

The Experiences and Challenges Faced by The Secondary Public School Teachers Amidst the Covid-19 Pandemic: Voices of Mentors of Barayong National High School

JESSELY E. LOPEZ

Teacher 1

Master of Arts in Educational Management
Rizal Memorial Colleges, Inc.
jessely.lopez@deped.gov.ph

Abstract — One aspect of teaching was finding interest in the students' eyes and the smile on their faces whenever teachers were teaching. It became their source of motivation and drove them to continue their passion for teaching. The study emphasized the optimistic sides of being public-school teachers, which is rarely studied, especially during pandemics. This study perceived the coping mechanisms and strategies of teachers. The researchers have interviewed ten public-school teachers of Barayong National High School in Barayong, Magsaysay, Davao del Sur. The following conclusions are met based on the study's findings: (1) Most teachers are significantly challenged by lack of resources, handling of students, and the submission and workloads that contribute to stress and burnout. (2) The occurrence of the digital age limited most public-school teachers. They hardly perform specific tasks for the students virtually, provide an effective learning environment, and communicate with students, given that the resources are inadequate. (3) Public-school teachers cope, resorting to the right communication and understanding in their circumstances. (4) Teachers gain positive experiences despite stress and burnout. This includes their passion, relationships build, and the fulfillment of their duty. The researcher indorse that the government must provide assistance and funds in education. It's not only for the private schools, but also for the public schools that cannot provide enough resources for the teachers and students, such as schools with limited internet connection or data, and schools that lack modules, technologies, and gadgets in this new learning system.

Keywords — *Secondary Public School Teachers, Pandemic, Experiences, Challenges*

I. Introduction

T Teachers have shown themselves to be resilient and adaptive in times of crisis and adversities. To ensure pupils' immediate learning and nutrition needs are addressed, some teachers reported delivering work packs, laptops, and food packs, where financially and logistically possible. They also told us that they called pupils and their families regularly, and created new communication channels through which they were most likely to engage with families, such as Facebook. As one primary school leader said: "As teachers we want to connect and we want to be

there for the kids that we teach. And we want to keep those relationships going even when that's really tricky.” Such sentiments of teachers are gathered in greater proportion and this study are a venue for such proportion.

The present study aimed to describe the lived experiences of public-school teachers amidst the pandemic. Specifically, the study sought to answer the following questions:

1. What are the lived experiences of public-school teachers amidst the pandemic?
2. What are the challenging experiences of public-school teachers amidst the pandemic?
3. What are the coping mechanisms of public-school teachers amidst the pandemic?

Teachers from countries over the world are isolated from their understudies just as their associates. The feeling of disconnection and dejection that may emerge from this current condition is one known reason for teacher burnout. As per Christina Maslach, burnout is "a disorder of passionate fatigue, depersonalization, and diminished individual achievement that can happen among people who do 'human work' or some likeness thereof. It is a reaction to the persistent, passionate strain of managing other people, exceedingly when they are grieved or having issues. Notwithstanding sentiments of separation, different reasons for burnout adjusted to current COVID-19 conditions incorporate sensations of inefficacy and an absence of control or debilitation.

Not exclusively are educators learning new stages for instructing - Zoom, Canvas, Google Classroom - however, they should likewise plan this new figuring out how to guarantee that understudies generally worried about GPAs keep on getting simple input on their realizing, that the most social understudies have occasions to share their contemplations and take part in real and significant conversation just as community work in a virtual space, and that they utilize best pieces on including socially responsive educating and establish a safe web-based learning climate (Hart, 2020).

On the other hand, a study investigating the stress teachers go through when utilizing technology also depicts the increase in anxiety teachers are susceptible to now that the new learning model has shifted to online forms. The study revealed that many teachers who are not within the "Millennial" and Gen Z timeframe are more prone to distress (Al-Fudail & Mellar, 2020).

“Teachers do not situate well in blended forms of learning” this is what a study on online learning states on the problems in the classes during the pandemic. Teachers are not trained or educated to teach virtually, so blended learning is not their normative teaching platform. This confusion causes distress and frustration across the educating community (Dziuban, 2019).

Thus, the stress causes and manifestation to public schools' teachers at the secondary education level. This study proved that one of the primary reasons for teachers' stress is time and

concern for students. Many educators feel morally responsible for their students' wellbeing (Nyambongi, 2019).

A work from home analysis done in India showed that teachers must commit to most new educational processes, which renders them incapable of prioritizing their mental health (Pajarianto et al., 2020). A case study on the stress state of teachers and students in Stockholm, Sweden, revealed that any sudden change in the learning environment causes disparity and even depression across teachers.

This is particularly amongst the administrative heads of educational institutions (Ramberg, 2019). Almost 9 of 10 teachers feel incredibly stressed and anxious, following the shift caused by the pandemic. Additionally, the survey report also revealed that 81% of the educators who were respondents of the study are putting in more than 14 hours a day to finish their professional responsibilities (Schaffhauser, 2020).

UNICEF Thailand (2020) recently published a forthcoming article discussing the adjustments teachers and students are currently undertaking given the pandemic's current situation. It was also concerned that health and education are two critical ideas that must not overlap each other.

A study conducted by the University of Pennsylvania (2019) showed that stress levels might negatively affect teachers' efficacy and ability to educate students properly. Mental and emotional distractions were found to cause improper anger management and procrastination amongst teachers.

According to a study-based report, teachers in the new normal would have to employ new practices and forms of management both professionally and emotionally to adapt to the virus outbreak changes fully. The report provided a structured timeline for response management, such as guidance, utilizing technology, and forming digital re-creational activities (Wyman, 2020).

The burnout among elementary, middle school, and secondary teachers in an enormous metropolitan government-funded educational system. Subjects were 939 educators in the San Diego Unified School District. They reacted to another survey that evaluated different teachers' parts and their positions, including segment factors, showing atmosphere, work pressure, disappointment, mental impacts of burnout, and related actual indications. Results demonstrated that there is a wide variety in the level of burnout teachers' experience. No distinctions were found in helplessness to burnout because of segment factors, for example, age, sex, grade level, subject educated, or long stretches of involvement (Hock, 2019).

The First Look report presents information from a spring 2009 Fast Response Survey System study on the accessibility and utilization of instructive innovation by open rudimentary/auxiliary teachers. The teacher overview remembers data for the utilization of P.C.s and Internet access in the study hall; accessibility and utilization of registering gadgets,

programming, and school or area organizations (counting remote access) by educators; understudies' utilization of instructive innovation; educators' readiness to utilize informative design for guidance; and innovation related proficient improvement exercises (Gray, 2020).

According to a survey of school factors related to teacher burnout. The hierarchical qualities of those schools wherein most educators announced significant burnout levels (high-burnout schools) and schools in which most teachers detailed low-burnout story (low-burnout schools) were distinguished and thought about. The discoveries in this investigation showed that four significant school culture factors add to educator burnout: (a) the drive toward quantifiable objective accomplishment conduct forced on teachers by school organization, (b) absence of trust in teachers' expert ampleness, (c) encircling school culture, (d) and upsetting actual climate. Age, sex, level of schooling, and some years in instructing are foundation factors connected with high and low burnout degrees (Friedman, 2020).

According to sources of stress and burnout, indications were inspected in 51 rustics and 46 metropolitan auxiliary teachers from 11 educational systems in Georgia and North Carolina. Metropolitan teachers experienced more pressure from helpless working conditions and weak staff relations than did rustic teachers fundamentally. Braid from understudy bad conduct and time pressures was fundamentally more prominent than stress from vulnerable working conditions and vulnerable staff relations for both country and metropolitan teachers. Helpless working conditions and time pressures anticipated burnout for rustic teachers; student mischief and weak working conditions anticipated burnout for urban teachers. Results were examined according to planning influential projects to forestall the negative impacts of pressure and burnout (Millicent, 1999).

According to an article on how approaches to diminish teacher stress and lift their ability to play out their best. School pioneers can help reduce teacher stress by developing working conditions that help educators. Educators experience less pressure and resolve to occupations all the more regularly under agreeable working conditions. Schools can likewise help diminish educator stress by advancing successful teacher understudy connections. One approach to achieve this is by utilizing systems that reward positive understudy practices. Educators additionally need to ensure they deal with themselves so they can deal with others. Without effectively thinking about themselves, educators lose the ability to think about others (Ketchell, 2019).

The assessment of Burnout Syndrome's measure in 100 teachers of six public secondary schools and its relationship with working conditions in Brazil's southeast city. The portrayal of the example happened after the use of a socio-segment poll. Methods for an Ergonomic Working Analysis finished the assessment of the working conditions. Plans for the Maslach Burnout Inventory assessed the presence of Burnout Syndrome. The example introduced ladies' power, with a typical time of 40.4 and the larger part wedded with kids. Generally, half had under ten years of administration, and the more significant part of the teachers showed over 18 classes every week. Dryness after work was revealed among ladies, which required multiple days off for wellbeing treatment (Santana, 2019).

The Teachers associations would assume a restricted part in state-funded instruction, battling for better compensation and working conditions for its individuals. The educators' blends presumably have more impact on state-funded schools than some other gathering in American culture. In joining base up and top-down effect and consolidating them as powerfully as they do, educators' associations are exceptional among instructive entertainers and vital to comprehend America's state-funded schools. This is a momentous situation. My motivation here is to give a raw, useful diagram of the essential jobs that teachers associations play in state-funded training and to propose why, if Americans need to comprehend and improve their state-funded schools, the associations at this point be disregarded (Moawad, 2020).

A case study that educators stress through assessment of the encounters of 57 teachers and instructive presiding officers who had left the New South Wales Department of School Education. Information was assembled through open-finished meetings and examined utilizing grounded hypothesis methods. After inspecting 10 of the 57 respondents' encounters, generally speaking, discoveries are identified with the writing followed by suggestions for the instructive framework concerned, which may well have more extensive hugeness. While stress was not discovered to be the primary source of teacher renunciation, it was essential for educators' everyday existence and a huge contributing variable to abdication (Dinham, 2019).

According to Angela (2019), a few teachers are significantly more viable than others, yet customary pointers of capability (e.g., affirmation) clarify the insignificant difference in execution. The afflictions of instructing propose that positive characteristics that cushion against misfortune may add to teacher viability. In this planned longitudinal investigation, beginner teachers (N = 390) put in under-resourced state-funded schools finished proportions of hopeful illustrative style, coarseness, and life fulfillment preceding the school year. At the finish of the school year, teacher adequacy was estimated regarding the scholarly gains of understudies. Each of the three positive qualities independently anticipated teacher execution. When entered at the same time, be that as it may, just coarseness and life fulfillment stayed critical indicators. These discoveries recommend that positive qualities ought to be considered in the choice and preparation of teachers (Angela, 2019).

An examination decided the impacts of teacher's study hall adequacy on understudy's scholarly presentation in open auxiliary schools in Delta State, Nigeria. The plan was distinct, and it included 300 teachers, Academic execution records of 50 understudies for each educator, which is 1690 understudies' scores, were likewise utilized. Surveys and rating scales were used to gather information for the investigation. Three speculations were tried at the 0.05 level of criticalness utilizing connection, t-test, and single-factor study of change. The outcomes indicated that influential educators created better performing understudies. In any case, the watched contrasts in understudies' presentation were measurably not huge. This could be because of the impact of understudy and school climate-related elements, which were excluded from this examination. It

was presumed that teachers' viability isn't the primary determinant of understudies' academic accomplishment (Akiri, 2019).

Encouraging English in Turkey has its likely issues because of the absence of valid language input. Turkey is an unknown dialect setting. This blocks students in their acing English in a brief timeframe. Besides, different issues brought about by poor instructional arranging add to this cycle adversely. With these likely obstructions, the current examination intends to look for various difficulties cripple grade schools for educating/learning English. Directed with 20-grade teachers working at state-funded schools in Turkey, information was gathered utilizing a semi-organized meeting. Results show that poor institutional arranging is the fundamental driver of difficulties experienced by English language educators. Other than this, instructional and socio-social/monetary issues are different difficulties for educating English (Kizildag, 2019).

According to a study, the reason for the current examination is to decide auxiliary government-funded teachers' observations about hierarchical equity and whether these recognitions vary across sex, age, status, branch, instructive foundation, the number of understudies, and the number of educators. The members of the investigation comprised of 222 optional government-funded teachers chose from Kutahya territory. The information was assembled by utilizing the Organizational Justice Scale. For information investigation, graphic insights, t-test, and one way-ANOVA were used. As per the research findings, the members have positive discernments about authoritative equity at optional schools. Their discernments varied by age, position, and the number of understudies, though they didn't across sex, branch, instructive foundation, and educators' quantity (Yilmaz, 2020).

According to past examination, studies have shown the positive effect that exploring has upon educators' showing instructional methods and expert development. Be that as it may, a couple of studies concerning the difficulties and advantages of investigating have been led in the Philippines and the ASEAN area. This investigation explores Philippine government-funded teachers' encounters in directing a school or a study hall research venture. The information was gathered through individual meetings controlled by 11 public secondary school English teachers in Mindanao, Philippines. Discoveries propose that even though educators' inspirations to do explore were closer to home than proficient, teachers perceived a few advantages of doing school and study hall-based exploration for their showing practices and professional improvement. Difficulties accounted for include the absence of monetary help, substantial showing load, absence of exploration abilities and information, and absence of examination materials and assets. Suggestions are talked about considering the discoveries and proposals figured for future examination bearings (Mark, 2019).

According to an examination, we asked into optional public teachers' capabilities by looking at whether educators met the No Child Left Behind Act's meaning of "profoundly qualified" quickly preceding the law's authorization. We inspected this by center scholastic subjects (English, social investigations, math, and science) and, especially, in the subfields of

(science, geology, life science, actual science, and material science). We also asked into the educators' conveyance recognized as exceptionally qualified in their fundamental showing tasks by school areas (urban, rural, and rustic) and by schools with various degrees of minority understudy enlistment. In this examination, a profoundly qualified educator has, in any event, a four-year college education, full state confirmation, and a sign in the subject instructed. We broke down information extricated from the 1999–2000 Schools and Staffing Survey (SASS). Results uncovered that the rates of profoundly qualified teachers in the center subjects, particularly in the subfields of technical disciplines, were a long way from palatable. By and large, the level of profoundly qualified educators in their primary tasks was 72.8. Be that as it may, the group of qualified teachers in the geology subfield was just 15.7, when dictated by each subject an educator educates (Xuejin, 2021).

A cross-sectional study is examining the relations of stress and online learning amongst those in the undergraduate populace it revealed that learning alienation is the leading cause for emotional and mental disturbance across students and teacher. The study finds that this particular finding is an essential factor that needs further examination and recognition (Hoang, 2019).

A study entitled, *Stress and Coping Strategies Among Distance Education Students at the University of Cape Coast, Ghana*, discusses the coping strategies that the educational system can do to manage an increase in stress. This aids the study in examining the recommendations to be proposed at the end of the study. A recent study examining the effects of the online learning system motivated by the pandemic found that student-teacher relations are compromised. This brings stress to both parties because mediated communication poses risks of miscommunication and weakened relationships. Given this, it is crucial to ensure the permanence and conditioned learning atmosphere amongst students (Moawad, 2020).

In a web-based study examining the effects of stress on faculty and students' overall psychological well-being, it was found that adjustment by the very system is needed. It is to have a fully functioning and healthy learning environment. This means that the study proposes that systematic reform fully encompasses the effects of stress (Pertuz & Sebastian, 2019). A study examining the proportional relationship between online learning and its effects on the learning community found that students and teachers tend to have increased stress levels, which prohibits them from functioning correctly. This entails that the mode of learning has a correlational relationship with the stress intensity within educational systems (Silinda & Brubacher, 2019).

In a comprehensive study done here in the Philippines, "stress" and "mental state" showed themselves to be one of the factors influencing the overall preparedness of students and faculties to integrate with online learning for the new normal (Calao & Yazon, 2020). According to Granthorn (2020), Philippine-teachers are mostly and adamantly stressed due to lack of budget, and here it revealed that teachers are in distress are looking for ways to ensure that they are given an account by their local governments would meet the needs of all of their students.

On its official website, the Philippine Government (2020) showcased the coping guideline designed to help educators cope with the shift and transition to the new normal. Guidance and counseling are still virtually available for students and teachers alike disturbed by the pandemic. A local study examining how teachers deal with anxiety here in the Philippines showed that the most fundamental reform teachers had done developing different and creative teaching styles. This helped them be more connected to their students, even if interactions are limited (Talidong et al., 2020).

A Philippine-based study viewed the pandemic through education lenses, which revealed that teachers are not psychologically nor skill-prepared for the sudden shift of learning models in the county (Tria, 2020). Schools' partners are the most influenced during this season of the pandemic. They are generally the ones at a misfortune and are relinquishing, either scholastically, monetarily, or both. The specific accumulated information is expected to clarify the issues and give recommendations on the best way to direct the schools' natural capacities, conceivably during and after the pandemic. In this examination, an aggregate of 220 members originated from 44 different schools. The investigation utilized a simultaneous triangulation research plan in which an online review was shipped off the members. Likewise, educators designing from international schools and schools outside the Philippines were reached to share their encounters with how their schools handle the circumstance. In conclusion, the report examination was additionally used as an information-gathering technique (Gonzales, 2020).

According to a study in March 2020, the Covid infection 2019 (COVID-19) pandemic constrained clinical schools in the Philippines to stop up close and personal learning exercises and unexpectedly moved to an online educational plan. This investigation intended to distinguish obstructions to web-based gaining from the viewpoint of clinical understudies in a non-industrial nation. The creators conveyed an electronic review to clinical understudies in the Philippines from 11 to 24 May 2020. Utilizing a blend of various decision, Likert scale, and open-finished inquiries, the accompanying information was acquired: socioeconomics, clinical school data, admittance to creative assets, study propensities, everyday environments, self-appraisal of the limit concerning and saw hindrances to web-based learning, and proposed mediations. Illustrative insights were determined. Reactions were looked at between understudy subgroups utilizing nonparametric tests (Ronnie, 2020). The significant part of setting in the turn of events and practice of educator authority was considered by examining the relevant conditions that either empowered or compelled teacher administration practice. Information was gathered through semi-organized individual meetings with chiefs and center gathering interviews with educator pioneers and different teachers from seven state-funded schools in the Philippines.

The examination found that teacher administration was an essential idea in Philippine state-funded schools regardless of whether the term 'educator initiative' has not been presented officially. Educator initiative comprises of activities attempted by teachers who react decidedly to occasions

to improve educating and learning. These teachers have a definite feeling of right reason and imperative educational and authority capabilities (Oracion, 2019).

According to a past study, the all-encompassing target of the exploration is to examine government-funded teachers' momentum budgetary capacity in the Philippines. The flow study zeroed in on the three critical proportions of financial ability: cash the board; power to prepare; and money related literacy. This research followed a clear plan and used the study as its strategy. Frequencies and rates were registered to analyze the three critical proportions of the budgetary capacity of the respondent-teachers. Information accumulated were likewise analyzed as far as locales and school levels. The study was directed among state-funded teachers in two areas: Region IV-An and the NCR (National Capital Region). Results show that state-funded teachers' financial capacity is a long way based on what is wanted and mirrors the negative pattern on money-related ability broadly and globally. Adding to these discoveries are the respondent-teachers' lacking cash the board abilities, low frequency of budgetary arranging, and insufficient information on essential monetary ideas as reflected in their bleak exhibition in the money-related proficiency test (Ferrer, 2019).

Educating may not be the most well-known calling on the planet; however, it is, without a doubt, the most populated. In reality, precisely 57 million teachers on the earth, around 66% of whom work in the creating scene. Throughout the long term, the educator and the instructing calling in the Philippines have been stood up to by different issues and worries that are legitimately or in a roundabout way influence them. The elements of the calling offer a fruitful ground for discussions and conversations (Agarao, 2021).

A well-known model for understanding the experiences of teachers and coping during the pandemic is the Transactional Model of Stress and Coping (Folkman & Lazarus, 1994). Lararus and Folkman contended that a person's capacity to cope and adjust to challenges, and problems, is a consequence of the interactions (transactions) between a person and their environment. Specifically, the model promotes understanding of the how people react to, appraise and cope with stressors that can have an impact on their psychosocial and emotional wellbeing (Hascher & Waber, 2021).

Furthermore, the Transactional Model of Stress and Coping has been widely used for research exploring the impact of environmental stressors in different workplaces (Matheny et al., 2019; O'Connor & Clarke, 2022; Sarros & Sarros, 2019), as well as the teaching profession (Herman, Reinke & Eddy, 2020; McCarthy, Lambert, O'Donnell & Melendres, 2019). For example, Chang (2009) drew on the Transactional Model of Stress and Coping to suggest that during a person's primary appraisal of a situation, if the situation is seen as a threat to an important goal or commitment, the stronger the emotional response will be. Chang employs this 'transactional model' to understand the negative emotions and exhaustion experienced when a person is faced with significant job stress. The negative emotional responses that occur as part of this stress response are frequently anxiety, guilt, and frustration, or even anger and possible

burnout. Chang brings attention to the importance of reappraisal in considering stress and coping. Reappraisal is defined by Lazarus and Folkman as the attempt to reinterpret an emotional situation in a way that alters its meaning and changes its emotional impact. However, unlike Lazarus and Folkman's 'concept of reappraisal', Chang suggests that reappraisal should be viewed in terms of a process of regulating one's emotions through coping. Despite the differences in how appraisal was conceptualized, Chang's findings highlight the importance of the concept of 'reappraisal' and how it can help regulate an individual's response to environmental stressors induced by change in the workplace and perceived threat.

According to Lazarus and Folkman, dealing with stress has two coping mechanisms: First, 'emotion focused coping' which aims to reduce unpleasant emotions through disclosing the emotion, for example speaking to a friend or an emotional release such as crying. Second, there is 'problem-focused coping' in which the person deals with the problem rather than the emotion: they try to find ways to solve the problem to reduce the potential stress. Lazarus, in later research, states that problem-focused coping and emotion focused coping intersect and complement each other (Lazarus, 2019).

From a psychological perspective, personality and temperament can influence how one perceives life events and responds to challenges and problems. By definition, temperament refers to an individual's behavioral style; that is the 'how' of behavior. Personality describes 'what' a person does or 'why' they do what they do (Rothbart, 2019). In the context of the Transactional Model of Stress and Coping, personality and temperament underpin the process of appraisal. Moreover, 'the process of categorizing an encounter and its various facets, with respect to its significance for wellbeing' (Folkman & Lazarus, 1994). These appraisals can then lead to stress which has been defined as 'a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources or endangering his or her wellbeing' (Folkman & Lazarus, 1994). Therefore, if an individual appraises the situation, and it is perceived to be a threat, then there is a strong likelihood the experience is seen as stressful.

The intensity of the stress depends on the importance of the commitment or goal that is being threatened (Spilt, Koomen & Thijs, 2019). First, a person encounters a primary appraisal, where it is established whether the event is a threat to a commitment or goal, and if it is potentially positive or irrelevant. If the event is found to be a threat to the goal, then a secondary appraisal is required. During this phase, the available resources are analyzed, and a person might ask, 'what do I have here that will help me?' If resources are found to be insufficient this leads to stress.

Given the idiosyncratic nature of how individuals appraise and reappraise stressful events or situations, we expect that teacher's experiences to the stressors brought about by COVID-19 in different countries, are unique to their contextual situation. Therefore, it is important to understand the experiences of individual teachers and how they responded to the situational challenges when confronted with the repeated lockdowns as experienced by teachers during the pandemic.

II. Methodology

This study employed Interpretative Phenomenological Analysis (IPA). It aims to give definite assessments of personal lived experiences. It delivers a record of lived experiences. It is explicitly idiographic in its obligation to examining at the detailed experience of each case in turn, before the transition to more broad cases and claims (Smith & Osborn, 2019). According to Smith and Osborn, IPA is a particularly useful methodology for inspecting themes which are perplexing, equivocal and emotionally laden. The method is phenomenological as it requires an intensive examination of the participants. It means to examine individual's information and concerns a person's translation or portrayal of an article or event rather than an effort to make an empirical statement of the thing or event itself.

The participants of this study consisted of secondary public school teachers who are currently working in the public school regardless of their demography, ten (10) participants willing to be the participant and qualified as an interviewee.

The participants are all secondary high school teachers and were chosen through the following inclusion criteria: experienced the pandemic especially the school closure; of either sex; had been teaching in the public school for three (3) years or more; resident of the locality; and permanent position as teacher in the school.

The study used an interview guide to facilitate the productive and efficient gathering of responses. The questions from the interview guide have embraced content approval to test its reliability. The interview was essentially pilot tested. Upon collection of data, all responses were considered accordingly. After the tool's verification, revision, and alteration followed prior to interviewing with the ten (10) respondents of this research.

To analyze qualitative data, IPA researchers are encouraged to observe the guidance set forth by Moustakas. Moustakas (1994) advanced series of methods that phenomenological researchers were advised to utilize in analyzing their studies. The idea was that IPA researchers will have a more cohesive analysis method that will reflect the phenomenological philosophy in their research study.

For this study, Moustakas' (1994) modification of the IPA method for analyzing phenomenological data was used. This method for analyzing phenomenological data consists of the steps using the complete transcript of each participant.

III. Results and Discussion

Teaching is more than a job to every teacher. According to the participants, education allows them to do things with heart and dedication. The themes were identified from the data-gathering and which are based on their own perspectives. The following themes under lived experiences, include: *passion, relationship building, and fulfilled duty*.

This section discusses the struggles encountered by the participants. Likewise, the following themes were identified from the data-gathering and which are based on their own perspectives. The following themes under challenging experiences of teachers, include *lack of resources, handling students, and submission and workload*.

This section discusses the coping mechanisms of teachers to handle stress and burnout. Four themes were under the coping mechanism: *right communication and understanding, being strategic, adjustment and consideration, and asking for assistance*. The study shows that seven participants utilize the right communication and understanding, whether towards their students or with the parents. There are four of the teachers who are being strategic in ways to cope up with the problems. Furthermore, three participants employ adjustments and considerations, and one participant felt comfortable asking for assistance.

Analysis

This study aims to explore the lived experiences of public-school teachers amidst online learning due to the COVID-19 pandemic. To elaborate on these matters, it was sorted into three topics: the positive experiences of public-school teachers, the challenges of public-school teachers, and the coping mechanism used by public-school teachers toward during pandemic. Moreover, the findings of this study were fulfilled by conducting an in-depth interview. The responses from the participants expanded these three significant topics into corresponding themes.

Regarding the participants' experience with the new normal set up, most of them had difficulties addressing the new normal. However, their learners became their motivation to continue their passion for teaching regardless of all the challenges. Besides, because the learners spend most of their time in school, they tend to be their learners' second parents. Consequently, the experiences they had with them enables them to build a strong relationship with their learners. Moreover, according to the participants, the efforts they exert on their learners have fulfilled their duty. More than being part of the learners' life in the four corners of a room, it also brings happiness to watch them accomplish a goal outside of the school, particularly in a school competition.

However, challenges still emerged despite these desirable experiences. One thing is the lack of resources. According to the participants, this problem has always been a challenge to the school, teachers, and learners' critical indicators. Specifically, it limits their capability to conduct certain activities. Another thing was in terms of handling their learners. Even before, conflict in passing the learners' output and activities is already common; however, studying amidst pandemic

made it more challenging. Considering that technology was the only way for them to keep in touch, it limits their ability to communicate with each other. As stated by a participant, she has difficulties finding her learners and asking them regarding their unfinished activities.

Additionally, like the learners, they also have paperwork to do aside from teaching in the current situation. Thus, submission and workload became a problem. These occurrences made the public-school teacher's coping mechanisms essential in helping them get through all the difficulties. Most of the participants said that the right communication and the ability to understand the situation would make things work despite the challenging set-up of the new normal. As the participants shared, having a positive mind will have a positive outcome. Moreover, most of the participants said that despite the challenges they were facing, it is still essential to conduct efficient strategies and approaches, allowing them to play out their best. Both adjustment and considerations and asking for assistance also helped them to cope with the burnout and stress that took place as a part of their lived experiences amidst pandemic.

Overall, each theme of this study served as a glimpse of public-school teachers' lived experiences during the pandemic. The rage of the Coronavirus pandemic paused the planet. It was an enormous challenge because the online courses persisted as the pandemic began. Likewise, these coping mechanisms made them capable of facing online learning struggles and continue teaching amidst pandemic.

IV. Conclusion

The researcher indorse that the government must provide assistance and funds in education. It's not only for the private schools, but also for the public schools that cannot provide enough resources for the teachers and students, such as schools with limited internet connection or data, and schools that lack modules, technologies, and gadgets in this new learning system.

This assistance or fund will allow teachers and students to have an effective learning system despite pandemic. This will give positivity to public-schools that they will not be left behind.

Teachers must be more supportive and dedicated to teaching the students, despite the difficulty in proximity and communication. This will help form and maintain healthy relationships that promote perseverance, significance, and optimism in the learning environment.

Students must have active participation with their teachers. This may help to build proper communication and understanding and to establish a sense of liaison. Consequently, future researchers can use these findings to support their potential investigation, mainly in public school teachers' live experiences during a pandemic.

The study's findings suggested several directions for future research. First, participants shared that teaching in the COVID-19 pandemic was stressful for various reasons. A narrative study would be appropriate to explore individuals' accounts of their exact stressors during the pandemic. Second, participants shared that they used different coping mechanisms throughout the pandemic, and a case study would be appropriate to explore and focus on the teacher coping decision process. Third, participants had different stressors and different coping mechanisms throughout the pandemic. A grounded theory study would be appropriate to examine how a teacher's personality determines their stressors and coping mechanisms to generate a theory regarding personality and coping strategies.

The COVID-19 pandemic has increased teacher stress, negatively affecting teachers' mental health and ultimately impacting their overall well-being (Beames et al., 2021). Schools and school districts were reactive to the COVID-19 pandemic. Teachers responded to their stress by enacting coping mechanisms that helped psychologically, physically, and emotionally. Teachers should have effective coping mechanisms to alleviate their stress.

The findings of this study align with Lazarus and Folkman's (1994) transactional model of stress and coping theory. The pandemic provided educators with tools to adapt to crises. In addition, the findings of this study demonstrate the importance of teacher self-care. School leadership, district leadership, and state leaders should prioritize teacher mental health. Furthermore, helping teachers find adequate outlets to cope with their stress could prove effective (Sun et al., 2019) for all stakeholders involved.

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