

## Elementary Teachers' Challenges and Coping Strategies in the Radio-Based Instruction and Modular Distance Learning

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**Abstract:** This study explored the coping strategies of the teachers in new normal education. The study used a qualitative transcendental phenomenology design to explore the coping strategies of teachers in the implementation of radio-based instruction and modular distance learning during the pandemic. The researchers interviewed ten teacher participants from the Division of Tangub City, Philippines. Following the phenomenological data analysis, categories emerged based from the interview transcripts. The coping strategies of teachers in the new normal are problem-focused and emotion-focused. The problem-focused coping strategies are problem-solving, time management, and social support. For emotion-focused coping, the sub-themes are reframing, having a positive attitude, and praying for guidance. Thus, teachers, regardless of their years of experience, have similar coping strategies to overcome challenges. The study also found the importance of the administrators' role in developing training and webinars for the teachers' psychological health to be efficient and effective in their work.

**Keywords:** Coping Strategies, Problem-Focused Coping Strategy, Emotion-Focused Coping Strategy, Radio-Based Instruction

### 1. Introduction

The COVID-19 pandemic is a current global health issue. Many countries have addressed various social issues (Burgess & Sievertsen, 2020). The issue crystallizes the dilemma officials confront between extending the school year or imposing an academic freeze. Homeschooling is a big shock to parents' productivity, children's social well-being, and learning (Zhao et al., 2020). Teaching has changed a lot in how it delivers knowledge to pupils. Students are also assessed on change. Many assessments have been canceled. Importantly, these impediments may be temporary and may have long-term effects on the affected group, increasing inequality.

COVID-19 affected 324,762 Filipinos as of October 5, 2020 (DOH, 2020; Worldometer, 2020). In response, the Department of Education (DepEd) has established its Learning Continuity Plan (LCP), which

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began on October 5, 2020 (DepEd, 2020). The circumstance challenges every educational leader's decision-making process in the new normal. The institution can deliver quality instruction in all schools. Alternate lesson delivery by the Department is now in effect.

All learners in the Philippines can access DepEd's self-learning modules (SLMs). Additionally, integrating diverse delivery modalities, including modular, television-based, radio-based teaching, blended, and online, can help raise or improve the quality of learning and eventually aid in the Department's Learning Continuity Plan (DepEd, 2020).

Managing workplace stress is fundamental in transitioning to new roles (Schaufeli, 2015). Many job issues or demands become stressors when a person cannot handle the stress. Teachers have experienced demanding tasks due to the responsibilities of fostering education during the pandemic (Bozkurt & Sharma, 2020; Chitra, 2020; Li et al., 2022; Mari et al., 2021; Ozamiz-Etxebarria et al., 2021; Pressley et al., 2021; Santamaría et al., 2021; Sokal et al., 2020). They need to prepare for different learning modalities such as online, modular, and blended learning modalities. Teachers have to conduct education programs, support students and motivate them despite the anxiety of contacting COVID 19 virus (Petrankova et al., 2021). To supplement their teaching, they need to develop self-learning modules and learn different computer applications (Bravo et al., 2021).

In the Division of Tangub City, Misamis Occidental, teachers have been facing many challenges following the implementation of the Learning Continuity Plan during the pandemic. In the New Normal Education' of the Department of education, specific changes were imposed, such as teaching mode, school calendar, delivery of learning materials, work arrangement, and health protocols. There were needed adjustments to adapt to the current situation in this pandemic. In line with the current situation that teachers have faced during the pandemic, the researchers wanted to determine how the teachers coped with these changes in fulfilling their duties to support student learning. Guided by the coping theory of Lazarus and Folkman, the researchers aimed to discover the different challenges and coping strategies of teachers in doing their vocation during the pandemic (Biggs et al., 2017). This study aimed to help elementary teachers cope with the demands of remote teaching during the pandemic.

### **1.1 New Normal Education**

The education sector aims to continue education during the pandemic without denying the students a good education (Ancheta & Ancheta, 2020; Pacheco, 2021). Thus, the department of education formulated the Learning Continuity Plan (LCP), a series of training activities delivered using the Covid-19 pandemic to address difficulties in education delivery (Ancheta, 2020). The government is committed to safeguarding the health and safety of students, teachers, and faculty members following the Department of Health and the World Health Organization (WHO). Private and public primary schools worked hard to prepare for the new normal. This readiness included talking with stakeholders about how the new normal could start, online enrollment, the proposed date of school opening, training and learning modality, and learning materials. Private and public schools and other non-DepEd colleges can keep their faculty openings as long as there are no face-to-face classes (Hernando-Malipot, 2020).

Schools can choose appropriate learning modalities in their locality by formulating the Learning Continuity Plan (LCP) during the pandemic, such as online, modular, or blended learning modalities. These learning modalities have advantages such as remote education, comfort, and accessibility (Agarin, 2021; Careaga-Butter et al., 2020; Iradel et al., 2021; Mukhtar et al., 2020). Meanwhile, there were also associated challenges such as internet connectivity, lack of resources, and inadequate training for the chosen learning modalities (Abante et al., 2021).

In remote areas and those with unstable internet connections, elementary schools adopted the modular distance learning modality. In this learning modality, the teachers provided self-learning modules covering the essential competencies for each subject for the pupils to learn at home (Anzaldo, 2021; Dargo & Dimas, 2021). Regardless of the difficulty of the subject matter, pupils need to learn them through self-learning modules. Thus, pupils experienced difficulty comprehending the self-learning modules, managing their time, and finding relevant resources to help them answer their modules (Insorio & Macandog, 2022; Trovela, 2021). Students also found it challenging to do collaborative learning during the pandemic (Mohamad Nasri et al., 2020). Modular distance learning has also contributed to the low performance of pupils (Dargo & Dimas, 2021). Meanwhile, parents also complained of difficult lessons, many learning activities, and the time allotment for completion of the tasks in the self-learning modules for their children (Kintanar et al., 2021; Luaña, 2021; Olivo, 2021).

Teachers experienced challenges in the modular distance learning in the delivery of modules, monitoring pupils' learning, and checking and feedbacking on the pupils' performance (Agayon et al., 2022; Albor et al., 2021; Cahapay & Labrador, 2021; Carreon, 2021; Castroverde & Acala, 2021; Chan et al., 2021; Espineli, 2021). They also experienced challenges related to the complexity of assessment and difficulty in instructional delivery (De Villa & Manalo, 2020). The teachers need to adjust to the challenges faced in delivering education during the pandemic.

## **1.2 Coping Strategies**

Individuals use coping methods to master, accept, eliminate, or lessen unpleasant events. Stress reduction helps teachers effectively carry out their tasks despite the experienced pandemic (Zadok-Gurman et al., 2021). Positive outcomes through cultivating resilience, happiness, and well-being help the teachers cope with stressors during the pandemic (MacIntyre et al., 2020). Teachers sought social support and engaged in exercising and leisure activities to help counter the stress experienced during the pandemic (Hidalgo-Andrade et al., 2021). Teachers also employed coping strategies in dealing with the demanding tasks brought by the pandemic. They learned to go with the digital trends of education, learning technological skills needed to effectively perform their jobs during the pandemic (Dawadi et al., 2020; Klapproth et al., 2020; Teng & Wu, 2021).

Since teachers have various tasks in educating their students during the pandemic, they practice time management, openness to change, peer mentoring, and collaboration (De Villa & Manalo, 2020). They became flexible in adapting to the changes brought by the pandemic and formulated alternative plans to successfully carry out their duties and responsibilities (Castroverde & Acala, 2021). They formulated technology-based solutions, pedagogical innovations, and practical solutions to encounter difficulties brought by the current situation (Ghanbari & Nowroozi, 2022).

Since the pupils did not go to school for instruction due to the restrictions brought by the pandemic, teachers often experienced difficulties in reaching out to them to deliver relevant instructions related to education. The teachers could only channel their instructions through the parents that came to school to get the self-learning modules. So, teachers used Facebook and Messenger groups to communicate with the students (Insorio & Olivarez, 2021). They also use these platforms to deliver interventions for subjects the students found difficult to deal with in their self-learning modules.

In assessing students' performance during the pandemic, teachers employed different strategies. Aside from online examinations, which are common in online learning modality, teachers used assignments, forums, and other quantitative and qualitative assessment techniques (Karal & Cebi, 2012). These forms of assessment help the teachers monitor the students' performance.

The literature dealt with different challenges experienced during the pandemic. It also laid out how the teachers dealt with the challenges they faced in providing education to students. However, only a few pieces of literature focused on elementary teachers concerning the conduct of modular distance learning and radio-based instruction in remote areas. Thus, this research explored elementary teachers' challenges and coping strategies in teaching during the pandemic.

## **2. Method**

The study utilized the qualitative research design in implies collecting and analyzing the data. In particular, the research used the transcendental phenomenology of Moustakas (1994) to explore the experiences of elementary teachers during the pandemic highlighting their challenges and coping strategies. The study participants were 10 Teacher I-III position who are employed in the Division of Tangub City, Department of Education, Philippines. The researchers were chosen purposively to gain sufficient data. They were Elementary teachers and handling modular distance learning and radio-based instruction in remote areas.

After seeking consent from the participants, the researchers as mains instruments of the study conducted interview to the participants through videoconferencing. During the interview, the participants were free to choose the language they want to use in describing their experiences. The researchers used an interview guide having open-ended questions to discover the challenges and coping strategies during the new normal education. The interviews lasted for forty-five minutes to one-hour duration.

The researchers employed the thematic analysis method of analyzing and interpreting the data following the data analysis of phenomenological method of Moustakas (1994). Thematic analysis is a qualitative research technique that is versatile enough to be applied to a wide variety of epistemologies and research questions. It is a technique for defining, evaluating, arranging, explaining, and reporting on the trends that emerge from a data collection (Braun & Clarke, 2006).

## **3. Results and Discussion**

### **3.1 Challenges of Elementary Teachers in the New Normal Education**

Transitioning from the classroom to alternative modes of instruction is difficult under the circumstances during the pandemic. Education needs time to adapt to the "new standard." The implementation of New

Normal Education in the Philippines has affected the responsibilities of the teachers. With this, teachers have faced various problems in acting their new duties. Teachers' challenges were categorized into challenges in the mode of teaching, challenges in the delivery of learning materials, and challenges in work arrangements.

Challenges in the mode of Teaching during the pandemic. The challenges in the teaching mode include adjusting from face-to-face to radio-based instruction, reliability of students' answers, developing instructional materials, experiencing heavy workloads, diminishing students' interest in distance learning, lack of information on students' progress, and developing supplemental materials. The Division of Tanguib City has adopted Radio-based Instruction. The Radio-Based Instruction (RBI) Program offers alternative instruction in which learners receive lessons through radio broadcasts. Here are some thoughts of teachers in this transition:

In our Division, we adapted radio-based instruction. At first, there has been confusion about how this mode will run through in the future. Through the help we received from the Division, we found ways to adjust to the transition. - P3

The students will listen to the radio without any learning materials. So, I was shocked. However, it was explained to us thoroughly. It was a new situation, to that is why I overreacted to the things that were introduced. - P7

The other learning modality that the Division of Tanguib applied is modular distance learning. The pupils performed their tasks in their self-learning modules. However, the teachers observed a challenge in the reliability of the submitted modules. They observed that some answers did not come from the students but other adults in the family. Teachers shared their adjustments in this situation:

I always worry about if they learn because I observed that the penmanship varies in the self-learning material. Parents usually answer the self-learning material in which the purpose of learning is gone. - P9

Some students were not answering the module. The modules were answered by their parents. Can we measure the pupil if they are not the ones who religiously answer those learning materials? – P3

One of the most relevant problems facing institutions today is managing their capacity to generate learning that satisfies their training requirements. Being teachers assigned to radio-based instruction, the participants struggled to develop a diverse range of useful learning materials that meet the diverse needs of various departments, positions, and competencies can be overwhelming and highly costly. One participant said:

The first reaction was difficult because I was not trained on how to write a script that would be on-aired since our modality is RBI. I always felt nervous since I do not know if it is correct.  
- P7

With two modes of instruction, radio-based and modular distance learning, teachers had many things to prepare. They need to prepare the self-learning modules for the pupils, and at the same time, they need to prepare for their scripts and lessons to be broadcasted by the radio station. One participant expressed her experienced:

There are times that my schedule got conflicts since I am an adviser and a writer and the work is fast-paced because the product is quality-checked. Some reports are confusing since they were newly implemented. - P8

In the radio-based instruction, the teachers experienced difficulty getting the pupils' interest. The platform was not interactive to get the attention of the pupils. The pupils just listened to the topics narrated by the teacher broadcaster. One participant said:

The challenge of RBI is how I will deliver my lessons that show signs that they learned. Some students do have high scores, but what is their performance? Are they the ones who answered their self-learning materials? I cannot force them, but at least they see the effort of DepEd that strives to deliver quality education.]- P8

During the radio-based instruction, the teachers found it challenging to determine the actual capabilities of their pupils. They found it difficult to check if their pupils were literate or not because of the distance from the teachers to their pupils. One participant said:

Since our division is using RBI or radio-based instruction, it is quite challenging knowing that I mean knowing my students' backgrounds. Some of them cannot read, and some have low thinking skills, so I worried about their learning.]- P5

To promote learning during the pandemic, the teachers found it necessary to create a supplemental video of the lessons. They created video clips into multimedia lecture presentations to increase the student's understanding of critical knowledge and desire to learn. As a result, students can more easily comprehend and recall critical points from a lecture. However, teachers experienced difficulty in creating videos. One of them said:

We are adapting the radio-based instruction; the form of teaching is quite different. We gave the students their printed self-learning materials. They had to listen to their radio but thought that maybe there is something that the student/learners might need some additional explanation that is why we created and make additional sources like making video lesson. – P2

Teachers have various tasks in teaching during the pandemic. Since there is a need to change the mode of teaching caused by the pandemic, teachers need to adjust to their current situation. Teachers found it difficult to adjust from face to face to radio-based instruction, determine the reliability of students' answers, develop instructional materials, deal with heavy workloads, ensure students' interest in distance learning and develop supplemental materials (Abante et al., 2021; Chan et al., 2021; Espineli, 2021).

Challenges of Teachers in the Distribution of Self-Learning Materials. Schools have the initiative on how they will deliver the self-learning materials to the learners. Some schools tend to deliver it to the barangays where students live to give them convenience. Regarding the distribution of self-learning materials, the teachers found it challenging traveling to their assigned Barangays to distribute the self-learning modules and the delay in getting and submitting them. Teachers needed to travel to their respective barangay to give the self-learning materials to their students. This kind of duty has been new to them since, in the traditional way, teachers are always in the classroom and teaching. However, now, their new classroom is the assigned barangay.

With my team, we are assigned to Barangay Bintana, a slightly far and highland Barangay. It is challenging to go there on rainy days, and we carry the self-learning modules with us. – P3

Weekly distribution of self-learning materials has commenced by delivering the materials to the learners from their respective barangay. An issue arises from the parents who do not follow the schedule. Some teachers narrated:

Some parents do not follow the schedule of releasing the modules. Some of them were late in returning to the SLM, so we found it hard to check and record the score of the pupils because of their late return to the SLM. – P3

One of the problems is that some parents do not follow the exact schedule of distribution and retrieval of SLM. Sometimes they do not claim the SLM, and they will wait for next week's schedule. – P4

The self-learning modules of pupils needed to be delivered to them through their parents. The teachers experienced challenges in delivering modules and their distribution and retrieval. Teachers needed to travel to the remote areas and distribute the self-learning modules to parents. They needed to wait also for the answered modules to be returned by the parents to check the students' outputs. Because of the delay in submitting modules, the teachers experienced difficulty checking the outputs and giving timely feedback to students (Castroverde & Acala, 2021).

Challenges of Teachers in Work from Home Arrangements. Due to the pandemic, teachers were not required to go to the school to carry out their duties. When they experienced symptoms of COVID 19, and when the lockdown restrictions of their place were strict, they worked from their homes. They continued to make and submit reports and attend webinars to improve their teaching practices in their homes. However, they experienced challenges concerning internet connectivity and a lack of technical skills in using computer applications.

Work from home is good, but the problem is the stable internet connection. Teachers are busy with webinars and reports; that is why internet availability is needed. However, for me, physical reporting is better because you can do lots of work. - P4

In this situation, the experience will be relevant to how a person will face a challenge. I am okay with the work arrangement as long as I followed the order of my school head, then there

would be no problem. If I am going to work from home, I do not have an internet connection, and some reports will be submitted. I rather stay in school. - P10

Computer skills are the abilities and knowledge needed to effectively use computers and related technologies. The teachers experienced challenges related to their skills in using some computer applications. Some participants shared:

I am already using technology, for example, downloading videos or things that I can add to my lesson to attain quality education for my students. I can add some knowledge to them through these practices even though we do not have face-to-face classes. - P1

I am already teaching in the department for almost 20 years, so I can consider myself experienced in the field. However, I admit that I am illiterate regarding technology, which is why I consider technology a problem. – P4

The work-from-home arrangement of teachers includes many things to consider. To carry out their work effectively, they need a stable internet connection to their homes and be dependent on their electronic devices. Working from home made the teachers less motivated to work, leading to more electricity and internet costs (Purwanto et al., 2020). Having a fundamental understanding of computers enables you to quickly pick up on more advanced concepts and programs as needed by your employer. As a result, managers spend less time educating staff on the company's software and platform applications. Computer literacy contributes to increased productivity, workflow, and overall workplace experience. Employees can generate more with less time, freeing up money to do more (Sahar, 2021).

### **3.2 Coping Strategies of Teachers in New Normal Education**

Due to the ongoing COVID-19 pandemic, significant disruptions to learning have occurred, the consequences of which will be felt well into the next academic year and possibly beyond. Teachers have to cope with the changes in education for a brief period. They were able to develop coping strategies such as Problem-focused Coping Strategies and Emotion-focused Coping Strategies.

**Problem-focused Coping Strategies.** These strategies target the sources of stress in realistic ways that address the problem or stressful situation that is causing the stress, thus reducing the stress directly. Specific problem-focused strategies employed by the elementary teachers included problem-solving, time management, and social support. Problem-solving is the process of examining what is happening in the environment, identifying things that should be changed or improved, diagnosing why the present state is the way it is and the reasons and forces that influence it, developing solutions and alternatives to influence change, making decisions on which alternative to choose, acting to implement the changes, and observing impediments to change. Some teachers said:

Yes, when I encounter a problem, we need to think about why the problem occurred, and we have to think also what the possible causes are and what kind of solution we can do to solve the problem. After going through the process, I tried to reflect on why those things happened so that I would learn something from the previous problems or mistakes and also avoid the same mistakes. – P2



Many problems have occurred during the transition of change in education. When I faced challenges, I tried to figure out the problem I had at hand. Recognizing the problem gives you an understanding of the issue. Then after it, we have to find a solution to the problems to address them. The earlier that, the better to stop further problems in the future. - P4

Another problem-focused coping strategy used by the teachers is time management. Time management is the process of efficiently controlling time such that the appropriate amount of time is allocated to the appropriate task. With the heavy workload that teachers experience, time management has been their key to coping with the different duties. Some participants shared:

I think time management is the key, but there is still time that you will be late even when you try to manage your time. There are so many times that you have to sleep late to meet the deadline and other requirements. In our school, we have group chats for the teacher. We have to check in the GC since there are times that announcements will be posted there by our school head or principal. – P2

Yes, time management is essential in implementing a distant learning delivery mode because there is much work to do right now. Reports and checking of the SLM, recording, and monitoring our students are some duties that are instilled in us. Time management is essential at this time. Hitting the desired target in order to finish all these things. - P3

It is just a matter of time management. I plan the things that we do and identify those things that need to be finished first. That is how I do it to cope with the busy schedule. – P4

Another problem-focused coping strategy teacher use in radio-based instruction, and modular distance learning is seeking social support. Social support entails getting friends and other individuals, including relatives, to lean on during times of need or crisis to maintain a broader perspective and a healthy self-image. As teachers face challenges, they intend to seek help from their colleagues or other people. Some teachers said:

Of course, You do not need to do things alone. You need help also with your workmates, as I have mentioned earlier. I am just lucky because I have supportive colleagues that are willing and extend their help. –P1

If possible, we can avoid it, but if there is no way, we should face the problem. Fortunately, I have my colleagues here in our school who are very supportive and willing to give their assistance willing to extend their services to help me, especially in the field of technology. – P2

I am already teaching in the department for almost 20 years. I can consider myself experienced in the field, and I admit that I am illiterate regarding technology, which is why I consider technology a problem. But then, I am happy because our new teachers are willing to assist and mentor us when it comes to technology. – P4

Yes, of course, I always ask for help from my co-workers because I believe that no man is an island. No person can do things without others. We need other people in order to make or do great things. –P5

According to Kashyap (2020), teachers must have exceptional time management skills. Teachers must find the right balance between the teacher's long-term goals, the immediate educational needs of students, and the massive amount of paperwork associated with each task. Teachers often feel pressed for time between creating lesson plans and grading tests. He added that time management is a critical ability to possess. When time is appropriately managed, the tasks will be done efficiently (Napan & Tulod, 2021). When the task is difficult, teachers ask for help from other more knowledgeable colleagues. Social support helps them successfully fulfill their task during the pandemic (Hidalgo-Andrade et al., 2021).

Since the tasks of the elementary teachers demand more computer skills, they find ways to cope with them. They engaged in more training by attending webinars that efficiently helped them do their jobs. Teachers have adapted to the digital trends of education and learned technical skills needed for their jobs (Dawadi et al., 2020; Klapproth et al., 2020; Teng & Wu, 2021).

Emotion-focused Coping Strategies. These coping strategies aimed to minimize negative emotional responses to stress. Individuals minimize or eliminate negative emotions such as shame, fear, anxiety, depression, enthusiasm, and anger through various coping mechanisms. Teachers' emotional coping strategies included reframing, cultivating a positive attitude, and praying for guidance. Reframing enables them to alter their perspective on a situation, making all the difference in how overwhelmed they feel when confronted with the challenge. Using reframing, one participant said:

I managed to adapt to this new normal by setting my mind to give the very best I could to extend my service. I think of ways for the student to have better quality education even in times of pandemic. Even though we are experiencing a hard time in this pandemic, we should set in our minds that we should not stress ourselves. - P1

Cultivating a positive attitude helps the teachers cope with their encountered challenges. Positivity implies communicating optimism, generosity, support, and excitement through your actions, movements, vocabulary, and sound. Teachers in Tangub City Division have been positive on taking on challenges in new normal education:

The challenge is that it is disappointing and annoying if we think of it negatively. However, we have to think positively because the more we become negative, the more the work will become stressful. Nevertheless, if we are positive, we will be given a positive outlook and can easily find ways to solve and deliver our tasks with efficiency. - P3

At first, I have always been happy. I am always cheerful even though I am tired. Some of the coping strategies or techniques I use are establishing good communication with my co-workers sometimes. I use social media, especially when I want to take a rest since I am tired. – P5

We, teachers, there is stress at this moment. There is a negative situation, and we cannot deny that. Of course, I believe that we, teachers, are very well-rounded, and we positively look at

this. We accept this despite the circumstances along the way of implementing this mode of education.] – P7

When faced with challenges, teachers pray for guidance. Prayer is a direct way of connecting and conversing with God. Teachers pray and ask for guidance whenever they face problems and cope with them. This method helps them overcome some challenges they encountered:

In terms of delivering the materials, as I said, safety is our leading issue in delivering; that is, I pray to God that He may protect us from danger. Accidents can happen anytime and anywhere. Pray and being careful in traveling are the key. –P8

Despite the challenges the teachers faced in the radio-based instruction and modular distance learning, coping through emotion framing was helpful to them. They focused on positivity in life and on the welfare of their pupils. Coping with stressors through cultivating resilience, happiness, and well-being helps the teachers achieve positive outcomes (MacIntyre et al., 2020).

The way teachers educate, distribute materials, and operate have all changed in the new normal education. Throughout the procedure, adjustments were made to accommodate the necessary new practices to undertake. Teachers have demonstrated varied skills to contribute to the success of the new normal education. The interview results show that Teachers have comparable approaches to dealing with system changes. Adaptability is a personality quality that helps people adapt to change. Teachers are eager to learn and solve problems. Here, mindset is essential. The researchers uncovered positive thoughts. These mindsets have helped them adapt to the new standard of education. Currently, administrators can help improve the mental health of their instructors. Creating programs that allow teachers to relax will help them reset and reduce stress.

#### **4. Conclusion**

The transition from face-to-face classes to radio-based instruction and modular distance learning contributed to many challenges for elementary teachers. They had many things to prepare to deliver quality education to their pupils, despite the restrictions brought by the pandemic. They needed to prepare for their lessons to be broadcasted on the radio station. They needed to produce the self-learning modules and other supplementary materials for learning. Since they were away from their pupils, they had difficulty communicating with them and giving feedback on their academic performance.

Nevertheless, elementary teachers looked for ways to address their encountered challenges. They employed problem-focused and emotion-focused coping strategies to manage their difficulties successfully. They looked for ways to address their problems, such as time management, collaboration, and learning computer skills. They also conditioned themselves to bear with the difficult situation they faced. Even though the teachers have initiated ways to manage the challenges encountered, there is still a need for the administrators to design programs or activities to enrich and promote the well-being of the teachers to boost the teacher's motivation and work ethic during the pandemic.

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