaire was established, the researchers fielded the questionnaires manually, wherein the first page of the questionnaire was a letter for the respondent which outlined the scope and broad aims of the project and the assurances of anonymity and confidentiality to encourage candid responses

Data Analysis Tools

In the process of data analysis, various statistical tools were employed to derive meaningful insights and draw conclusions.

To create a comprehensive profile, percentages were utilized. The mean was employed to calculate the average of frequencies of responses, providing a representative value that summarizes the distribution of data points. Moreover, the Pearson Product Correlation was used to gauge the strength and direction of relationships between the respondents' demographic profile and their attitudes and coping mechanisms towards distance learning, workload and burnout.

Results and Discussion

Level of Teachers' Attitudes towards distance learning, workload and burnout

In relation to the level of teacher's attitude towards distance learning, the respondents strongly agree that face-to-face method is more learner centered than distance learning since distance education does not enhance the quality of education ($M=2.52$; $SD=0.85$) for its

structure does not increase efficiency. Yet, the respondents agree on the effectiveness of the distance learning modality in Southern Leyte as well as the good quality of the modules/LAS and worksheets provided by DepEd even though the tools and equipment provided are inadequate for distance education.

Moreover, they also believe that although distance education facilitates learning, arouses interest and develops a person's learning capacity yet it also makes people lazier and it affects the teacher's creativity. On the part of the learners, distance learning contributes to the underdevelopment of communication skills, reduction of students' achievements and it restricts socialization. This implies that the teachers adapted well with the distance learning modality implemented by DepEd, yet they are not that positive as far as learners' achievement and performance are concerned. Their concern and worries relative to the students' performances have been proven true by the study of Locion et.al, (2022) which stated how students struggled with the new learning modality and it impacted the way they act and behave while Mahdy (2020) concluded that it affected academic performance of most participants with varying degrees.

The respondents also believe that the Tomas Oppus District teachers have adequate knowledge and skills in terms of implementation of distance education. Since they have the appropriate skills to impart learning in this kind of modality, they can satisfactorily interact with their students and colleagues virtually and views communicating with students and parents through social network as fun. Yet, they consider it very difficult to support learners in distance learning. This implies that the respondents are

digitally literate and are quite adaptable to the situation which calls for the implementation of blended learning through modular and online classes. The difficulty in supporting learners lies in the instability of internet connection as well as the unavailability of learners' gadgets and smart phones.

The respondents understood that distance education will be the future educational model in the Philippines, that's why the diversity of materials used in distance education draw their attention. They have considered that effective learning outcomes can be achieved equally through distance and traditional education yet they do not believe that distance education is equally effective to traditional education.

The increase in workload can result to making the respondents ineffective and inefficient teachers. Too much paperwork hampers the respondents from meeting deadlines in submitting reports and computing grades and overlooks some essential things related to their job as a teacher.

Further, the respondents feel that the increase in workload diminishes their time to give instruction, monitor and advise their students; for professional growth; for cultivating deep relations with colleagues; to prepare modules and other learning materials; and for spiritual growth.

Because of the indicators mentioned, the respondents agree that increase in workload does not allow them to relax, thus it became a major source of stress for the teachers. Yet, this increase in workloads are deemed okay if there would be proper incentives given.

This implies that increase in teachers' workload not only negatively affects their productivity

and effectiveness but also has a big impact on students' academic performance. It also further implies that teachers who are good at managing their workload are better able to support and mentor their students, which boosts academic performance. In fact, Kanwal, Rafiq and Afzal (2023) supports that lowering teachers' workloads and giving them the tools they need to manage it well will improve teacher and student outcomes.

The things that causes burnout are: the difficulties in using digital materials; workloads that make the teachers feel inefficient; and the inadequacy of time to relax. The increase in workload is a major source of stress for teachers and make them feel tensed, fatigued and burned out yet it does not increase their financial income.

The findings underscore critical implications for addressing the causes of burnout among teachers, revealing three prominent factors that contribute significantly to their heightened stress levels. Firstly, the challenges associated with the utilization of digital materials. Teachers' difficulties in navigating and effectively incorporating digital resources into their teaching practices add an additional layer of stress, highlighting the importance of providing comprehensive training and support in digital literacy.

Secondly, the study highlights that an overwhelming workload, coupled with a pervasive sense of inefficiency, stands out as a major contributor to teacher burnout. The discrepancy between the demands placed on educators and the perceived lack of efficacy in meeting those demands creates a breeding ground for stress and exhaustion. This result emphasizes the need for a more

balanced distribution of responsibilities, realistic expectations, and strategies to enhance teachers' efficiency in managing their workload.

Lastly, the inadequacy of time for relaxation emerges as a critical factor influencing burnout. The study reveals that teachers face a shortage of time to unwind and recharge, exacerbating the impact of workload-related stressors. In particular, the lack of sufficient time for relaxation underscores the necessity for educational institutions to prioritize and actively promote teacher well-being. Notably, the study also highlights that the increase in workload, despite being a significant source of stress, does not correlate with a corresponding increase in financial income for teachers. This revelation underscores the need for a comprehensive reassessment of compensation structures in the education sector, aligning them more closely with the increased demands and responsibilities placed on educators.

Degree of Coping Mechanisms of teachers

Based on the results, the two (2) activities that the respondents are doing a lot in coping with distance learning, increase of workload and burnout are taking care of their spirituality or religion and planning or coming up with strategies to cope with it. This underscores the importance of recognizing and respecting diverse coping strategies among educators, as spiritual and religious practices can serve as a source of solace and resilience during challenging times. Providing educators with resources and training to enhance their planning and coping skills could be instrumental in promoting their well-being.

Most of the respondents are also doing these things in

moderation like positive reframing or looking for something good in what is happening and use of instrumental support like getting help and advice from other people who serves as their emotional support. If they are left on their own, they do something to distract themselves from the current situation and sometimes these distractions result to shopping or sleeping. This implies that understanding the popularity of the mentioned strategies of coping offers valuable insights for educational institutions seeking to implement targeted interventions. For instance, fostering a supportive environment that encourages positive reframing and providing emotional support as well as other resources and tools can contribute to a more resilient teaching workforce. Furthermore, acknowledging the use of self-distraction and active coping suggests the importance of promoting a balanced approach to coping that combines both emotional and practical strategies.

On the other hand, they seldom express negative feelings or staying alone and away from everyone because they believe that these things cannot help in coping with stress and burnout.

The results regarding the coping mechanisms preferred by the respondents provide valuable insights into the diverse strategies employed to manage stress and promote well-being. Notably the highest percentage of 91% or 21 respondents favoring relaxation and engaging in conversations with friends as a coping mechanism suggests the significance of social support in mitigating stress. This highlights the importance of fostering a supportive community within the educational environment, encouraging peer interactions, and creating spaces for teachers to share experiences and alleviate

stress through social connections.

Similarly, the substantial number of respondents of 20 or 87% who find solace in keeping busy, tending to plants, and listening to music underscores the therapeutic value of engaging in activities that provide a sense of purpose and enjoyment. This finding emphasizes the potential benefits of incorporating creative and recreational outlets within the work environment, allowing teachers the opportunity to recharge and find fulfillment beyond their professional responsibilities.

The prevalence of sleep as a coping strategy from 19 or 83% of the respondents suggests the critical role of adequate rest in maintaining emotional resilience and well-being. Educational institutions may consider promoting initiatives that prioritize healthy sleep habits, recognizing their impact on cognitive function, mood regulation, and overall job performance.

Furthermore, the significant percentage of 78% of 18 respondents who cope through activities such as walking and eating highlights the importance of physical well-being in the overall stress management process. Institutions can explore ways to integrate wellness programs that encourage regular physical activity and provide nutritious options, recognizing the holistic connection between physical health and mental well-being.

Relationship of profile and attitude and coping mechanisms

Data showed that the demographic profile of the respondents like sex, age, highest educational attainment and number of years in service are not significantly related to the teacher's attitude towards distance learning. This result differs from the study of Alea, et.al (2020) which states that the

teachers' gender, length of teaching experience and specialization is very strongly correlated to their attitude and readiness to distance learning education while Chandwani, et.al (2021) found out that gender and age are correlated to their attitude towards distance learning.

The findings of this study encourage a holistic perspective in addressing challenges related to distance education. Educational institutions can focus on broader aspects such as professional development, technological proficiency, and ongoing support systems that benefit all teachers, regardless of their background. By doing so, institutions can foster a more inclusive and collaborative environment, allowing educators to collectively embrace the opportunities and overcome the challenges associated with the evolving landscape of distance learning.

Data also shows that the respondents' demographic profile is not significantly related to their attitude towards workload and burnout. The findings suggest that individual differences based on demographic characteristics may not be strong predictors of attitudes towards workload and burnout. This implies that factors other than sex, age, education, and years in service may play a more significant role in shaping individuals' perceptions of workload and burnout. This finding could be positive from an organizational perspective, emphasizing that employees, regardless of demographic background, are equally susceptible to or protected from the negative impacts of workload and interventions and strategies aimed at improving the work environment may be more effective in addressing and preventing burnout.

Further, the teachers' demographic profile is not related to their coping mechanisms towards stress and burnout. This implies that individuals across different demographic groups tend

to use similar coping strategies when faced with stress and burnout. This universality can be useful for organizations in developing general strategies for promoting effective coping mechanisms without needing to tailor them to specific demographic groups.

The findings shed light on the diverse attitudes towards distance learning, ranging from perceptions of effectiveness to the challenges posed by the shift of learning modality. The heightened workload associated with the transition to distance learning emerges as a significant stressor, influencing teachers' well-being and professional satisfaction. Moreover, the study illuminates the prevalence and contributing factors of burnout among educators during the pandemic. Coping mechanisms emerge as crucial mediators in the relationship between stressors and outcomes. Teachers employ a variety of strategies, including peer support networks and self-care practices, to navigate the challenges posed by distance learning and workload. These coping mechanisms, in turn, impact job satisfaction and the intent to stay in the profession, highlighting the long-term implications of effective coping strategies on the resilience and commitment of teachers. The study's significance extends beyond its immediate scope, offering practical implications for educational institutions, policymakers, and professional development initiatives. By understanding the nuances of teachers' experiences during the pandemic, stakeholders can tailor interventions to alleviate stressors, enhance coping mechanisms, and promote a sustainable and supportive educational environment.

References

- Alea, L.A., Fabrea, M.F., Roldan, R.D.A., & Farooqi, A.Z. (2020). Teachers' Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards Institutional Readiness and Challenges. *International Journal of Learning, Teaching and Educational Research*, 19 (6), 227-144. <https://doi.org/10.26803/>

- ijlter.19.6.8
- Aperribai, A., Cortabarría, L., Aguirre, T., Verche, E., and Borges, A. (2020). Teacher's Physical Activity and Mental health during Lockdown due to the COVID-2019 pandemic. *Frontiers in Psychology, 11*, 1-14. <https://doi.org/10.3389/fpsyg.2020.577886>
- Asmundson, G. J. G., and Taylor, S. (2020). Coronaphobia: fear and the 2019-nCoV outbreak. *J. Anxiety Disord. 70*:102196. doi: 10.1016/j.janxdis.2020.102196
- Bakker, A. & Demerouti, E. (2006). The job demands-resources model state of the art. *Journal of Managerial Psychology, 22*(3), 309-238. <https://doi.org/10.1108/02683940710733115>
- Bao, Y., Sun, Y., Meng, S., Shi, J., and Lu, L. (2020). 2019-nCoV epidemic: address mental health care to empower society. *Lancet, 22*, e37–e38. doi: 10.1016/S0140-6736(20)30309-3
- Carver, C.S. (2013). COPE Inventory. *Measurement Instrument Database for the Social Science*. <https://www.midss.org/sites/default/files/cope.pdf>
- Chandwani, S., Singh, N. & Singh, G. (2021). Attitude of Faculty Towards Online Teaching and Learning in Relation to Certain Variables: A Study During Coronavirus (COVID-19) Pandemic in India. *Library Philosophy and Practice (e-journal)*. 5330. <https://digitalcommons.unl.edu/libphilprac/5330>
- de Souza, J. C. de Sousa, I. C., Belísio, A. S., de Azevedo, C. V. M. (2012). Sleep habits, daytime sleepiness and sleep quality of high school teachers. *Psychology & Neuroscience, 2*, 257-263.
- DOH Press Release (January 2020). DPH confirms first 2019-NCOV case in the country; assures public of intensified containment measures. <https://doh.gov.ph/doh-press-release/doh-confirms-first-2019-nCoV-case-in-the-country>
- Greenberg, M.T., Brown, J.L., and Abenavoli, R.M. (2016). Teacher Stress and Health Effects on Teachers, Students, and Schools. *Edna Bennett Pierce Prevention Research Center*. Pennsylvania State University.
- Hoglund, W. L. G., Klinge, K. E., & Hosan, N. E. (2015). Classroom risks and resources: Teacher burnout, classroom quality and children's adjustment in high needs elementary schools. *Journal of School Psychology, 53*(5), 337-357.
- Kanwal, A., Rafiq, S., A. (2023). Impact of Workload on Teachers' Efficiency and their Students' Academic Achievement at the University Level. *Gomal University Journal of Research, 39*(2), 131-146. doi:10.51380/gujr-39-02-02
- Kin, T. M. & Kareem, O. A. (2016). Teacher attitudes toward Change: A comparison between high- and mediocre-performing secondary schools in Malaysia. *International Studies in Educational Administration, 41* (1), 105–128.
- Kisanga, D.H. (2016). Determinants of Teachers' Attitudes towards e-learning in Tanzanian Higher Learning Institutions. *International Reviews of Research in Open and Distributed Learning, 17* (5).
- Kyriacou, C. (2001). Teacher stress: directions for future research. *Educational Review, 53*, 27-35.
- Lazarus, R.S. & Folkman, S. (1984). *Stress, Appraisal, and Coping*. (1st edition). Springer Publishing Company. New York.
- Locion, J.P., Sison, J.C., Suarez, S.B.C., de Jesus, M.T., Pelande, J.C., & Uy, M.S. (2022). The Academic Experiences of Senior High School Students in the Midst of Pandemic. *East Asian Journal of Multidisciplinary Research, 1*(6), 1017-1032. <https://doi.org/10.55927/eajmr.v1i6.684>
- Mahase, E. (2020). Covid-19: mental health consequences of pandemic need urgent research, paper advises. *BMJ 369*:m1515. doi: 10.1136/bmj.m1515
- Mahdy, M.A.A. (2020). The Impact of COVID-19 Pandemic on the Academic Performance of Veterinary Medical Students. *Front. Vet. Sci. 7*. 594261. doi: 10.3389/fvets.2020.594261.
- Ozamiz-Etxebarria, N., Idoiaga Mondragon, N., Dosil Santamaría, M., and Picaza Gorrotxategi, M. (2020). Psychological symptoms during the two stages of lockdown in response to the covid-19 outbreak: an investigation in a sample of citizens in northern Spain. *Front. Psychol. 11*:1491. doi: 10.3389/fpsyg.2020.01491
- Rabacal, J.S., Oducardo, R.M.F., & Tamdang, K.A. (2020). COVID-19 Impact on the Quality of Life of Teachers: A Cross-sectional study. *Asian Journal for Public Opinion Research, 8*(4), 478-492. <https://doi.org/10.15206/ajpor.2020.8.4.478>
- Ramberg, J., Låftman, S. B., Åkerstedt, T. & Modin, B. (2020). Teacher Stress and Students' School Well-being: the Case of Upper Secondary Schools in Stockholm. *Scandinavian Journal of Educational Research, 64* (6), 816-830, DOI: 10.1080/00313831.2019.1623308
- Rodríguez-Rey, R., Garrido-Hernansaiz, H., and Collado, S. (2020). Psychological impact and associated factors during the initial stage of the coronavirus (COVID-19) pandemic among the general population in Spain. *Front. Psychol. 11*:1540. doi: 10.3389/fpsyg.2020.01540
- Talabong, R. (March, 2020) Metro Manila to be placed on lockdown due to coronavirus outbreak. <https://www.rappler.com/nation/metro-manila-placed-on-lockdown-coronavirus-outbreak>
- Tzivinikou, S., Charitaki, G., & Kagkara, D. (2020). Distance Education Attitudes (DEAS) during COVID-19 crisis: Factor Structure, Reliability and Construct Validity of the brief DEA scale in Greek-speaking SEND teachers. *Technology, Knowledge and Learning*. <https://doi.org/10.1007/s10758-020-09483-1>
- UN Policy Brief (August 2020). Policy Brief: Education during COVID-19 and beyond. https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf
- Van Maele, D. and Van Houtte, M. (2012), The role of teacher and faculty trust in forming teachers' job satisfaction: do years of experience make a difference?. *Teaching and Teacher Education, 28*, 879-889

ABOUT THIS PUBLICATION

This Research Bulletin is a quarterly publication of the Department of Education Region VIII. It highlights studies conducted by DepEd Teachers and Employees under the Basic Education Research Fund (BERF).

This publication is part of the Region's projects to disseminate the findings and recommendations of highlighted studies to promote the use thereof. The views and opinions expressed here are those of the authors and do not necessarily reflect those of the Office.

