

Teachers' resilience in facing workload adversities in times of pandemic: The case of the private school teachers in a developing country

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Abstract

This case study used a combination of quantitative and qualitative methods to determine the resilience of private school teachers in facing workload adversities during the COVID-19 pandemic in Academic Year 2020-2021. It also analysed how the teaching workload adversities affect the teachers' teaching performance in terms of assigned classes and school-related activities, and teacher well-being in terms of teaching activities, non-teaching activities, and well-being. Resilience was determined using the Adversity Response Profile (ARP) developed by Dr. Paul Stoltz, the proponent of Adversity Quotient. Findings showed that the mean of respondents' ARP is Below Average. This in addition to heavy and challenging teaching workloads has negative impacts on the teachers' teaching performance and well-being. The study provides implications not only to its subjects but to all stakeholders of an educational institution. It signifies the importance of resilience or the ability to bounce back from adversities in life. Now that the COVID-19 pandemic persists, having resilience is a must especially for teachers. Thus, it calls for a more administrative support by providing the ways and means to help develop and strengthen the teachers' resilience especially in this time of pandemic.

Keywords: adversity quotient; COVID-19 pandemic; resilience; teaching performance; teaching workload; well-being

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Introduction

It is known that being a teacher is a noble profession that requires high moral principles. Teachers are considered as role models in an educational institution, so they are expected to give their best all the time. However, it puts so much pressure on them since they should know how to handle stress.

The number of stressed and burned-out teachers has been increasing at alarming rate for the past years (Lo 2014). Teachers who are stressed and burned out are more likely to want to leave their profession (Jacobson 2016; Ortega-Dela Cruz 2016). The changing educational system, inclusive education policy, increasing workload and high expectations from stakeholders all put stress on teachers and if not resolved, these will have negative effects on teachers' teaching performance and well-being. With the increasing number of stressed and burned-out teachers who leave their profession, the whole educational system will become impaired and inefficient.

Teachers' performance comes with a lot of challenges. It challenges their techniques and methods of teaching that could affect their resilience. Resilience is a positive, adaptive response in the face of



significant adversity, it is also known as the ability to bounce back from adversity (Hurley 2020). Resilience can also be viewed as the phenomenon of recovery from prolonged or severe adversity from an immediate danger or stress (Bantang et al. 2013). As stated by Stoltz (1997 in Howell 2016), the more resilient a person is, the more effectively and constructively s/he responds to life's difficulties, and the more fulfilling life becomes.

The teacher's resilience on their work is one of the factors on how they will do their jobs. However, teachers' resilience is frequently tested through their teaching loads and number of students handled each day. In the Philippines, there is a House Bill 473 or An Act of Regulating Class Size in All Public Schools and Appointing Funds Thereof, which proposes that a class to be handled by one teacher shall be fixed as a standard size of 35 learners, with a maximum of no more than 50 students. The teacher-student ratio must be 1:36 for Junior High School level, and 1:31 for Senior High School level (Ciasico 2018). However, in a private school in Cavite, Philippines, they cannot afford to follow the suggested ratio since it is a private school, and they also cater a lot of students from the different parts of Luzon who are considered as poorest of the poor. According to the Philippine Republic Act No. 4670 or the Magna Carta for public school teachers' section 13, any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day. The law had given the public-school teachers a time to prepare for their subjects unlike for the private school teachers who had no laws for them for teaching hours. Private school teachers had limited rights and privileges when it comes to teaching loads. There are several cases wherein they teach the subject that is far from their educational background especially in Senior High School and they also exceed from six hours to actual classroom teaching. Furthermore, no law would regulate their salary hence they need to endure a low salary. The stated cases are some of the factors that may push private school teachers' resilience to its limit, and it may cause a poor teaching performance that may lead to the incompetent learner.

Teachers' responsibility encompasses inside and outside the classroom. Nowadays, teaching loads designated by the Magna Carta for teaching are not just met but surpassed by the teachers because of some inevitable problems that the educational institutions face. Problems like this mostly arise in public schools that have high student populations, but it does not mean that teachers from private schools do not share the same experience. Teachers in private schools are forced to perform to their utmost capabilities to deliver better education. It is not only teachers doing their teaching activities that lead them considering the teaching loads as heavy ones, but they are also involved in the non-teaching activities. In the said institution, teachers are not only doing their teaching activities in a week, but they are also doing non-teaching activities like bulletin board making, printing assessments and answer sheets, module making, lesson planning, and even printing projects of their students. These extreme challenges inside the school might affect the teachers' well-being and quality performance in terms of teaching. Thus, teaching workloads test teachers' resilience to the best they can.

With the current Philippine classroom setting brought about by the COVID-19 pandemic, resilience of the teachers might be normally challenged. This made the researcher interested to have a deeper understanding of teachers' resilience to their teaching loads, and how it affects their teaching performance and well-being. The study aimed to know how resilient the teachers are in terms of handling the factors and problems regarding their teaching loads and number of students handled per day, how they manage, and how it can help improve their teaching performance.

Specifically, the study: (i) determined the workload of the private school teachers in terms of teaching workload, teaching performance, and well-being, (ii) assessed the respondents' adversity quotient according to control, ownership, reach, and endurance; and (iii) analysed how teaching workload adversities affect the teaching performance in terms of assigned classes and school-related activities, and teacher well-being in terms of teaching activities, non-teaching activities, and well-being.

Methods

The study used descriptive research in particular an illustrative case study research design. It is used to describe the characteristics of a population or phenomenon being studied. Case studies allow a researcher to investigate a topic in far more detail than might be possible if they were trying to deal with many research participants with the aim of averaging (McLeod 2019). It involves survey questionnaires, interview questions to gather the profile of the respondents, their teaching workload, and their adversity response profile.

The researcher used a combination of quantitative and qualitative methods. The quantitative method used was a structured survey questionnaire that determined the profile of the respondents, their teaching workload, and adversity response profile. The qualitative method used was in-depth interview with selected respondents to analyse their teaching performance according to the Academic Classroom Observation Instrument formulated by Administrative, Research & Development Centre of a private school in Cavite.

The study used purposive sampling of the respondents of the study. The major criterion on selecting the respondents is that a respondent must be a stay-in faculty member and the teacher must be handling academic or technical subject. The researcher used the complete enumeration wherein, there were 35 teacher who are all qualified in given criterion. The respondents were composed of five teachers from Science Department, three in Music, Arts, PE, and Health Department, two in Social Science Department, three in Filipino Department, four in English Department, five in Mathematics Department, and 13 in Technical-Vocational Education and Training Department.

Out of 35 respondents, 30 or 86% of them were males and 5 or 14% of them were females. Thirty-one or 89% of the respondents have attained bachelor's degree. The second highest degree held is a master's degree with 3 or 9%. Only one or 2% of the respondents have attained a doctorate degree. Most of them were bachelor's degree holders for they find it difficult to pursue master's degree due to their busy situation.

Majority of the respondents were single with 34 or 97% and only one or 3% is a married parent. It gleans that 28 or 80% have five years of teaching experience. About 17% have 6-10 years and only three per cent have 11-15 years of teaching experience. Majority of the respondents were single, which made them stay-inside the institution. They do not have much priority unlike the married and experienced teachers.

The researcher used adopted survey questionnaires from *Work Life Survey* by Kandasamy and Sreekumar (2009). This research instrument was used and tested by Sugden (2011) on 153 respondents in Walden University. The questionnaire was consisted of three parts.

The first part of the survey questionnaire consisted of three major questions. The researcher focused on scales of the following: teaching workloads, teaching performance, and teacher well-being. The first question asked for the teaching workload of the respondents. Prior to having the option to react on this inquiry, it was important to build up the included workloads, appraisals of the respondents to showing jobs, and teaching performance evaluations. The second question asked for their teaching performance. When addressing this question, the respondents in the first part of the questionnaire were quick to cite evidence of how workload has a significant impact upon their preparation time. The third question asked for their perception of their well-being as affected by their workload adversities. In this query, the respondents rated themselves from low impact to high impact on well-being using a Likert scale.

In the second part, the researcher used five questions to determine the adversity response profile regarding the Control, five questions to determine their resilience with regard to the Ownership, five questions regarding Reach, and five questions regarding Endurance. Overall, there were 20 questions. The adversity response profile (ARP) survey questionnaire was adopted from *Your Adversity*

Quotient by Stoltz (2000a). This ARP has been used by many in different professions. Stoltz developed the Adversity Quotient (AQ) to test the unconscious pattern of how people respond to adversity, and show how to increase it and, thereby, help to become valuable at work. The AQ response consists of four CORE dimensions. The researcher used the table below to compute the score of their Adversity Response Profile of the respondents.

Table 1.
Adversity response profile scoring guide

CONTROL	OWNERSHIP	REACH	ENDURANCE
1.	2.	3.	4.
7.	6.	5.	8.
13.	11.	9.	10.
15.	16.	12.	14.
17.	18.	20.	19.
C =	O =	R =	E =

$$\text{Total C + O + R + E} \times 2 = \text{ARP Score} = \underline{\hspace{2cm}}$$

According to Stoltz (2000b in Rafols 2015), the ARP is a self-report questionnaire consisting of 20 questions with a five-point Likert scale response.

The fourth part of the survey questionnaire consisted of 25 questions. The researcher focused on teaching workloads. In this part, the respondents were asked to incorporate the level of teaching workloads with respect to assigned classes, school-related activities, teaching and non-teaching activities.

For the researcher to find out for certain categorical answers to the first three sets of questions, it was important to determine the teaching workloads of the respondents. In the following analysis, the survey questions (SQ) were referenced by number (SQ1, SQ2, SQ3, etc.).

Quantitative data were subjected to descriptive analysis using five-point rating scale. Specifically, the following methods of analysis were employed: For the *Teaching Workload*, five-point rating scale ranging from *balanced (1)*, *less balanced (2)*, *moderate (3)*, *moderately heavy (4)* to *heavy (5)* was used. For the *Teaching Performance* another five-point rating scale ranging from *average (1)*, *average challenging (2)*, *challenging (3)*, *challenging-debilitating (4)* to *debilitating (5)* was used. For the *Well-Being* another five-point rating scale ranging from *low impact (1)*, *moderately average impact (2)*, *average impact (3)*, *moderately high impact (4)* to *high impact (5)* was used. For the *Adversity Response Profile (ARP)* that determined the adverse events the respondents experience on their average day, a five-point rating scale ranging from *low (40-118)*, *below average (119-135)*, *average (136-157)*, *above average (158-175)* to *high (176-200)* was used.

The ARP is composed of CORE dimensions namely: Control, Ownership, Reach, and Endurance. The following CORE equivalents were provided by Stoltz in 2000a.

Low. The individual likely endures pointlessly in various manners. The inspiration, energy, imperativeness, wellbeing, execution, perseverance, and expectation can be incredibly revived by learning and rehearsing the apparatuses in raising ARP.

Below Average. The individual is probably going to be under-using his latent capacity. Affliction can take a critical and superfluous cost, making it hard to proceed with the climb. The individual may fight against a feeling of weakness and gloom. Departure is conceivable by raising the ARP.

Average. The individual as a rule does plunge into exploring life as long as everything is going moderately smooth. Be that as it may, the individual may experience the ill effects of the bigger misfortunes or might be demoralized by the amassed weight of life's difficulties.

Above Average. The individual has presumably done a genuinely great job in enduring through challenges and in tapping a decent segment of developing potential consistently.

High. The individual likely can withstand huge misfortune and to keep on pushing ahead and upward throughout everyday life.

Lastly, for analysing *the impact of teaching workload adversities to teaching performance and well-being*, a five-point Likert scale ranging from *strongly disagree (1.00-1.79)*, *disagree (1.80-2.59)*, *neutral (2.60-3.39)*, *agree (3.40-4.19)* to *strongly agree (4.20-5.00)* was used.

In addition to quantitative data, qualitative data were gathered from in-depth interviews in which the open-ended answers were analysed by categorizing using the following themes: teaching workload intensity, teacher job performance, teachers' satisfaction, and teacher turn-over.

Results and Discussion

Teaching workload adversities

Findings show that 13 or 37% of the respondents agreed that their teaching workload is heavy (Figure 1). Eleven or 31% of the respondents agreed that their teaching workload is moderate.

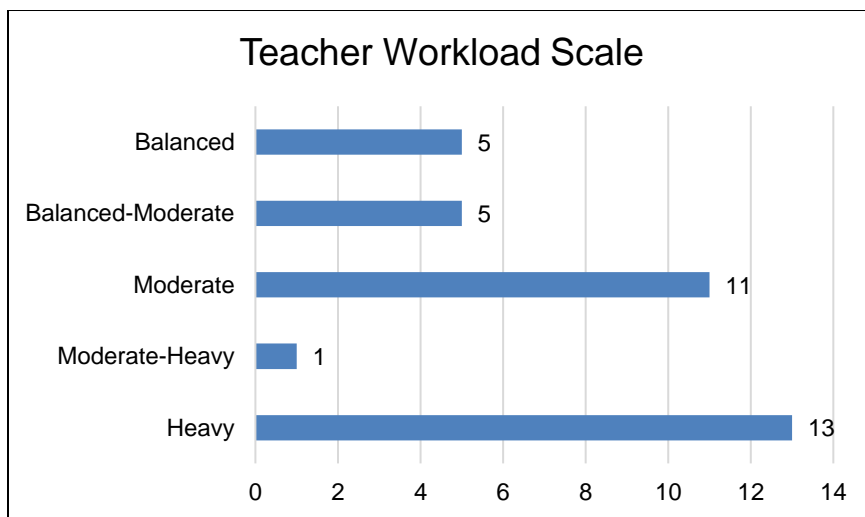


Figure 1.
Teaching workload adversities in terms of teaching workload (n=35)

The vacant time is not enough for the teachers to prepare the lessons. *“Having one period vacant is not enough. What I usually do after class is to rest...for my body to gain strength/energy because I believe taking care of yourself is not a luxury, but it's a must and ... important,”* as Teacher E stated. Teacher workload has intensified significantly to the respondents. *“I tend to put less effort [on creating aides/materials],”* cited by Teacher F. As a result of the teaching intensity, some tend to put less effort and just accept the task for they do not have any choice. On the other hand, some participants can still manage the priority by setting up the priorities and plotting all the paper works, as stated by Teacher D *“Setting up my priorities and time management.”* However, they still tend to

procrastinate due to the additional task given to them. *“Although, I plot all the paper works related to my teaching workload in advance, I am still procrastinating due to additional tasks every day,”* Teacher J mentioned. Teachers procrastinate on an array of professional tasks, such as administrative and organizational tasks and correcting students' work; they delay these tasks for different reasons but mainly due to task aversiveness (Laybourn et al. 2019).

Majority of the respondents find the effect of teaching workloads on teaching performance challenging with 23 or 66% of the respondents (Figure 2). It shows that five or 14% of the respondents find the teaching workloads challenging towards teaching performance. There are four or 11% of the total population can still manage to work and can still manage all goals and or requirements with minimal stress. The 14% of them work at maximum capacity and meet some goals and objectives in the middle of challenging and debilitating stress levels.

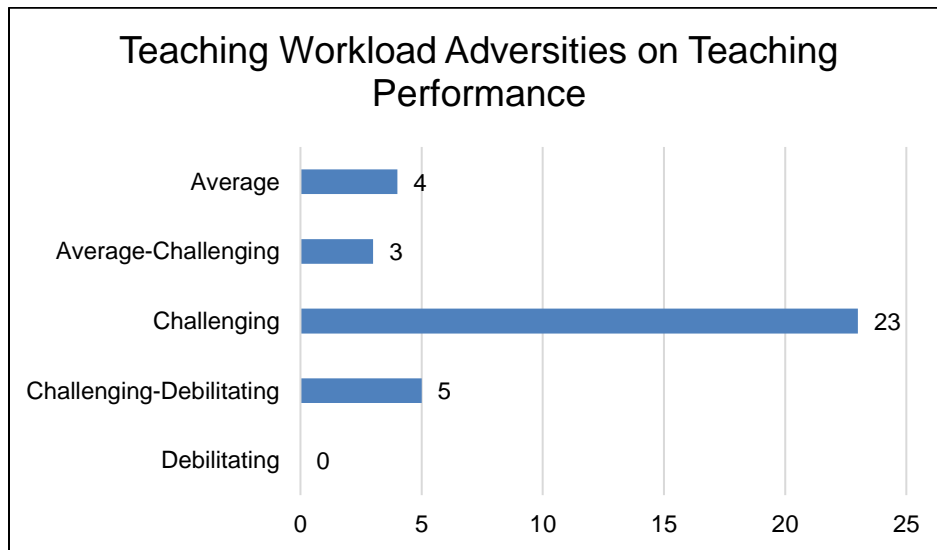


Figure 2.
Teaching workload adversities in terms of teaching performance (n=35)

As cited in Rosanes (2020), teaching workloads can include time pressure, performance pressure, poor student motivation, challenging professional and parent-teacher relationships, and decreasing autonomy in the workplace. From the qualitative results, the respondents agreed that more duties and responsibilities like non-teaching activities are being added to the teachers' workloads has a negative impact on teaching performance. In teaching, it is not only the teachers teaching the lesson, but it is also required to fulfil non-teaching activities like bulletin board making, meeting after class, printing students' projects, etc. *“It lowers my teaching performance because it divides my focus and energy. Most of the time, these non-teaching workloads require more time than the teaching workloads,”* said Teacher G. Teacher G stated that *“It affects my thinking and motivational aspects in work thus affecting my performance and attitude in teaching.”* Teacher H said that: *“I give my personal time to prepare my lessons. I sacrifice my personal rest to study my lessons.”* Due to the heavy teaching workloads, most of the respondents use their personal time just to prepare for their lessons. As a result of the demanding non-teaching workloads, the respondents get stressed and unmotivated for they feel that their teaching performance is greatly affected. They considered the extra tasks as a burden to the major duty of a teacher which is to perform well in front of the class. *“Some non-teaching workloads like creating bulletin board, printing students' project consumed my time, so instead of preparing the lesson, this task will add to teachers' burden,”* said Teacher J. *“It can affect my teaching performance since instead of focusing only on the preparation of lesson, there are times that doing*

non-teaching workloads makes me feel stressed,” Teacher I exclaimed. Though it helps the teachers to be more flexible, it also lets them feel the pressure and stress for it is very demanding. *“In view of light, non-teaching workloads nurture us to manage our time properly especially with our teaching performance. On the other hand, it gives us pressures/stress that affects our teaching preparations that need more time,*” Teacher E addressed.

Findings on the impact of workload adversities on teachers’ well-being reveal that majority of the respondents rated themselves as three or average impact on well-being (66%) (Figure 3). On the other hand, two or 6% of the total population rated themselves as two or moderately average impacts on well-being.

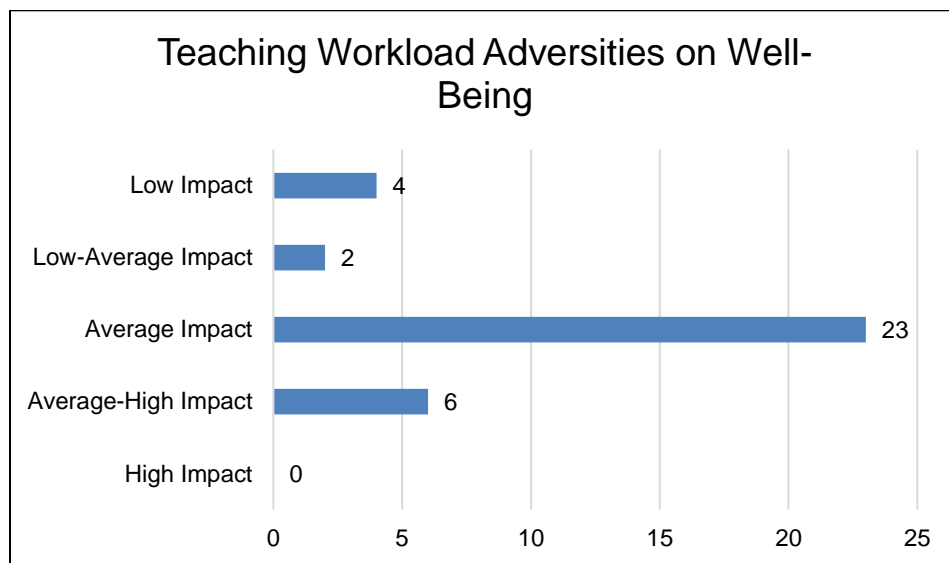


Figure 3.
Teaching workload adversities in terms of well-being (n=35)

According to Fung (2015), working long hours consistently offer no drawn-out advantages to a worker. On the contrary, it gives many adverse results as referenced by past researchers like medical condition, expanded clinical expenses, diminished efficiency, decreased nature of work or job performance, lower work responsibility, and higher job turnover (Fung 2015). In addition, unreasonable number of work assignments such as teaching load, paper works, and role problems can lead to high levels of stress as well as low levels of job satisfaction and commitment. These negative reactions can lead to withdrawal and eventually attrition (Ortega-Dela Cruz 2016).

Well-being affects the satisfaction and decision of human. According to Toropova (2020), teacher job satisfaction merits closer attention. Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their students, overall school cohesion, and the enhanced status of the teaching profession. This portion reveals that some of the respondents are still happy, but their happiness is with reservation. *“Allow me to quote, “Happiness is a state of mind...” In this case, I’m not any happier (of) being a teacher in SMSAI. “One of the factors is having a heavy teaching workload which has a great impact physically, emotionally & psychologically,”* Teacher E stated. Teacher happiness can be difficult to find sometimes, the teaching profession is among the most pressured and stressful (Wise et al. 2012). Moreover, most of the interviewees are still content and satisfied being a teacher in a private school in Cavite province.

The researcher figured out that the teacher turnover in a private school in Cavite province is rampant, thus the fourth question was formulated to ask the interviewees regarding their plan of stay in the institution. This part reveals that many of the interviewees have a plan to leave the institution for various reasons. Heavy teaching workload and too much burden of work are the first two reasons gathered by the researcher. *“In the scenario of having a heavy teaching workload, I would say YES. The possible reasons: too much burden of work, administration, no proper communication and taking care of the pillars of the school,”* Teacher F addressed. A healthy environment is one of the factors that makes an employee stay in an institution. So, when they feel that they are in an unhealthy environment they plan to leave the institution. Teacher H stated that *“Yes [I have the plan to leave this institution] because this kind of workplace doesn't help me grow and develop as a teacher, but rather gives me non-positive thoughts about how unfair life is; that if you are new to the group suffer the burdens.”* Some might look for an institution that has fewer teaching and non-teaching workload adversities. *“Yes (I am planning to leave), to experience less teaching and non-teaching workloads.”* cited by Teacher G.

According to Lo (2014) the number of stress and burnout among teachers has been increasing at an alarming rate for the past years. Teachers who are stressed and burn out are more likely to want to leave their profession (Jacobson 2016).

Adversity quotient of the respondents

In terms of the Adversity Response Profile of the respondents, 17 or 49% of the respondents have below average AQ. It also shows that 12 or 34% of the total population have low AQ (Figure 4).

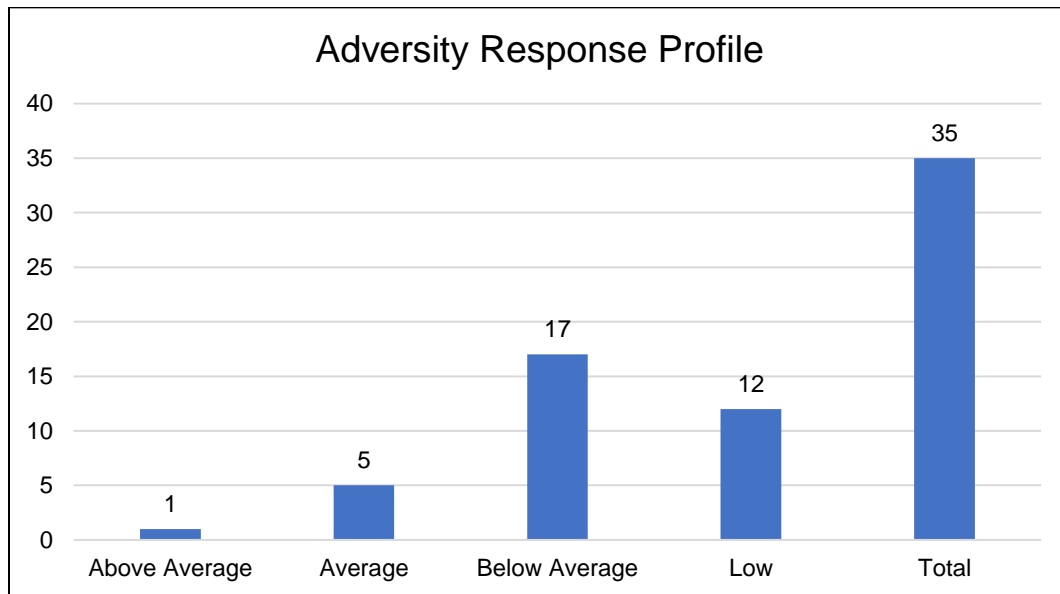


Figure 4.
Adversity Response Profile (ARP) of the respondents (n=35)

According to Stoltz (1997) as cited in (Bautista et al. 2016), having a below average Adversity Quotient means that the participants are likely to be underutilizing their potential. The respondents may fight as feeling of defencelessness and hopelessness. They may get away from this problem by raising their AQ. The CORE (Control, Ownership, Reach, and Endurance) measurements ought to be seen even more to completely comprehend one's AQ (Stoltz 1997 in Bautista et al. 2016).

The average Control, Ownership, and Endurance scores of the respondents were low. It simply implies that the teacher respondents have little or no control and often give up. They most often feel victimized and helpless. Likewise, they also see adversities drag them indefinitely, if not permanently. The average score of the total population in the Reach indicator was average, which means that sometimes they let them infest the healthy areas of their work and lives.

Majority of the young, newly hired, and new to profession are in the below average range of the ARP. *“I will resign as soon as possible for the teaching workload is heavy in this institution,”* stated by one of the faculty members who resigned after a week of teaching experience in a private school in Cavite, Philippines. On the other hand, the tenured and experienced respondents are good in facing the adversities in life. *“As long as I enjoy my stay here, I will stay even though it is stressful,”* phrase from the experienced teacher who got above average range in ARP.

Based on the available data, the researcher found out that teaching and non-teaching workload have a great impact on the teaching performance of the teachers. It is also evident that the result of the Adversity Response Profile survey, in which the ability of a person to bounce back from the stress is tested, is in below average range.

Teaching workload intensification affecting teaching performance and well-being

Teaching performance

Twenty or 57% of the respondents teach different subjects within one semester, with seven or 20% of the respondents teaching multiple subjects in one semester (SQ1), which impacts their preparation time. Many of the respondents are not handling combined classes (SQ2) (Figure 5).

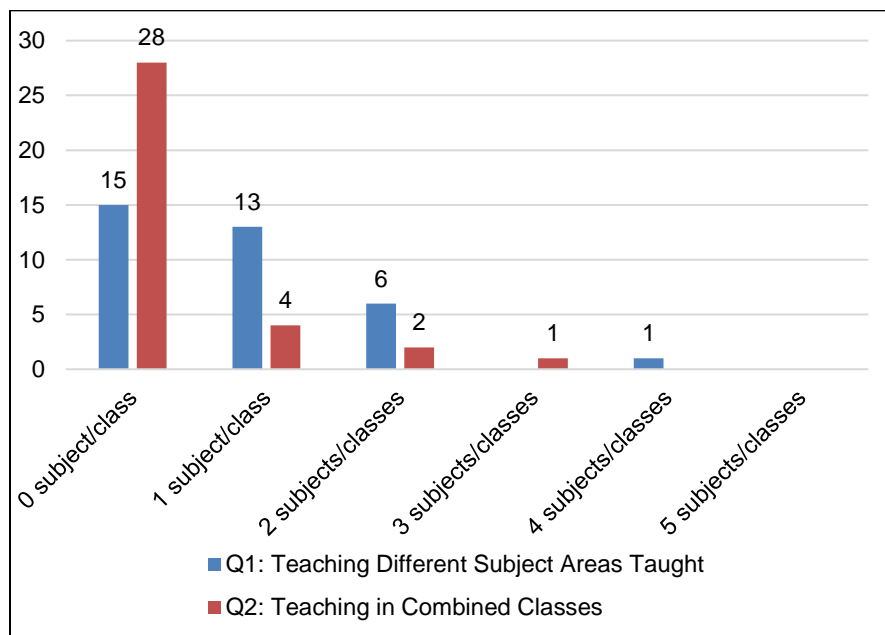


Figure 5.
Impact of teaching intensity on subject area taught and combined classes

It is good that most of the teachers do not conduct looped classes, in which teachers are expected to combine two sections in one period. Teachers cannot get too comfortable, students adapt less to change, persistence of negative relationships, and less exposure to different teaching or learning methods are the cons of teaching combined classes (Nichols 2021).

Majority of the total population handles subjects in their field of expertise, and most of them had prior in-service university credits for subjects taught (SQ3-SQ5) (Figure 6).

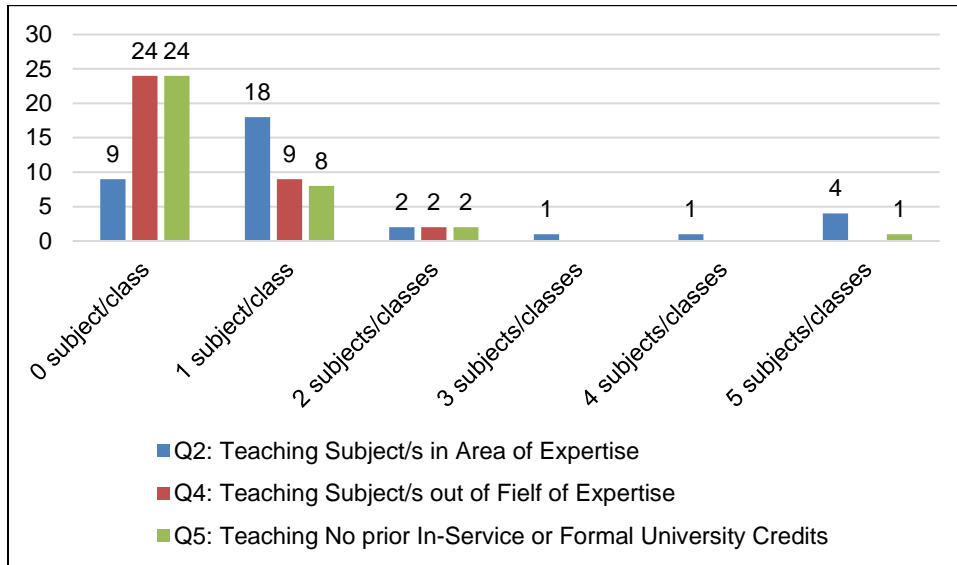


Figure 6.
Impact of teaching intensity on area of expertise

Highly effective teachers have a deep understanding of the subject they teach. So, it is good when the teachers are teaching a subject in their expertise. Research has shown out-of-field educators can be worried about the adverse consequence their instructing may have on understudy learning, for example, lower accomplishment scores; they have additionally shown worry that they cannot exhibit content pertinent to regular day to day existence (Ketchell 2015).

Figure 7 summarizes the results of the analysis of school-related factors that impact teacher workload and performance. The following attributes of teacher performance were identified and studied: In terms of preparation time, the respondents teach six to eight classes per day. Each teacher has a job-embedded preparation period equivalent in time to one class period (SQ9). Many of the respondents spent one to two hours daily during their free time preparing for classes (SQ10). The total population was also asked to indicate the frequency of their involvement that they must participate in school-related activities like non-teaching duties. The results indicated that 28 out of 35 or 80% of the respondents must use their personal time for their regularly scheduled preparation periods (SQ6). When it comes to after school collaboration, the results of the research indicated that 88% of respondents spent approximately one to five hours weekly collaborating after school activities (SQ7). In line with the non-teaching duties and responsibilities that ranged from zero to five hours weekly, 57% of the respondents spent two hours weekly in non-teaching duties while 51% and 20% respectively spent one and five hours weekly (SQ8).

Based on the available data above, the teaching intensification greatly affect the school-related activities. Long working hours are known to influence well-being adversely; one reason is the undesirable practices related with staying at work longer than required, for example, expanded liquor utilization and absence of activity (Cho et al. 2020). According to Shoobridge (2020), meetings are manifestations of an awful association, these contrarily influence individuals' assurance prompting misfortunes in usefulness, cooperation, and prosperity for all people included.

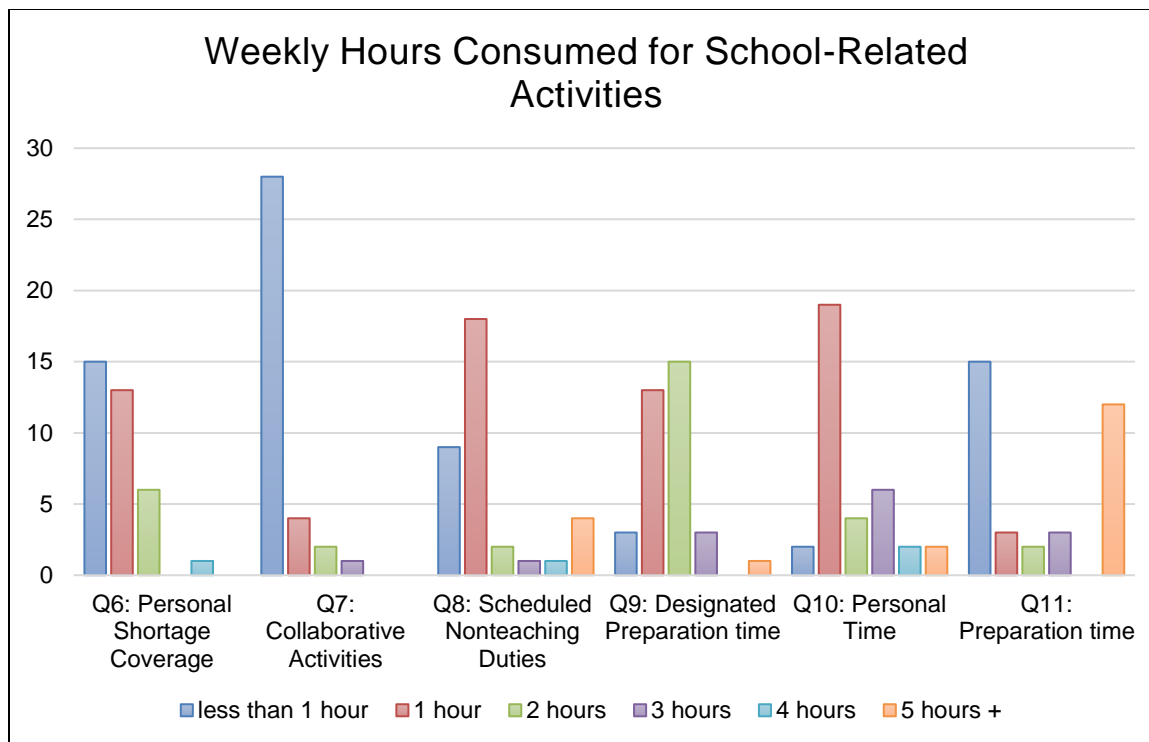


Figure 7.
Impact of teaching intensity on school-related activities

Teacher well-being

Table 2 implies that respondents agreed that preparation time is sufficient (SQ12). On the other hand, they also agreed that adapting new instructional techniques that the Department of Education of Administrative Research and Development Centre require them to implement significantly adds to their workloads (SQ13).

Table 2.
Impact of teaching intensity on teaching activities (n=35)

Factors	Weighted Mean	Verbal Interpretation
SQ12: Preparation Time	3.46	Agree
SQ13: New Techniques	3.46	Agree
SQ14: Teaching outside of Expertise	2.94	Neutral
SQ15: More Job-Embedded Teacher Collaboration Time	3.29	Neutral

The teaching intensity has effect on the teaching activities of the respondents. It is important to prepare for the class for the teachers serve as aide to the learning process. Meador (2019) addressed that preparation and planning are critical components of effective teaching, lack thereof will lead to failure. The impact of preparation and planning is tremendous on student learning. Academia is very demanding in nature. Every year there are a lot of expectations and demands that an institution sets for its teachers. Every time a new instructional requirement is added, the time spent on other areas is reduced (Lynch 2021).

Table 3 shows that majority of the respondents agreed that they have too much administrative paperwork (SQ17). They also agreed that they have too many after-school job-related activities like meetings, committee meetings, meeting with students and mother-sisters or parents (SQ18). The majority of the respondents agreed that there are too many duties than instruction (SQ16).

Table 3.
Impact of teaching intensity on non-teaching activities (n=35)

Factors	Weighted Mean	Verbal Interpretation
SQ16: Too Many Duties Than Instruction	3.66	Agree
SQ17: Paper works	3.86	Agree
SQ18: After School Activities	3.94	Agree
SQ19: Input on Decision Making	2.91	Neutral

According to Shuo (2019), administrative duties are taking up an increasing amount of time to the detriment of both teachers and students that can possibly adversely influence the nature of educating and learning.

Table 4 reveals that the respondents agreed that their workloads impinge their personal time (SQ22). It also shows that the respondents agreed that workloads are the presumed cause of stress (SQ20).

Table 4.
Impact of teaching intensity on well-being (n=35)

Factors	Weighted Mean	Verbal Interpretation
SQ 20: Workloads as stressor	3.37	Agree
SQ 21: Workloads as the Cause of Sickness	2.71	Neutral
SQ 22: Effects of Workloads to Personal Time	3.46	Agree
SQ 23: Increase of Workloads over the Past 5 Years	2.46	Neutral
SQ 24: Effects of Workloads to Well-Being over the Past 5 Years	2.14	Disagree

Workload and job stress lead to burnout, which the World Health Organization describes as a form of chronic work stress that depletes energy and diminishes efficacy (Dowd 2020). Teachers are bringing work to their house, which takes away their time not only for themselves but also for their family (Umil 2018).

In terms of the specific actions in attempting to balance work and fun, 29 or 83% of the total respondents chose the physical activity that is enjoyable like walking, sport, aerobics jogging, or swimming (Figure 8). There are 28 or 80% of the respondents who prefer having conversation with a trusted friend to alleviate work and fun. On the other hand, two or six 6% of the respondents added online gaming and eating as their stress relievers.

According to Salamon (2014), individuals that regularly exercise seemed to experience an increased feeling of competence that carried over into work and home roles. Keeping up cosy connections will be probably everything a person can manage to adapt to this upsetting circumstance (Andersen 2021).

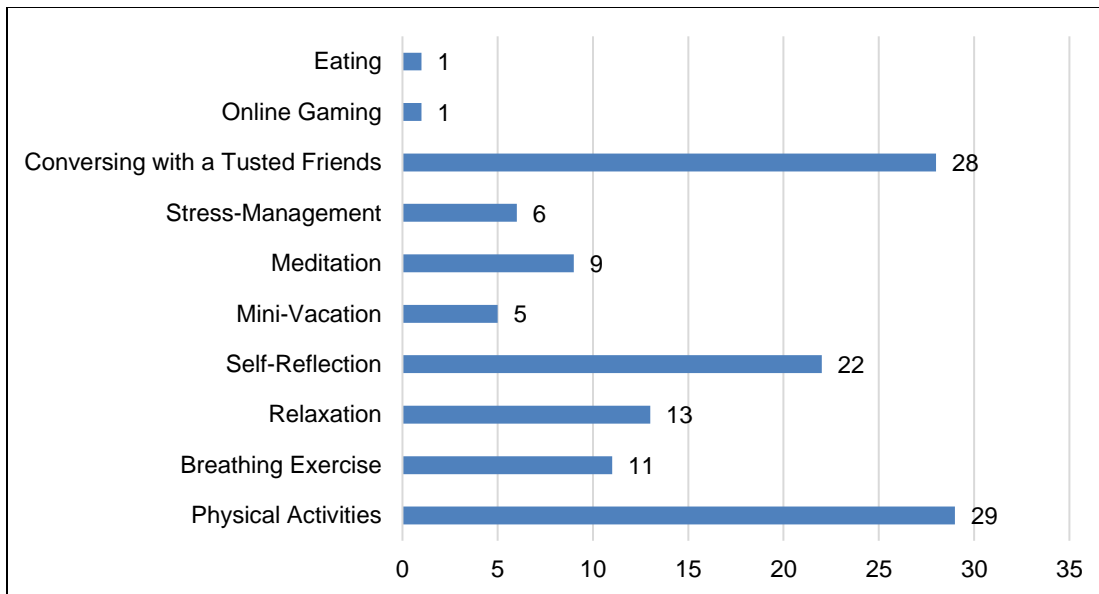


Figure 8.

Ways to balance work

(Note: Responses were based on the number of respondents' citations)

Teachers play a vital role in any institution so valuing them is a must. An institution will never work well if there is no teacher. In a private school in Cavite province, the faculty members are still grounded in the concept of the traditional way of teaching, in which, teacher-centred approach is evidently used by most of the teachers. The class size is ranging from 50 to 55 students and the teaching workload is ranging from seven to eight units per day. The ideal class size is 18 students. The teachers should accept that the dream of an 18-to-1 student–teacher ratio conflicts with the logistical and financial realities of many schools (Kieschnick 2018). It is very impossible for a private school to achieve the ideal class size of 18 for it caters 2000 students and its faculty is only ranging from 50-60 members. As a result, the teachers are expected to have a heavy teaching workload that could affect their teaching performance, personal well-being, and adversity quotient.

Conclusion

The study explored the private school teachers' resilience in facing teaching workload adversities in times of COVID-19 pandemic. The Adversity Response Profile of the respondents is Below Average. Most of the respondents have low Control, Ownership, and Endurance. They have lower AQs reacts as though they have little control and regularly surrender, they additionally divert responsibility and frequently feel misled and powerless, likewise they consider misfortune to be delaying inconclusively or for all time. Furthermore, this negative reasoning example keeps them from finding ways to improve things. Most of the respondents have average Reach, which implies that they can keep mishaps and difficulties in their place, and they do not allow themselves to overrun the sound spaces of their work and lives.

The respondents claimed that their teaching workload was heavy, which has an impact on their teaching performance and well-being. Adversities for teaching are not only delivering lessons but also doing non-teaching workloads such as bulletin board making, organization and departmental meetings, paper works, and even printing students' projects.

Considering the discoveries of this case study, the researcher suggests that the Department of Education genuinely consider the consequences of allowing the responsibility escalation measure that is happening in a private school situated in Cavite province to proceed. The researcher recommends that all the members of school administration (Administrative Research and Development Centre and Office of the School Principal) should investigate the requests that are being put upon the employees. They must include the teachers in evaluating instruction and non-teaching obligations. They must endeavour to offer more insightful, reasonable, compassionate, substantial educational support by reducing the teaching workloads through hiring of additional teachers, lessening the unnecessary non-teaching activities, providing seminars and training related to Adversity Quotient. With these the institution will have a healthy teaching workload that will help teachers to fulfil their duties and responsibilities efficiently even in times of crisis. Teachers are one of the vital pillars in education, so the education system should take care of them.

This study provides implications not only to its subjects but to all stakeholders of an educational institution. It signifies the importance of resilience or the ability to bounce back from adversities in life. Now that the COVID-19 pandemic still persists, having resilience is a must.

Study limitations

This study has some limitations in terms of the following aspects: (i) The number of teachers involved due to some factors like tenured or regular faculty members who were allowed to stay outside school. The study was only conducted in stay-in faculty members. It is limited to 35 respondents, who are all stay-in teachers. (ii) The study was conducted in a private school in Cavite, Philippines and therefore the findings may not be true to other three branches of the said school in Philippines and other secondary private and public schools.

With these limitations of the study, the researcher recommends further studies to other private and public schools not only in the Philippines but in the case of other developing countries worldwide. Research should be comparative to compare the results and findings. This will broaden up understanding of the effects of traditional teaching workload assignment to the adversity quotient of the teacher and thus it calls for a more administrative support by providing the ways and means to help develop and strengthen the teachers' resilience especially in this time of pandemic.

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