

RESILIENCY AND ATTITUDE OF TEACHERS TOWARDS DISTANCE LEARNING

Charis Bogtong

Corresponding Author: charisbogtong@gmail.com

Abstract: Teachers' resilience levels during the COVID-19 pandemic lockdown and its association with attitudes towards emergency remote teaching and perceived stress. This study aimed at determining the Teachers' Resiliency and Attitude towards Distance Learning. Respondents were assessed as to their level of resiliency in relation to their attitude towards distance learning modality in the New Normal. The study utilized arithmetic mean, frequency counts, and percentages to present the teachers' profile, level of resiliency as well as their attitude towards distance learning modality in the New Normal. Likewise, Multiple Regression (MR) analysis was employed to test the relationship between teachers' profile and their level of resiliency, as well as between teachers' profile and their attitude towards distance learning modality. The same test was utilized to test the relationship between teachers' resiliency and their attitude towards distance learning modality in the New Normal. Findings revealed that most of the teachers were found to be "highly resilient" in performing their duties and responsibilities as teachers in the Department of education. As to their attitude towards distance learning modality in a New Normal, it was found to be "favorable", which means that teachers have sense of acceptance to the new modality of learning in the present New Normal educational system. Regression analysis revealed that generally, there is no significant relationship between the profile of the teachers and their resiliency level in teaching, though, it was the position which came out to be significant factor, but it did not affect to the overall significance value. On the hand, findings of the study revealed a significant relationship between profile of the teachers and their attitude towards distance learning modality in a New Normal education. In particular, it was the gender, position, and monthly family income of the teachers which found to be significant factors that influenced their attitude towards the new modality of learning in a New Normal. Finally, regression analysis found a significant relationship between teachers' resiliency level and their attitude towards distance learning modality in a New Normal.

Keywords: Resiliency and Attitude, Distance Learning Modality, Basic Education

1. Introduction

With today's presence of unprecedented health crisis, it requires some logical decisions and systematic actions. In the Department of Education, distance learning modality has turned out to be the ultimate option after the declaration of President Duterte (2020) during his State of the Nation Address (SONA) last July 27, 2020 that no face-to-face classes will happen until the coronavirus vaccine becomes available to ensure that the health of the students will be protected, to wit: "Until the (Corona Virus Disease 2019) COVID-19 vaccine is available, I will not allow the traditional face-to-face teaching or learning unless risks of exposure to sickness are eliminated. I cannot and will not put to risk the health and lives of our students and teachers" Duterte (2020).

This implementation of distance learning at present has made teachers become the front-liners of whatever educational activities which will be undertaken. From the preparation of modules, learning activity sheets or guides, and distribution and retrieval of those materials contribute additional tasks on their part. Since, these are only few of their responsibilities aside from preparing of learning competency directory, learning plan for the students, budget of lessons, and above all is the checking of hundreds of students' outputs. Moreover, the dilemma of finding out only a minimum learning from the students at the end, especially from those slow learners due to no face-to-face discussion, will likewise bring them in a definite distress and apprehension.

Reality has been revealing even at the time while there were face-to-face classes, in which low academic performance from the Filipino learners has been explicit. In fact, 2018 results of the Program for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) showed that out of 79 participating countries all over the world in Science, Mathematics, and Reading, the Philippines scored 353 in Mathematics, 357 in science, and 340 in Reading (PISA results, 2018), all of which were below the average of participating OECD countries. Locally speaking, the 2018 Third Quarter Regional Monitoring, Evaluation and Adjustment (RMEA) revealed that the Division of Northern Samar was considered lowest in rank among the 13 Divisions in the Eastern Visayas Region. Furthermore, results gathered during the Fourth Quarter District Monitoring, Evaluation and Adjustment (DsMEA) 2019 in the Lavezares District, revealed that most of the students performed poorly in almost of their subjects taken. These are just few of the scenarios that the teachers have to subdue, especially in this "new normal" system of education.

Quite undeniable that teaching is a multifaceted task which needs a versatile performer. It requires one to be systematic, skilled, idea-oriented, and equipped with techniques in making learning to take place in a teaching-learning process (Microsoft Encarta, 2009). Such that, in times of crisis like at present, teaching requires good qualities of teacher, most importantly is being resilient. This teacher's quality is expected to bring assurance that teaching will still be more enduring, efficient and effective despite the presence of adversities.

Teachers' Resiliency is defined as the teachers' spirit in facing problems that would affect their profession. It is their way of development that occurs over time involving their ability to adjust to varied situations and increase their competence in the face of adverse conditions (Bobek, 2002, p. 202), this includes specific strategies that the teachers employ when they experience an adverse situation (Castro, et al., 2010, p. 623). The recent problems in the world require teacher to be more resilient in order to sustain their efficacy in teaching. By being so resilient, teachers are expected to be open-minded with whatever change they may encounter along the process. Such that, with the implementation of the distance learning modality-a quick diversion from face-to-face to modular or blended learning, a resilient teacher will have a favorable disposition and perception towards this "new normal" system of education. Without thinking the burdens and so much work it will bring, for a resilient teacher, coping with the potential stresses of school life is not actually about having less work. For them, the more responsibility and the more genuine opportunity to exercise leadership, the greater the sense of resilience she becomes (Day, et al., 2010).

On the other hand, determining problems caused by lack of resilience is likewise a significant one. Employees, particularly, in the education sector report more work-related psychological ill-health, particularly stress, anxiety and depression, than do employees in other sectors. The Labor Force Survey's successive Self-Reported Work-related Illness Surveys are a reliable source of evidence in this respect. It was estimated that in 2009 and 2010, 133,000 people whose current or most recent post in the last year was in the education sector suffered from an illness which was caused or made worse by their job (<http://www.nottingham.ac.uk/education>). In the case of teachers, much of this illness is psychological/emotional ill-health i.e. stress, anxiety and depression. This will affect then the performance of the teachers and eventually cause to limited students' learning opportunity.

Thus, putting teacher's resilience a relatively recent area of investigation which provides a way of understanding what enables teachers to persist in the face of challenges and offers a complementary perspective to studies of stress, burnout and attrition. Resilience is shown to be the outcome of a dynamic relationship between individual risk and protective factors. Individual attributes such as altruistic motives and high self-efficacy are key individual protective factors. Contextual challenges or risk factors and contextual supports or protective factors can come from sources such as school administration, colleagues, and students (Bernard, 2003). This simply means that teacher's resilience can either be weakened or reinforced dependent upon the kind of superior, colleagues, and students a teacher has.

Meanwhile, it has been established that person's resilience contributes towards having positive outlook in life (Lopez, et al., 2009). The same manner that, teacher who has great level of resiliency is anticipated to have a favorable attitude towards the recent distance learning modality of education. Attitude is defined as the way a person views something or tends to behave towards it, often in an evaluative way. It is a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event (Kendra, 2020). In relation to the study, attitude of the teachers

pertain to their level of favorability and unfavourability towards the implementation of the distance learning modality of education. It is construed that greater resilience in teachers will result to their favorable attitude towards distance learning. Such that, regardless of those risk factors that the distance learning modality will cause to them, a highly resilient teacher will still perceive it favorable, for she has that protective factor of positive self-image, problem-solving skills, self-regulation and adaptability, faith/understanding of the meaning and purpose of this system of education, and skills and talents she can use in teaching. Thus, both resiliency and attitude of teachers towards this new modality of learning are factors of the success or failure of the students, especially in this “new normal” education.

Because of the foregoing concern, the researcher has considered it necessary to determine the level of resiliency of teachers for it is expected to affect their attitude towards the recent distance learning modality, which may positively or negatively, affect students’ academic performance. This is likewise to propose matrix of activities that can boost teacher’s resilience and attitude towards teaching using distance learning modality of education, hence this study.

Background of the Study

The present study is primarily anchored to the Theory of the Distance Education by Holmberg (1989) who stated that “meaningful learning, which anchors new learning matter in the cognitive structures, not rote learning, is the center of interest. Teaching is taken to mean facilitation of learning. Individualization of teaching and learning, encouragement of critical thinking, and far-reaching student autonomy are integrated with this view of learning and teaching”. In relation to the present study, this theory capitalizes the importance of distance learning in making students become motivated to learn through having autonomy in his/her style of learning. This further shows how distance learning gives a meaningful scenario on the part of the students.

According to Holmberg (1989), distance education is a concept that covers the learning-teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time. In connection to the recent study, this theory supports to the effectiveness of distance learning modality that the Department of Education is recently implementing. Garrison, (1990) stated that the application of modern technology may glamorize distance education. It has been described by some (Garrison, 1990; Hayes, 1990) as no more than a hodgepodge of ideas and practices taken from traditional classroom settings and imposed on learners who just happen to be separated physically from an instructor. As distance education struggles to identify appropriate theoretical frameworks, implementation issues also become important. These issues involve the learner, the instructor, and the technology. Because of the very nature of distance education as learner-centered instruction, distance educators must move ahead to investigate how the learner, the instructor, and the technology collaborate to generate

knowledge. In this distance education, the learner as one who is physically separated from the teacher (Rumble, 1986), has a planned and guided learning experience (Holmberg, 1986), and participates in a two-way structured form of distance education that is distinct from the traditional form of classroom instruction (Keegan, 1988). Using the post-industrial model, Keegan (1988) presented approaches and development of the academic discipline of distance education. It is this concept of industrialized, open, non-traditional learning that, Keegan says, will change the practice of education.

Objective of the Study

Emotionally-driven eLearning generates positive attitudes such as engagement, interest, and enthusiasm. The more positive the emotions of your learners are during their eLearning experience, the more motivated your learners will be. This study aimed at finding out the Resiliency and Attitude towards Distance Learning Modality in a New Normal education of the teachers in Lavezares I Districts, Division of Northern Samar, SY 2020-2021. Hence this research assessed level of teacher's resiliency in teaching. This research is supplemental in the on-going efforts of the Department of Education in struggling for a quality education of the Filipino learners in a New Normal, by making a concrete analysis as to how resilient the teachers are and what is their attitude towards the distance learning modality, strategy or approach in teaching to make teaching-learning process still enduring, meaningful, and understandable on the part of the learners. Findings of the present study has provided direction towards policy interventions for more evidence-based policy making and for future research.

Methodology

A Descriptive-Correlational Research Design through describing the present status or conditions regarding the research variables of the study. Most particularly, it assessed and described the recent status of the teachers' profile in terms of age, gender, civil status, highest educational attainment, grade level being taught, position, length of service, and monthly family income; as well as it would describe the level of resiliency and attitude of teachers towards distance learning modality in a new normal education. The Correlational part of the study was obvious in determining the existing relationship between profile of the teachers in terms of age, gender, civil status, highest educational attainment, grade level being taught, position, length of service, and monthly family income, and their level of resiliency in teaching as well as their attitude towards distance learning. Likewise, in determining the relationship between resiliency and attitude of teachers towards distance learning was another part which showed correlational approach in the treatment of the study. The respondents of this study were composed of the elementary and secondary school teachers in the public elementary and secondary schools in Lavezares I District, Division of Northern Samar. Because of the big number of teachers covering the elementary and secondary schools of the district, Slovin's formula was employed to get the sample of the population.

The questionnaires were adopted from instrument comprises the different statements that gathered responses from the respondents useful in determining their level of resiliency in teaching adapted from that of Connor-Davidson Resilience Scale (CD-RISC) used in their study on self-report measure of resilience within the Post Traumatic Stress Disorder (PTSD) clinical community (Connor, et al., 2003). A little modification was made just to fit in the objectives of the study. Another questionnaire was composed of ten statements that gathered responses from the respondents to determine their attitude towards distance learning modality in a new normal education. This was adapted from the study of Gordo (2018) with a little modification to jive with the objectives of the study.

Results and Discussions

Table 1. Age and Gender

Demographic Information	N	Percentage
Age		
55-62	4	2.9
47-54	15	10.7
39-48	26	18.6
31-38	50	35.7
23-30	34	24.3
No answer	11	7.9
Total	140	100.00
Sex		
Female	33	23.6
Male	97	69.3
No answer	10	7.1
Total	140	100.00

As indicated in Table 1, fifty (50) or 35.7% were 31-38 years old, thirty-four (34) or 24.3% 23-30 years old, twenty-six (26) or 18.6%, fifteen (15) or 10.7% were 47-54 years old, and four (4) or 2.9% are 55-62 years of age. While There were eleven (11) or 7.9% did not give their answers. gender profile of the elementary school teachers. It states that out of 140 respondents, ninety-seven (97) or 69.3% were females, while thirty-three (33) or 23.6% were males. However, ten (10) or 7.1% of the respondents did not give their responses on this profile. Finding showed that most of the teachers were females. This further showed that female teachers were dominant in number compared to male.

Table 2. Gender

Civil Status	f	%
Single	49	35.0
Married	79	56.4

Separated	1	0.7
Widow/Widower	1	0.7
No answer	10	7.2
Total	140	100.0

Depicted in table 2 the civil status profile of the respondents. It shows that out of 140 school teachers seventy-nine (79) or 56.4% were married, forty-nine (49) or 35% were single, one (1) or 0.7% each was separated and widow/widower. However, ten (10) or 7.2% of the respondents did not give their answers. This indicated that most elementary school teachers were married and so they were already stable when it comes to their civil status.

Table 3. Highest Educational Attainment

Highest Educational Attainment	f	%
MA Graduate	31	22.1
MA CAR	20	14.3
Bachelor with MA Units	17	12.1
Bachelor Degree Holder	62	44.3
No Answer	10	7.1
Total	140	100

Table 3 shows the highest educational attainment of the respondents. It shows that out of 140 respondents, sixty-two (62) or 44.3% were bachelor degree holder, thirty-one (31) or 22.1% were MA graduate, twenty (20) or 14.3% MA Complete Academic Requirements, and seventeen (17) or 12.1% were bachelor with MA units. This showed that most of the teachers were already aware of the importance of graduate studies in their profession as teachers. Thus, educational and professional growth were already part of their priorities as teachers.

Shown in Table 4 are the data for the grade levels which the respondents were handling. Though some of the respondents were handling more than 1 grade levels, however, the respondents were asked which she/he was mostly handling and currently teaching. The data depicted that out of one hundred forty (140) respondents, thirty-seven (37) or 26.4% were handling students in Grades 9-10 levels, twenty-nine (29) or 20.7% are handling Grades 4-6 pupils, twenty-two (22) or 15.7% were handling Grades 11-12 students, eighteen (18) or 12.9% were handling Grades 7-8 students, sixteen (16) or 11.4% were handling Grades 1-3 pupils, and eight (8) or 5.7% were handling preschool children. Most of the respondents were handling and teaching Grades 9-10 students.

Table 4. Highest Educational Attainment

Current Position	f	%
Grade 11-12	22	15.7
Grade 9-10	37	26.4

Grade 7-8	18	12.9
Grade 4-6	29	20.7
Grade 1-3	16	11.4
Preschool 1-3	8	5.7
No answer	10	7.1
Total	69	100

Table 5. Designation

Current Position	f	%
Master Teacher II	4	2.9
Master Teacher I	3	2.1
Teacher III	36	25.1
Teacher II	24	17.1
Teacher I	62	44.3
No Answer	11	7.9
Total	140	100

As shown in table 5 that out of the one hundred forty (140) respondents, sixty-two (62) or 44.3% were Teacher-I, thirty-six (36) or 25.1% were Teacher-III, twenty-four (24) or 17.1% were Teacher-II, four (4) or 2.9% were Master Teacher-II, and three (3) or 2.1% were Master Teacher-I. However, eleven (11) or 7.9% of the respondents did not give their answers. This indicated that most of the school teachers are still handling Teacher-I position. The slow promotion pace of the teachers is one indication that there is really a need for the teachers to undergo professional growth which is one of the avenues for the teachers to get promoted while performing well in her/his job as a teacher.

Table 6. Length of Service

Length of Service	f	%
36 and above	1	0.7
29-35	5	3.6
22-28	2	1.4
15-21	9	6.4
8-14	29	20.7
7 and below	82	58.6
No Answer	12	8.6
Total	140	100

Table 6 shows the length of service of the teacher-respondents. It is depicted in the table that of one hundred forty (140) respondents, eighty-two (82) or 58.6% were only 7 and below years in the service as teachers, twenty-nine (29) or 20.7% were 8-14 years, nine (9) or 6.4% are 15-21

years, five (5) or 3.6% are 29-35 years, two (2) or 1.4% were 22-28 years, and one (1) or 0.7% is 66 and above years in the service as teacher. However, twelve (12) did not give their answers. This indicates that most of the school teachers were still young in the service and were still capable to adjust with the changing situation.

Table 6. Performance

Performance	f	%
4.50-5.00	6	4.3
3.50-4.49	134	95.7
Total	140	100

Table 6 shows the Individual Performance Commitment and Review Form (IPCRF) rating of the respondents. This depicted that out of one hundred forty (140) respondents, one hundred thirty-four (134) were having 3.500-4.499 IPCRF rating interpreted as “very satisfactory”, and six (6) or 4.3% were having 4.500-5.000 IPCRF rating which was interpreted as “outstanding”. This indicated that most of the elementary school teachers were performing well in their job as teachers with very satisfactory remarks, if not an outstanding one. This further indicates that teachers of Lavezares District were having good sense of carrying out their duties and responsibilities as teachers in the field despite the presence of a health crisis.

Table 7. Level of Resiliency of the Respondents

Statement	Mean	Verbal Description
I can adapt changes in teaching even now in a new normal situation	4.21	Highly Resilient
God helps me to accept the present new normal situation.	4.56	Highly Resilient
I can deal with whatever comes my way in the field of teaching.	4.24	Highly Resilient
Past successes give me confidence that I can still be effective in teaching even in a new normal situation.	4.21	Highly Resilient
I try to see the humorous side of things when I am faced with problems and difficulties especially in the new normal education at present.	4.14	Resilient
Having to cope with stress in this time of pandemic can make me stronger and be dedicated more in teaching.	4.10	Resilient
I tend to bounce back after illness, injury or other hardships thinking that I have my teaching career and my students whom I enjoyed to be with.	4.14	Resilient

I believe most things happen for a reason just as the present time of pandemic that definitely affects in performing my job as a teacher.	4.39	Highly Resilient
I make my best effort in teaching, no matter what happens even in a new normal situation.	4.39	Highly Resilient
I believe I can achieve my goals in teaching, even if there are obstacles due to recent Covid 19 Pandemic.	4.30	Highly Resilient
Even when hopeless, I do not give up my teaching career.	4.39	Highly Resilient
In times of stress in my teaching job, I know where to find help especially in the present new normal situation.	4.22	Highly Resilient
Under pressure, I stay focused and think clearly while performing my job as a teacher.	4.17	Resilient
I prefer to take the lead in problem-solving just as facing squarely the real life of my teaching struggles.	4.05	Resilient
I am not easily discouraged by failure ever since I got in my career as a teacher until this present new normal situation.	4.06	Resilient
I think of myself as a strong person when dealing with life's challenges and difficulties especially in the field of teaching.	4.16	Resilient
I make unpopular or difficult decisions especially when it comes to pursuing on any teaching struggle.	3.89	Resilient
I am able to handle unpleasant or painful feelings like sadness, fear, and anger while performing my job as teacher in this new normal situation.	4.18	Resilient
I have a strong sense of purpose in life as a real teacher in the Department of Education.	4.42	Highly Resilient
I take pride in my achievements as a teacher especially in this trying time of Pandemic.	4.27	Highly Resilient
Grand Mean	4.225	Highly Resilient

Shown in table 7 is the level of Resiliency of the teachers during New Normal Education in Lavezares District, Division of Northern Samar, SY 2020-2021. Generally, findings showed that the school teachers in Lavezares District were highly resilient in their work as teachers even at present New Normal way of providing education to learners. The weighted mean of 4.225, interpreted as “highly resilient”, showed that teachers were carrying out their job with exemplary performance, regardless of scare that the COVID 19 was bringing them in being frontliners in the field of education, and to the people around them who were expectations of the worse thing to happen. This was aside from the overlapping tasks lie at their shoulders due to the works brought about by the distance learning modality in a New Normal. In particular, it was on the statements

“God helps me to accept the present new normal situation”, with a mean of 4.59, “I have a strong sense of purpose in life as a real teacher in the Department of Education”, with a mean of 4.42, and “I believe most things happen for a reason just as the present time of pandemic that definitely affects in performing my job as a teacher”, “I make my best effort in teaching, no matter what happens even in a new normal situation”, and “Even when hopeless, I do not give up my teaching career”, with each had a mean of 4.39, that the respondents were found to be “highly resilient”. These were all indications that most teachers in Lavezares District were committed in their teaching profession. Whereas, it was on the statements “I make unpopular or difficult decisions especially when it comes to pursuing on any teaching struggle”, with a mean of 3.89, “I prefer to take the lead in problem-solving just as facing squarely the real life of my teaching struggles.”, with a mean of 4.05, and “I am not easily discouraged by failure ever since I got in my career as a teacher until this present new normal situation”, with a mean of 4.06, all of which interpreted as “resilient”. These all showed that teachers in Lavezares District are not highly resilient in these aspects, and that flexibility and capability to take the lead and make impromptu decision were not part of their strengths.

Table 8. Attitude of the Respondents Towards Distance Learning Modality

Statement	Mean	Verbal Description
I feel sure of myself in distance learning modality in this new normal system of education.	3.75	Fairly Favorable
I think distance learning modality of education is challenging and will enhance more my teaching skills.	3.90	Favorable
I am enthusiastic about distance learning and I have liking for it.	3.56	Favorable
Distance learning is encouraging and stimulating on my part as a teacher.	3.70	Favorable
Distance learning thrills me and I like it better than any other modalities of teaching approaches.	3.29	Fairly Favorable
I never get tired of working with distance learning modality of teaching my pupils/students.	3.56	Favorable
I think Distance learning is the most enjoyable approach in educating children at present time.	3.15	Fairly Favorable
I can see much importance in distance learning.	3.50	Favorable
Distance learning modality of education develops more my teaching skills.	3.46	Favorable
I like distance learning because it is practical.	3.12	Fairly Favorable
Grand Mean	3.50	Favorable

Table 8 presents the attitude of the respondents towards Distance Learning Modality in a New Normal Education. The data revealed that with a total weighted mean of 3.50, interpreted as “favorable”, the attitude of the teachers in Lavezares District was favorable towards Distance

Learning modality. Specifically, it was on the statements “I think distance learning modality of education is challenging and will enhance more my teaching skills”, with a mean of 3.90, “I feel sure of myself in distance learning modality in this new normal system of education”, with a mean of 3.75, and “Distance learning is encouraging and stimulating on my part as a teacher”, with a mean of 3.70, all of which are interpreted as “favorable”. These all indicated that teachers in Lavezares District had favorable attitude towards distance learning modality in a New Normal when it comes to teaching experiences and skills that would be developed on their part as teachers while performing their teaching jobs and as they perform their duties and responsibilities while implementing the Distance Learning Modality in this New Normal time.

Table 9. Analysis of Variance to Test the Relationship (Profile and Level of Resiliency)

	Sum of Squares	Df	Mean Square	F	Significance Value	Interpretation
Regression	0.901	8	0.113	0.786	0.616	Not Significant
Residual	16.470	115	0.143			
Total	17.371	123				

Table 9 shows regression analysis on the effect of profile of the teachers as respondents of this study in Lavezares District to their resiliency in teaching in a New Normal. Generally, the analysis revealed that the conceptual model was not significant with an F-value of 0.786 and significance value of 0.616, thus, the null hypothesis was not rejected. This means that the profile of the respondents in terms of age, gender, civil status, highest educational attainment, grade level taught, length of service, monthly family income, and IPCRF rating did not affect their level of resiliency in teaching during this New Normal education.

Table 10. Test of Relationship between the Profile of the Respondents and their Level of Resiliency

Independent Variables	B	Significance value	Interpretation
Age	-0.076	0.563	Not Significant
Gender	0.079	0.422	Not Significant
Civil Status	0.064	0.558	Not Significant
Highest Educational Attainment	0.009	0.931	Not Significant
Grade Level Taught	-0.122	0.202	Not Significant
Position	0.303	0.024	Significant
Length of Service	-0.093	0.462	Not Significant
IPCRF Rating	-0.045	0.669	Not Significant

Specifically, shown in table 10 that although among the profile aspects of the respondents, it was the Position ($\beta=0.303$, $\alpha=0.024$) currently handling by the respondents which became significant; however, it did not give any impact to the overall significance value. This rather indicates that resiliency level in teaching of the teachers in Lavezares District is greatly influenced by the

position they are currently handling. The positive correlation results suggested that the higher the position of the teacher, the higher also is her/his resiliency level. This is explained by the role of being superior in terms of position in an organization, wherein expectation from the group is likewise higher than those who are just ordinary teachers. Thus, Master teachers, in particular, showed more resilience than an ordinary teacher, since they served as the models of their subordinates. In other words, the low sense of resilience on the part of the master teachers would serve a weakening agent on the part of the subordinates that would bring consequently the whole organization in a feeble state.

Table 11. Analysis of Variance to Test the Relationship between Profile and Attitude Towards Distance Learning Modality

	Sum of Squares	Df	Mean Square	F	Significance Value	Interpretation
Regression	6.670	8	0.834	1.964	0.02	Significant
Residual	51.445	115	0.447			
Total	58.114	123				

Shown in table 11 is the regression analysis between profile of the respondents and their attitude towards distance learning modality of education. Generally, the analysis revealed that the conceptual model was significant with an F-value of 1.964 and significance value of 0.02, thus, the null hypothesis was rejected. This means that the profile of the respondents in terms of gender, position, and monthly family income had affected their attitude towards distance learning modality of education, bringing an impact to the significance value of the test of relationship.

Table 12. Test of Relationship between the Profile of the Respondents and their Attitude

Independent Variables	B	Significance value	Interpretation
Age	0.209	0.101	Not Significant
Gender	-0.221	0.042	Significant
Civil Status	-0.018	0.864	Not Significant
Highest Educational Attainment	-0.002	0.988	Not Significant
Position	0.223	0.017	Significant
Length of Service	0.053	0.676	Significant
Monthly Family Income	0.220	0.049	Significant
IPCRF Rating	0.091	0.369	Not Significant

In particular, table 12 shows that among the profile aspects of the respondents, it was the gender ($\beta=-0.221$, $\alpha=0.042$), position ($\beta=0.223$, $\alpha=0.017$) currently handling by the respondents, and monthly family income ($\beta=0.220$, $\alpha=0.049$) of the respondents which became significant

predictors of the teachers' attitude towards distance learning modality in a New Normal Education. Findings revealed that the negative correlation value between profile of the respondents in terms of gender and their attitude towards distance learning modality further implied that male teachers had less favorable attitude than their female counterparts. Likewise, findings revealed that position currently handling by the teachers was a significant predictor of their attitude towards distance learning. The positive correlation value further implied that teachers who were handling higher positions have positive attitude than those who were just ordinary teachers. This conformed by the results between profile in terms of position and resiliency level of the teachers which found to be likewise positive and significant. Moreover, the role of those teachers who were handling higher positions had prevailed to an important factor for their subordinates to be emulated and be followed. In this particular situation wherein change is always unprecedented, it is very important for the teachers especially those who are handling high positions to be flexible and ready to accept changes. Thus, findings of the study had revealed how teachers became so much responsible to respond to the need of the learners by accepting the distance learning modality implemented by the Department of Education just to provide learning continuity to the Filipino learners.

Finally, findings revealed that monthly family income of the respondents was a significant factor of their attitude towards distance learning modality. The positive correlation results further implied that teachers whose monthly family income is high had more favorable attitude than those whose monthly family income were low. The burden lies in the shoulder of those teachers whose income was just minimal which actually added to their thinking how they would perform their jobs as teachers in this New Normal system of education wherein teachers were given so much loads from preparing the different learning materials up to evaluating them and finally reaching out those slow learners through home visitation which was actually an additional tasks on their part that might have influenced their attitude towards the new distance learning modality in this New Normal education which became negative.

Table 12. Test of Relationship between the Respondents' Resiliency and Attitude Towards Distance Learning Modality in a New Normal

Independent Variables	B	Significance value	Interpretation
Resiliency	0.357	0.000	Significant

Shown in table 12 that resiliency ($\beta=0.357$, $\alpha=0.000$) of the teachers in teaching had significantly predicted their attitude towards distance learning modality in a New Normal education. The high positive and perfect correlation results implied that as the resiliency level of the teachers got higher, their attitude towards distance learning modality also got more favorable.

Conclusions

From the findings of the study that most of the teachers in Lavezares I District were found to be “highly resilient” in performing their duties and responsibilities as teachers. It is then concluded that with the implementation of the distance learning modality, smoothness of the flow in terms of process from the preparation of the learning modules up to retrieval and evaluation of the learning outputs were happening. Thus, successive workload brought about by the implementation of the distance learning modality is not an issue to them, since they are resilient to whatever adverse situation they are in or will be encountered as long as it is related to teaching. Moreover, findings of the study revealed that most of the teachers had favorable attitude towards distance learning modality. It can be concluded that acceptability on the implementation of the distance learning modality was present among teachers and that they found it favorable on their part. Though, some teachers kept on clamoring on the additional tasks while reaching out those learners who cannot keep abreast with the learning pace of their counterparts, however, still most of them had accepted this learning modality as still favorable due to commitment and dedication they had towards teaching. For, most of them look at teaching as both their passion and profession. Conclusion was drawn based on the findings of the study that there was no significant relationship between the profile of the teachers and their resiliency level in teaching. It can be said that being resilient of the teachers is not affected by their age, gender, civil status, highest educational attainment, grade level being taught, length of the service, and OPCR rating. Thus, teachers can be resilient regardless of those factors. However, it was found that the position handled by the teachers as either Teacher I-III or MT I-II had affected their resiliency level. This follows that, the higher is the position handled by the teacher, the more resilient he/she is. Moreover, data revealed that there was a significant relationship between profile of the teachers and their attitude towards distance learning modality in a New Normal education. It can be concluded that gender, position, and monthly family income of the teachers were significant factors that influence their attitude towards the new modality of learning in a New Normal. It was further concluded that female had more favorable attitude towards distance learning modality than their male counterparts. Likewise, the position of the teachers influenced their attitude towards the new modality of learning; such that, teachers who were handling high positions in teaching had more favorable attitude than those who were lower in position. It can furtherly be concluded that Master Teachers had more favorable attitude towards distance learning modality than those of ordinary teachers. This follows that teacher who were in high position took more responsibilities in teaching than those who were in lower positions. Thus, master teachers’ acceptability on the changes in the curriculum or in any teaching endeavor was part of their flexibility being superiors in terms of position vis-à-vis responsibilities which lie on their shoulders. Finally, monthly family income of the teachers came out to be a factor of their attitude towards distance learning modality. It could be concluded that, teachers with high family income had more favorable attitude towards distance learning modality than those teachers whose monthly family income was just minimal. From the findings of the study that there was a significant relationship between teachers’ resiliency level and their attitude towards distance learning modality in a New Normal; such that the higher the resiliency level of a teacher, the more favorable is the teacher’s attitude towards distance learning modality. It can

be concluded that teachers' whose resiliency level is high can accept whatever change they may encounter along the milestone of their teaching career.

References

Altmann, H., & Arambasich, L. (1982). A study of locus of control with adult students. *Canadian Counselor*, 16(2), 97-101.

Apao, L., Dayagbil, F., and Abao, E. (2014). Alternative Learning System Accreditation and Equivalency (ALS A&E) Program: Quality of Life beyond Poverty. *International Journal of Interdisciplinary Research and Innovations* Vol. 2, Issue 4, pp: (20-26), Month: October – December 2014 Retrieved from www.researchjournals.com

Baynton, M. (1992). Dimensions of control in distance education: A factor analysis. *The American Journal of Distance Education*, 6(2), 17-31.

Benard, B. (2004). *Resiliency: What we have learned*. San Francisco: WestEd. Bobeck, B.L. (2002). Teacher Resiliency: A key to career longevity. *The Clearing House*, 5, 202-205

Benesch, S. (2012) *Considering Emotions in Critical English Language Teaching: Theories and Praxis*. New York: Routledge.

Bonanno, G. (2004) Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist* 59 (1), 20-28.

Bond, A. (2012). *Learning Music Online: An Accessible Learning Program for Isolated Students*. <http://www.ncver.edu.au/research/proj/nr1013.pdf>

Burns, A., Freeman, D. and Edwards, E. (2015) Theorizing and studying the language-teaching mind: Mapping research on language teacher cognition. *The Modern Language Journal* 99 (3), 585-601.

Castro, A., Kelly, J. and Shih, M. (2010) Resilience strategies for new teachers in high-needs areas. *Teaching and Teacher Education* 26 (3), 622-629.

Cavanaugh, C. (2016). Distance Education Quality: Success Factors for Resources, Practices and Results. In R. Discenza, C. Howard, & K. Schenk (Eds.), *The Design and Management of Effective Distance Learning Programs* (pp. 171-189). Hershey, PA: Idea Group.

Chen, C. C. & Jones, K. T. (2017). Blended Learning vs. Traditional Classroom Settings: Assessing Effectiveness and Student Perceptions in an MBA Accounting Course. *The Journal of Educators Online*, 4, 1-15.

Chicchetti, D. (2010) Resilience under conditions of extreme stress: A multilevel perspective. *World Psychiatry* 9 (3), 145-154.

Cole, A.L., & Knowles, J.G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Needham Heights, MA: Pearson Education Company,

Constantine, N.A., Benard, B., & Diaz, M. (1999). Measuring protective factors and resilience traits in youth: The healthy kids resilience assessment. Paper presented at the Seventh Annual Meeting of the Society for Prevention Research, New Orleans, LA.

Day, C. and Gu, Q. (2010) *Resilient Teachers, Resilient Schools: Building and Sustaining Quality in Testing Times*. New York: Routledge.

Devlin, E. Lawrence, (1989). Distance Education is not a Discipline, 2: Distance Education as a Discipline: a Response to Holmberg, *Journal of Distance Education*, Vol. 4.1/10

Garmezy, N., Masten, A. and Tellegen, A. (1984) The study of stress and competence in children: A building block for developmental psychopathology. *Child Development* 55, 97-111.

Garrison, D. R., & Baynton, M. (1987). Beyond independence in distance education: The concept of control. *The American Journal of Distance Education*, 1(1), 3-15.

Grotberg, E.H. (1997). The International Resilience Project. Presented at the International Council of Psychologists conference, Graz, Austria. Retrieved March 19, 2004, from <http://resilnet.uiuc.edu/library/groy98a.html>

Gu, Q. (2014) The role of relational resilience in teachers' career-long commitment and effectiveness. *Teachers and Teaching: Theory and Practice* 20 (5), 502-529.

Gu, Q. and Day, C. (2013) Challenges to teacher resilience: Conditions count. *British Educational Research Journal* 39 (1), 22-44.

Gu, Q. and Li, Q. (2013) Sustaining resilience in times of change: Stories from Chinese teachers. *Asia-Pacific Journal of Teacher Education* 41 (3), 288-303.

Guimaraes, H. M. (2005) Teachers and students views and attitude towards new mathematics curriculum. *Journal of Educational Studies in Mathematics*, 26, 347-365.

Holmberg, B. (1986). *Growth and Structure of Distance Education*. London: Croom Helm.

Keegan, D. (1980). On defining distance education. *Distance Education*, 1(1), 13-36. (1986). *The foundations of distance education (Second Edition)*. London: Routledge. (1988). Problems in defining the field of distance education. *The American Journal of Distance Education*, 2(2), 4-11. (1993). *Theoretical principles of distance education*. London: Routledge.

Lim, J., Kim, M., Chen, S. S., & Ryder, C. E. (2018). An Empirical Investigation of Student Achievement and Satisfaction in Different Learning Environments.

http://findarticles.com/p/articles/mi_m0FCG/is_2_35/ai_n27926193/?tag=content;coll

Llego, Mark Anthony, 2020. DepEd Learning Delivery Modalities for School Year 2020-2021. Retrieved at <https://www.teacherph.com/deped-learning-delivery-modalities/>.

Masten, A.S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist*, 56 (3), 227-238. McIntyre, F. (2003). Transition to teaching: New teachers of 2001 and 2002. Report of their first two years of teaching in Ontario. Toronto, ON: Ontario College of Teachers. Retrieved June 12, 2003, from www.oct.ca

Mateo, J., & Sangra, A. (2017). Designing Online Learning Assessment through Alternative Approaches: Facing the Concerns.

<http://www.eurodl.org/?keyword=online%20learning&article=294>

Mercado, I. P. (2015, 4/21/2016). Problems Encountered in the Alternative Learning System in Tanauan City. *International Journal of Education and Social Science*, 6. Retrieved from <http://www.ijessnet.com/wpcontent/uploads/2015/09/5.pdf>

Moore, M. G. (1989). Three types of interaction. *The American Journal of Distance Education*, 3(2), 1-6 (1987). Distance learning in the United States: The near future. *Distance Education*, *The American Journal of Distance Education*, 8(2), 30-42.

Rotter, J. (1989). Internal versus external control of reinforcement. *American Psychologist*, 45(4), 489-493.

Tusaie, K., & Dyer, J. (2004). Resilience: a historical review of the construct. Retrieved May 18, 2004 from *Holistic Nursing Practice* 18(1), 3-8, from

<http://www.barry.edu/nursing/cnr/publications.htm> Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research*, 54 (2), 143-178.

Wang, C. M. (2004). Taking Online Courses in the United States: The Perspectives of Asian students from China, Korea, Singapore, and Taiwan. *Proceedings of the E-Learn 2004 conference*:

World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education (pp. 2466-2468). Norfolk, VA: Association for the Advancement of Computing in Education.

White, K. W., & Weight, B. H. (2015). *The Online Teaching Guide*. Boston: Allyn & Bacon.

Wolf, P. D. (2016). Best Practices in the Training of Faculty to Teach Online. *Journal of Computing in Higher Education*, 17, 47-78. <http://dx.doi.org/10.1007/BF03032698>

Copyright (c) 2022. Author (s). This is an open term of Creative Commons Attribution License (CC BY). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

