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Teachers' reflection on emotional crisis, supervision, instruction, change, and opportunities in the academe during the pandemic

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ABSTRACT

The COVID-19 pandemic brought a lot of changes around the world. It does not only affect the people in terms of living but educational sectors have also been widely affected. The conduct of synchronous and asynchronous classes and how teachers perform other tasks are some major adjustments in the academe. This study focuses on the teachers' reflection on emotional crisis, supervision, instruction, change, and opportunities during the pandemic. Results reveal that teachers "Agree" to do activities that promote maintained well-being. In coping with emotional crises, teachers "Often" do activities that will maintain positive outlooks. On supervision and instructional approaches, teachers "Always" do activities that boost the maturity of students and their best welfare. The teachers "Agree" that the pandemic made them innovate and become flexible in providing quality instructions. The opportunities brought by the pandemic made them grow professionally. This study recommends additional wellness and sports activities to maintain the overall well-being of teachers. More seminars and trainings to enhance technology adaptation of teachers and additional resources that teachers can use to maintain an optimistic environment in teaching online and offline.

KEYWORDS

academe, change and opportunities, emotional crisis, instruction, pandemic, well-being supervision, teachers' reflection

INTRODUCTION

During the flight of the COVID-19 pandemic sectors in society utilized various strategies to cope with the existing situation and continue life despite the hardships in mobilization, economic recovery, and education.

Home quarantine popularly known as lockdown and other safety protocols have been implemented by the government to stop viral transmission and delay the spread of infection. Due to this, many people have been socially isolated as a result of social distancing and this puts their mental health at risk because social isolation can lead to loneliness (Mariani, et al., 2020). In addition, people were also confined in their homes under the lockdown rules, which limit their boundaries and change their routine activities. These may have harmed their sense of efficacy by limiting their ability to solve problems and devise strategies.

In 2020, Mariani et al. stated that the causes of the rapid spread of the phenomenon in some areas of the country are a lack of knowledge about virus management, and the uncontrollability of the pandemic which all contributed to a stressful experience that may have resulted in an intense and uncontrollable emotional reaction manifested as anxiety and depressive symptoms. Moreover, Lailia, Fahyuni, and Arifin (2021) posited that during the pandemic, the management of the education information system has an impact on teachers' professionalism and pedagogical competence. It is critical that teachers, as instructional supervisors, reclaim the importance of educational supervision, and the role it can play in providing both theoretical frameworks for rethinking education and practical and hands-on applications to improve student learning outcomes. Studies done by Mette and Glickman (2020) specified that since students are now required to learn at home, research shows that not only is the opportunity gap between peers growing, but that the limitations of standardized testing have once again highlighted the labeling of children based primarily on access to resources and specialized instruction. This was strengthened by Sterrett et al. (2020) who described that teacher and preparation models continue to be isolated from one another and frequently operate in silos. It also supported the study conducted by Barnes (2018), mentioning that, teaching is exhausting, especially when it comes to things that are difficult to overlook or forget. Even after grades were completed, attending staff meetings and preparing students for the next exam remained unfinished tasks. Several issues surfaced such as lack of necessary equipment and means of online communication or the internet brought difficulty to students and teachers. Granthorn (2020) stated that teachers in the Philippines are mostly and vehemently stressed as a result of a lack of funds. His study revealed that teachers are in distress, looking for ways to ensure that the funds provided by their local governments meet all of their students' needs. The American Psychological Association (APA) in 2020 mentioned that handling the students' behavior at home is not easy for teachers though it is a fact that inter and intrapersonal behavior of students can significantly affect their ability to learn and their academic skills in general.

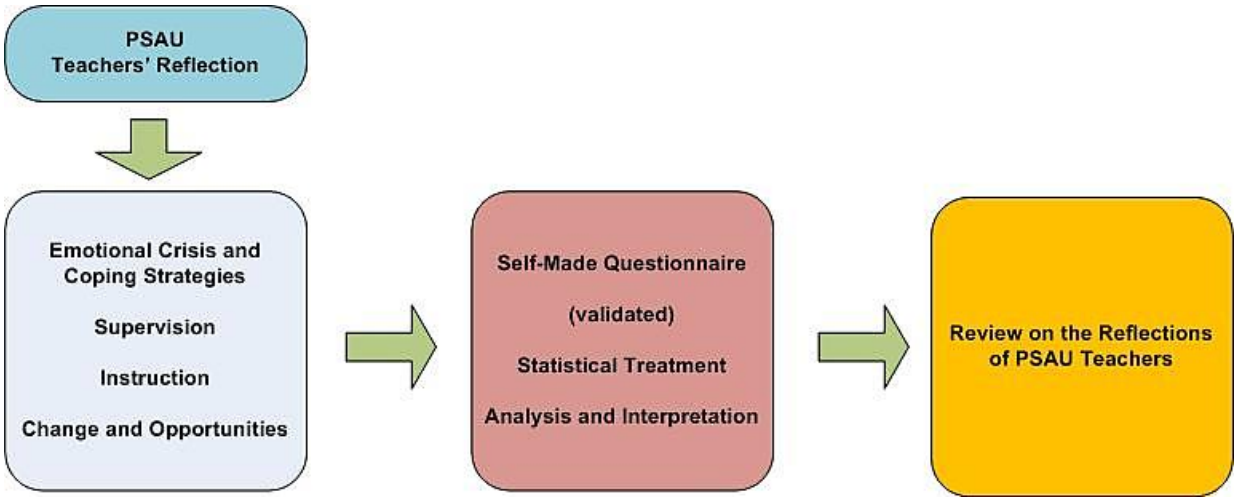
Due to the COVID-19 pandemic, the digital form of teaching and learning has evolved around the world. Google Classrooms, Google Meet, Google Duo, WhatsApp, Zoom, Microsoft Teams, virtual whiteboards and video calls, and gamification, are among those used by teachers during the pandemic (Barry and Kanematsu, 2020, Fendi et al., 2021). However, several issues on this new educational platform such as poor network and connectivity have been proven to be the major cause of online learning disadvantage (Hasan & Khan, 2020). Also, the COVID-19 pandemic has had a significant impact on the teaching and learning process, as what was formerly implemented face-to-face must now be translated into online medium, which has posed numerous challenges. These constraints are the weaknesses of the online learning process, namely: the lack of electronic devices such as cellular phones or computers, not to mention the economic difficulties that result in no internet or pulse quota, but there are also advantages of this learning, such as the lack of space and time constraints, and the ability of students and teachers to use internet technology more intelligently. Based on the literature and studies conducted, the researchers found it useful to review teachers' reflections on the issues discussed, especially since the pandemic has been more than a year

now. It is timely to know how teachers have been doing in terms of their mental and physical well-being, supervision and instruction, changes, and opportunities in the teaching-learning process.

Objectives

Generally, the objective of the study is to review the perceptions of PSAU teachers on the effects of the COVID-19 pandemic on their emotional stress, teaching supervision, instruction, change, and opportunities. Specifically, this study will (1) determine the level of emotional crisis experienced by the PSAU teachers and their coping strategies; (2) identify the methods of supervision that teachers used; (3) identify the teachers' instructional approaches; (4) determine the change and opportunities encountered by the teachers during the pandemic.

Logical Frameworks



PSAU teachers who voluntarily participated in the study were asked to reflect on their experiences during the pandemic on their emotional crisis and coping strategies, supervision, and instruction, and also on the change and opportunities they have in the teaching-learning process. The researchers of the study have prepared a self-made questionnaire in which validators of different specializations helped in the finalization of the questionnaire used. The data gathered was analyzed through the SPSS software and the researchers interpreted the results. These results were used to review the teachers' reflections on the emotional aspect, supervisory aspect, instructional aspect, and the changes and opportunities they encountered during the pandemic.

METHODS

This study employed quantitative research by examining the responses of teachers at Pampanga State Agricultural University in their reflection on emotional crisis, supervision, instruction, change, and opportunities during the pandemic.

There were 65 participants from the different colleges who voluntarily participated in the research. The self-made questionnaire was prepared by the researchers and was validated by five (5) experts which include but are not limited to psychologists, guidance counselors, researchers, supervisors, and English critics. The questionnaire contains 65 items that include the respondents' profiles and statements that will answer the objectives of the study. To collect information at the convenience of the respondents, the questionnaire was prepared in Google Forms and the data was

analyzed using the Statistical Package of Social Sciences (SPSS) to determine the mean scores, standard deviations, and percentages. Graphs were presented for a clearer presentation of data and were analyzed and interpreted to answer the research problems. The results gathered were used to draw conclusions and recommendations.

RESULTS/FINDINGS AND DISCUSSION

From the questionnaire translated into Google form, the researchers were able to gather the following data which were used to answer the objectives of the study.

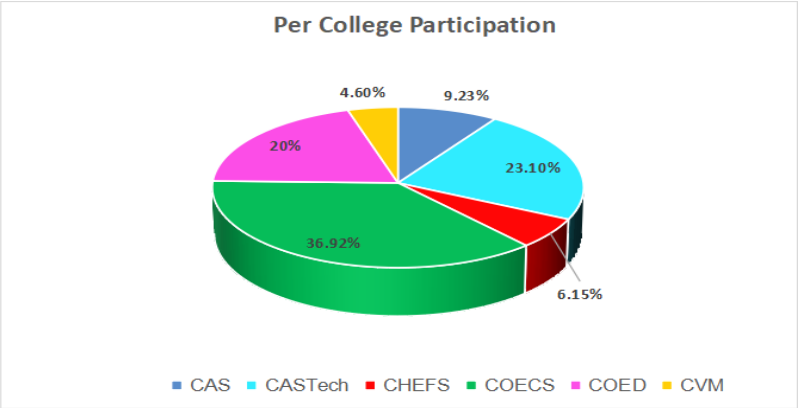


Figure 1. Percentage participation of the six colleges

Figure 1 shows the participating colleges and the corresponding percentages of those who participated in the study. Among the six colleges, the College of Engineering and Computer Studies is the highest participating group with 36.9% (24 participants). It was followed by the College of Agriculture Systems and Technology with 23.1% (15 participants). The College of Education with 20% (13 participants), the College of Arts and Sciences with 9.23% (6 participants), the College of Hospitality, Entrepreneurship and Food Sciences with 6.15% (4 participants), and the College of Veterinary Medicine with 4.6% (3 participants). This result shows that the College of Engineering and Computer Studies is actively participating in research surveys even if its nature is not based on experimental studies. It also implies that teachers in PSAU are not so interested in social science research despite consistent invitations from the researchers to participate in the study.

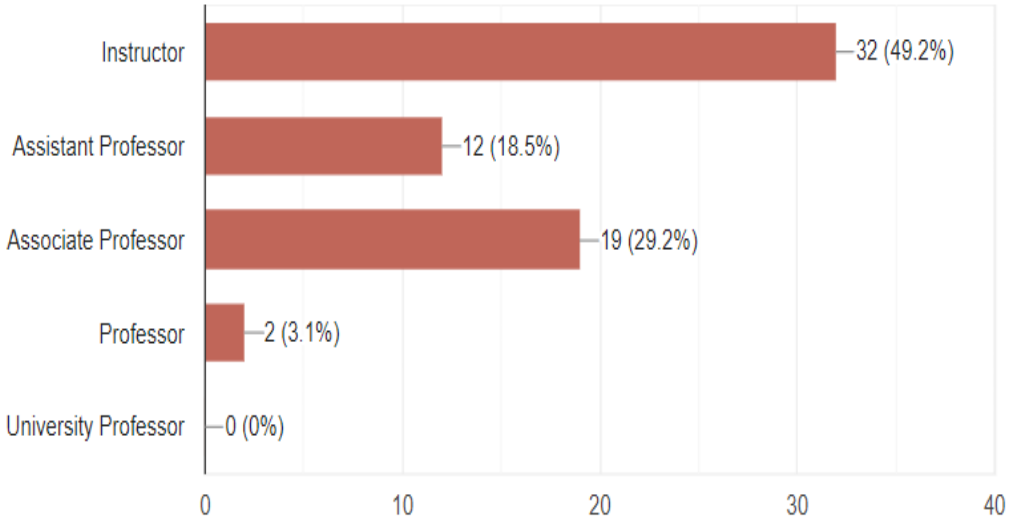


Figure 2. Academic rank of the participants

Figure 2 shows the academic ranks of the faculty members who participated in the study. Instructors got the highest percentage with 49.2%, followed by Associate Professors with 29.2%, Assistant Professors with 18.5% and Professors with 3.1%. This implies that instructors are among the most motivated members of the academe who intend to participate in the study.

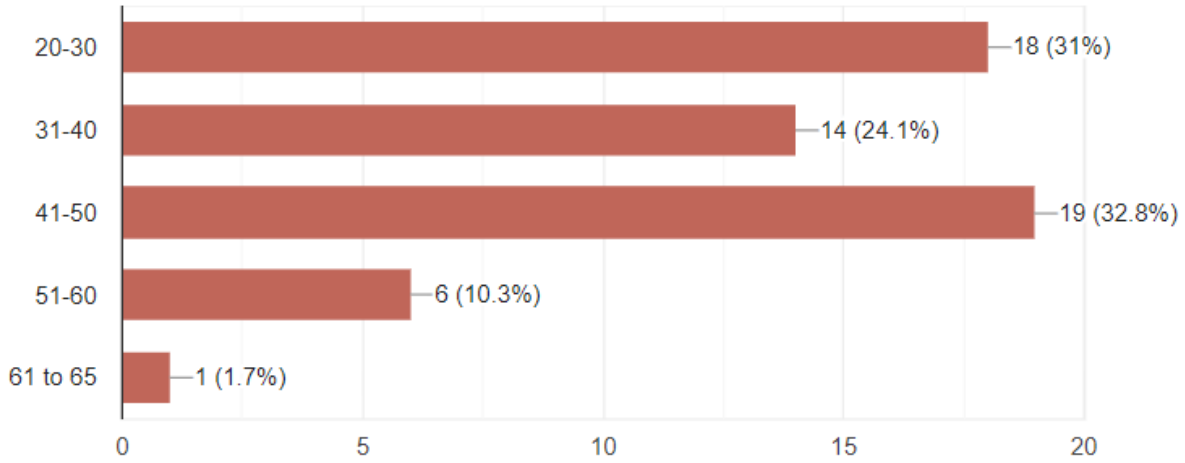


Figure 3. The age group of the participants

Figure 3 reveals the age group of the participants. Most of them were in the 41-50 group age with 32.8%, followed by the age group of 20-30 years old with 31%, 31-40 years old with 24.1%, 51-60 years old with 10.3%, and a senior citizen of age 61-65 with 1.7%. The data reveals that the age group of 41-50 may have more experiences during the pandemic which they find the need to share. On the other hand, young faculty members may have also related themselves easily in their teaching experiences during the pandemic.

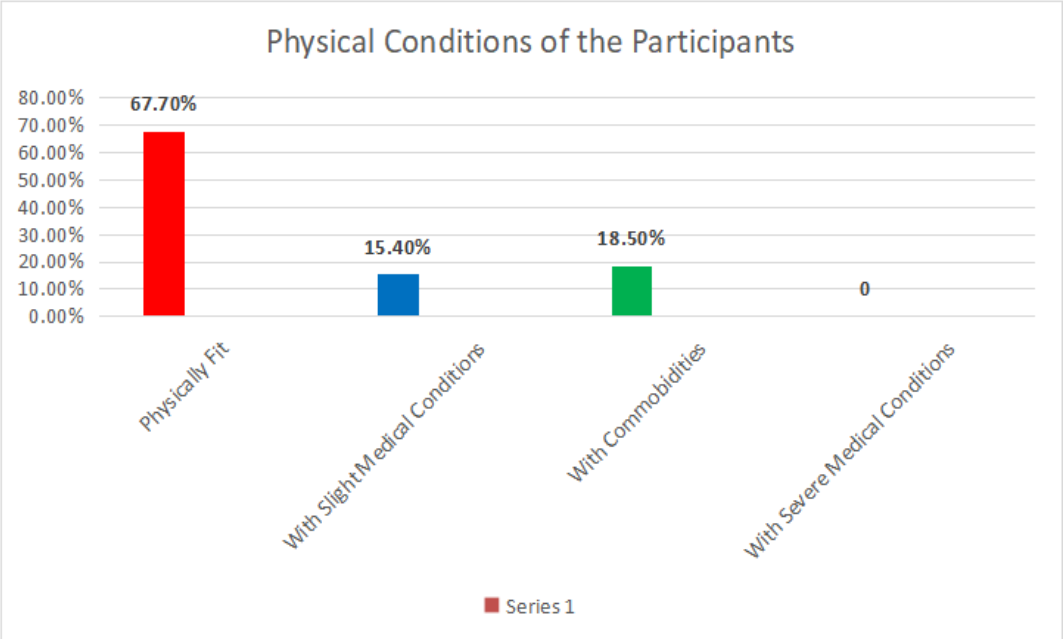


Figure 4. Physical conditions of the participants during the survey

In Figure 4, the percentage of participants who were physically fit rises to 67.7% which means that most of them are not stressed and in a good state of health. There were only 22 of the total number of participants who suffered a slight medical condition and with comorbidities. This is a good indication that faculty members can still manage stress despite the conditions they have during the pandemic.

Table 1. *Teachers' well-being during the pandemic*

Measures	Overall Mean	Descriptive Rating
Physical Well-Being	2.91	Agree
Emotional Well-Being	3.63	Agree
Mental and Intellectual Well-Being	3.36	Agree
Spiritual Well-Being	3.42	Agree

Legend: 3.76-4.00 Strongly Agree (SA), 2.51-3.75 Agree (A), 1.76-2.50, Disagree (D), 1.00-1.75 Strongly Disagree (SD)

On teachers' well-being during the COVID-19 pandemic, as shown in Table 1, all participants overall mean resulted to "AGREE" on the following measures: (a) Physical Well-Being – 2.91, (b) Emotional Well-Being – 3.63, (c) Mental and Intellectual Well-Being – 3.36 and (d) Spiritual Well-Being – 3.42. This implies that the participants did positive exercises and outlooks in life during the pandemic. They did not let the stress of the pandemic go beyond their way to affect their well-being. However, the data shows that among the measures of well-being, physical well-being got the lowest overall mean. This may also mean that teachers do not get enough rest during the day and still do not manage to do daily exercise to be physically fit.

Table 2. *Coping with emotional crisis*

Item #	Statement of Condition	Mean	DR
1	I do my best to focus on self-care.	4.00	O
2	I try to manage hostile feelings towards others.	4.03	O
3	I acknowledge my emotions when I am going through a crisis.	4.14	O
4	I try to stay in touch and talk to others to keep my sanity.	3.98	O
5	I make myself busy to avoid thinking of the problem.	4.13	O
6	I seek professional help to cope.	3.06	S
7	I focus on fighting personal crises.	3.94	o
8	I control myself not to be of threat to others.	4.10	o
9	I do deep breathing to reduce my emotional stress	4.05	o
10	I engage in any healthy activity that keeps my mind off the negative emotion.	3.81	O
11	I try my best to release or express my emotions	4.05	O
	Over-All Mean	3.94	O

Legend: 4.21-5.00 Always (A), 3.41-4.20 Often (O), 2.61-3.40 Sometimes (S), 1.81-2.60 Rarely (R), 1.00-1.80 Never (N)

In Table 2, data reveals the overall mean on how teachers cope with emotional crises. The statements of condition determine the frequency of practice that teachers do in coping with

emotional crises. Out of the eleven (11) statements, teachers "OFTEN" do each condition with an overall mean of 3.94. This is relevant to the teachers' well-being practices to stay optimistic by doing self-care and activities that will promote healthy lifestyles and well-being. Teachers still managed to distress by keeping themselves busy, talking with other friends to express emotions, engaging themselves in healthy activities, and controlling themselves to avoid threatening others. The result, also revealed that only a few seek personal help when crisis attacks. This implies that the participants can still handle the stress brought on by the pandemic and the academe.

Table 3. *Teachers' supervision during the COVID-19 pandemic*

Item #	Statement of Condition	Mean	DR
1	I assist my students in doing their activities online and offline	4.49	A
2	I keep monitoring their progress in online and offline classes	4.52	A
3	I supervise my student's academic progress.	4.40	A
4	I monitor their attendance during online class	4.60	A
5	I provide feedback on their academic performance	4.48	A
6	I see to it that issues and misunderstandings will be resolved privately, quickly, and efficiently in either online or offline classes	4.71	A
7	I monitor my student's health-related matters during online and offline classes.	4.16	O
8	I show interest in the opinions and ideas they are sharing	4.67	A
9	I create and monitor a positive atmosphere to build a healthy relationship with my students.	4.68	A
10	I ask my students to share what they have learned before I end the class	4.48	A
	Over-All Mean	4.52	A

Legend: 4.21-5.00 Always (A), 3.41-4.20 Often (O), 2.61-3.40 Sometimes (S), 1.81-2.60 Rarely (R), 1.00-1.80 Never (N)

Table 3 shows the frequency of the activities of supervision that teachers do during the pandemic. Data reveals that out of the 10 statements of condition, teachers "ALWAYS" do the activities indicated in the table with an overall mean of 4.52. This means that despite the online and offline teaching modalities, faculty members are still able to supervise the students at their best welfare. It is only on item 7 in which teachers "OFTEN" monitor the students' health-related matters during online and offline classes which means that teachers might not be able to check how their students cope during the pandemic. Some may not have checked depression and anxiety measures on the part of the students. However, item number 6 which has the highest mean, reveals that teachers are aware that due to the pandemic, students may have misunderstanding issues and therefore mediate in settling the issues most possibly. In this way, the teacher maintains a positive atmosphere even in online classes.

Table 4. *Teachers' instructional approaches during the COVID-19 pandemic*

Item #	Statement	Mean	DR
1	I use flexible teaching-learning procedures based on the time and capabilities of students.	4.46	A
2	I use online platforms such as Google Classroom, Zoom, and similar apps to conduct synchronous classes.	4.76	A
3	I use instructional strategies that fit the level of the students and their learning styles.	4.62	A
4	I do differentiated instruction such that working students can also attend classes by allowing them flexible time or giving different activities for their requirements and assessments to comply with	4.37	A
5	I let my students express different opinions to see others' perspectives on the same situations and thus come up with a better idea of looking at things for objectivity.	4.60	A
6	I create Groups to encourage cooperation, participation, and support for the less motivated students.	4.43	A
7	I teach my students how to process information from the internet and integrate their ideas to avoid copy-pasting in their requirements.	4.49	A
8	I use a variety of teaching materials to aid me in my delivery of lessons.	4.52	A
9	I teach my students to recognize false information uploaded on the internet.	4.44	A
10	I encourage my students to think for themselves and make simple life decisions to boost their maturity and learn the life skills needed to survive.	4.68	A
	Over-All Mean	4.54	A

Legend: 4.21-5.00 Always (A), 3.41-4.20 Often (O), 2.61-3.40 Sometimes (S), 1.81-2.60 Rarely (R), 1.00-1.80 Never (N)

In Table 4, the data reveals the teachers' instructional approaches during the COVID-19 pandemic. The table shows an overall mean of 4.54 which describes the frequency "ALWAYS". The approaches indicated in the statements of condition were observed or done by the teachers all the time. One of the approaches that got the highest mean of 4.76 was the use of Google Classroom, Zoom, and similar apps for online classes. Teachers also encourage students to become academically mature with the mean equivalent to 4.68. Item number 4 in which the teachers do differentiated instruction such that working students could also attend classes by allowing them flexible time or giving different activities for their requirements and assessments to comply with got the lowest mean of 4.37 which implies that not all teachers consider this kind of situation but may have other options for the students to comply with the requirements.

Table 5. *Changes and opportunities during the pandemic*

Item #	Statement	Mean	DR
1	The pandemic taught me to use the university's Learning Management System (LMS) or other LMS.	4.46	SA
2	I learned to do online assessments using different applications.	4.52	SA
3	I became more considerate to students in terms of grading assignments, quizzes, and submission deadlines.	4.52	SA
4	I make myself available for any student inquiry or concern outside of classroom contact hours through online communication channels.	4.57	SA
5	I am challenged by aligning the online tasks and modular activities to curricular standards.	4.24	SA
6	I designed lessons for independent learning which makes it more time-consuming.	3.94	A
7	The pandemic made me create more PowerPoint presentations and Instructional Materials.	4.40	SA
8	I became innovative in my teaching strategies.	4.54	SA
9	I performed multi-tasking activities for students and college activities.	4.65	SA
10	I have much time with my family due to the flexibility of the class schedule during the pandemic.	3.95	A
11	I had several mood swings and health issues during the pandemic.	3.40	A
12	The pandemic limited my use of university resources.	3.59	A
13	I get more stressed and exhausted in teaching online.	3.22	U
14	The pandemic has brought me a more complicated class schedule	3.24	U
	Over-All Mean	4.09	A

Legend: 3.76-4.00 Strongly Agree (SA), 2.51-3.75 Agree (A), 1.76-2.50, Disagree (D), 1.00-1.75 Strongly Disagree (SD)

Table 5 shows how teachers agree or disagree on the academic changes and opportunities during the pandemic. The data reveals an overall mean of 4.09 which has a descriptive rating of "AGREE". This means that teachers looked at the pandemic as an opportunity to grow and become innovative in the teaching-learning process. The pandemic taught the teachers to become multi-taskers, as indicated in item number 9 with the highest mean of 4.65. However, the pandemic has also made teachers get more stressed and exhausted, as shown in item 13 with a mean of 3.22. In most cases, teachers "STRONGLY AGREE" that they have learned from challenges in teaching and performing other functions in the university brought by the pandemic. Patience, consideration, innovativeness, and resourcefulness are among the positive opportunities that teachers gained during the pandemic.

CONCLUSION AND RECOMMENDATION

From the results presented, the researchers conclude that teachers agree on their positive well-being during the pandemic and do often activities that will promote self-care and healthy living despite the

challenges brought by the pandemic. On supervision, teachers still managed to supervise their students by always doing activities that would promote the welfare of the students. The instructional approaches are always observed by the teachers which creates academic maturity for students. The challenges did not affect the total well-being of the teachers but instead, it became a way to innovate teaching strategies and flexibility in teaching.

With all these conclusions, the researchers recommend that the PSAU administration provide the teachers with more meaningful activities such as sports activities that will maintain good health, more seminars or training on the use of new technology (software or apps) in teaching that will promote professional growth to teachers, provide additional resources that teachers can use to continue optimistic environment online and offline.

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