

Teachers' Practices in Dealing with Anxiety and their Work Commitment Amidst Pandemic in the Special Geographical Area of MBHTE-BARMM

¹Muhaima M. Balayanan, EdD, ²Husna T. Lumapenet, EdD, ³Musa M. Tagal, PhD

¹*Classroom Teacher, Department of Education, Nangaan Elementary School, Kabacan, North Cotabato Philippines*

^{2,3}*Assistant Professor, Cotabato Foundation College of Science and Technology, Doroluman, Arakan, Cotabato, Philippines*

Abstract— The purpose of this study was to evaluate teachers' practices in dealing with anxiety towards work commitment in times of pandemic among selected public elementary schools in the 63 Barangays under Special Geographical Area of MBHTE-BARMM. This study utilized descriptive-correlational research designs. The data of the study revealed that teachers were having awareness about COVID-19 and practicing information dissemination strategies to prevent, control the pandemic and promote positive behavior and health to address their fear and anxiety in times of COVID-19 pandemic. Despite of the pandemic, the teachers were committed to their school, teaching, students and to their profession. Furthermore, the study revealed that the teachers' practices in dealing with their anxiety is associated to their work commitment during the COVID-19 pandemic.

Introduction

The Philippine authorities saw the spread of COVID-19 in the Philippines as a treatas reported by Nicomedes, Avila, Arpia, (2020). As a result of the global health threat, the Philippine government implemented safety measures such as the Enhanced Community Quarantine or the ECQ to restrict the spread of pandemic.

Leite, Hodgkinson, & Gruber, (2020) reported that the extension of ECQ was due to increasing COVID-19 pandemic cases in the Philippines. The social isolation, which causes

loneliness, depression, anxiety, and can lead to post-traumatic stress disorder (WHO, 2020). Public health emergencies were created by this health problem and the Filipinos nationwide are affected.

The way Filipino's way of living has been dramatically changed. The Filipinos are not the only ones whose lives been changed; the COVID-19 pandemic is considered a global health issue that shifted people's lifestyle (Pan, 2020). The new normal's learning continuity is highly reliant on school preparation (Lumapenet & Usop, 2022).

With the increasing cases of the COVID-19 pandemic in the country, the researcher decided to evaluate teachers' practices in dealing with anxiety and how it affects their work performance.

In organizational study, commitment has sparked a lot of attention. Committed employees are said to have different levels of engagement, such as employee performance, turnover, and their decision whether stay or quit an institution (Meyer & Allen, 1997).

In the field of education, particularly in schools, the same scenario exists. The ability to understanding the level of commitment of teachers is important because it represents their involvement in school and the extent to which they agree with the decision and make an effort to achieve the chosen aim (Ibrahim, Ghavifekr, Ling, Siraj, and Azeez, 2013; Yukl, 2010).

As a result, the researcher chose to focus on a survey of teachers' experiences, attitudes, and strategies in dealing with anxiety related to the

COVID-19 epidemic and its impact on their work performance and commitment.

Thus, the purpose of this study was to evaluate teachers' practices in dealing with anxiety towards work commitment in times of pandemic.

Methodology

This study utilized descriptive-correlational research designs in evaluating the teachers' practices in dealing with anxiety towards their work commitment in times of pandemic in the selected public elementary schools of the 63 Barangays under Special Geographical Area of MBHTE-BARMM during the school year 2021. The quantitative component sets of survey questionnaires were used to gather data from the respondents. The tools were subjected to content validity by experts and later were pilot tested to obtain its reliability. The survey questionnaire was self-made that underwent for internal consistency using the Cronbach Alpha of 0.94938.

Results and Discussion

Teachers' Practices in Dealing with Anxiety

In dealing with the anxiety caused by the COVID-19 pandemic, the public school teachers in the Philippines were practicing information seeking, have preventive measures to combat the COVID-19 pandemic and the teachers indicated a positive attitudes in facing the difficulties brought by the pandemic. This finding indicates teachers manifested a preventive attitudes and practices to avoid the spread of COVID-19 pandemic.

In 2020, the World Health Organization emphasized that having a positive thinking can alleviate the anxiety caused by the global crisis.

Effective crisis management aids in the restoration of the school's smooth operation while also serving as a learning tool for future crisis situations. Depending on the crises (Kudto, Lumapenet, & Guiamalon, 2007), coping mechanisms may differ (2022).

Table 1. Teachers' practices in dealing with anxiety.

Indicator	Weighted Mean	Description
1. Information seeking	4.19	Practiced
2. Preventive measures	4.36	Highly Practiced
3. Attitudes	4.06	Practiced
Grand Mean	4.20	Practiced

Teachers' Anxiety

The public elementary school teachers indicated their anxiety due to the global pandemic. Their anxiety was due to infection related that the pandemic might spread. The teachers also have anxiety as caused by their duties and responsibilities for the learning continuity in the new normal. Furthermore, the pandemic brought psychological anxiety among teachers. Vindegaard (2020) found out that the COVID-19 has numerous reports on psychological effects.

Table 2. Teachers' Anxiety.

Indicator	Weighted Mean	Description
1. Infection related anxiety	4.15	High
2. Educational anxiety	3.84	High
3. Psychological stress	3.63	High
Grand Mean	3.87	High

Teachers' Commitment

The finding of the study explained that despite the difficulties of the teachers in times of the global crisis, the teachers remained their engagement to their duties and responsibilities as a teacher.

Tyree (1996) stated that the teachers' way of exerting their effort and the willingness in devoting extra time to students and providing effective teaching, to show greater level of enthusiasm in teaching the subject matter were indications of teachers' commitment.

To continually sustain the delivery of instruction, teachers and school principals must cope with every difficult situation they may encounter (Guiamalon, Lumapenet, & Katog, 2022).

Table 3. Teachers' commitment.

Indicator	Weighted Mean	Description
1. Students	3.20	Committed
2. Teaching	4.14	Committed
3. School	4.01	Committed
4. Profession	4.11	Committed
Grand Mean	3.87	Committed

Relationship between Teachers' Practices and their Anxiety

Teachers' practices are associated with and their anxiety in times of COVID-19 pandemic. The teachers' anxiety is dependent on the teachers' practices such as information seeking, preventive measures, and attitudes towards COVID-19 pandemic.

Teachers may have a variety of psychological worries in such settings, including fear of becoming infected with the coronavirus and fear of an outbreak in the school. Teachers may have symptoms such as burnout as a result of psychological stress, such as anxiety concerns (Maslach & Leiter, 2016).

Relationship between Teachers' Anxiety and their Work Commitment

Teachers' remarkable job devotion will finally come from the absence of their anxiousness. Understanding and knowing the reasons for the teacher's numerous fears in the COVID-19 pandemic condition and adopting countermeasures can secure the teacher's mental health while maintaining the quality of teaching for kids, according to (Sutcher, Darling-Hammond, & Carver-Thomas, 2016).

References

- [1] Guiamalon, T. (2021). Teachers Issues and Concerns on the Use of Modular Learning Modality. *IJASOS-International E-journal of Advances in Social Sciences*, 7(20), 457-469.
- [2] Guiamalon, T. (2021). Parental Interventions Towards Learners' mental Health In Times Of The COVID 19 Pandemic. *IJAEDU-International E-Journal of Advances in Education*, 7(20), 90-99.
- [3] Guiamalon, T. S. (2021). Graduate Education Programs: Its Relation to Graduates Work Competencies in the Workplace. *IJAEDU-International E-Journal of Advances in Education*, 7(19), 58-66.
- [4] Guiamalon, T., Lumapenet, H., Katog, M., & Dilna, S. (2022). Coping with COVID-19: How Public Secondary School Principals Adapt to the New Normal?. *Guiamalon, TS, Lumapenet, HT (2022). Coping with COVID-19: How Public Secondary School Principals Adapt to the New Normal*, 2363-2367.
- [5] Ibrahim, M., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. (2013). Can Transformational Leadership Influence Teachers' Commitment towards Organization, Teaching Profession, and Student Learning? A Quantitative Analysis. *Asia Pacific Education Review*, 15, 177-190. <https://doi.org/10.1007/s12564-013-9308-3>.
- [6] Kudto, N. M., Lumapenet, H. T., & Guiamalon, T. S. (2022). Students' Learning Experiences in The New Normal Education. *CENTRAL ASIAN JOURNAL OF THEORETICAL & APPLIED SCIENCES*, 3(5), 221-233.
- [7] Lumapenet, H., & Usop, M. (2022). School Readiness towards the Delivery of Learning in the New Normal. *International Journal of Early Childhood Special Education (INT-JECSE)* ISSN: 1308-5581 Vol 14, Issue 03 2022.

- [8] Leite, H., Hodgkinson, I. R., & Gruber, T. (2020). New development: ‘Healing at a distance’—telemedicine and COVID-19. *Public Money & Management*. <https://doi.org/10.1080/09540962.2020.1748855>. 2020;89:531–42. <https://doi.org/10.1016/j.bbi.2020.05.048>.
- [9] Maslach C, Leiter MP. Understanding the burnout experience: recent research and its implications for psychiatry. *World Psychiatry*. 2016;15(2):103–11. <https://doi.org/10.1002/wps.20311>.
- [10] Meyer, J. P., Allen, N. J. & Smith, C. A. (1993). Commitment to organizations and occupation: Extensions and test of a three-component conceptualization. *Journal of Applied Psychology*, 78, 538-551.
- [11] Nicomedes, C. J., Avila, R. M., Arpia, H. M. (2020, April). The lived experiences of Filipino front liners during COVID-19 outbreak.
- [12] Pan, H. (2020). A glimpse of university students’ family life amidst the COVID-19 virus. *Journal of Loss and Trauma*, 1–4. <https://doi.org/10.1080/15325024.2020.1750194>
- [13] Sutchter L, Darling-Hammond L, Carver-Thomas D. A coming crisis in teaching?.2016. https://lemanncenter.stanford.edu/sites/default/files/A_Coming_Crisis_in_Teaching_BRIEF.pdf. Accessed 20 Jan 2021.
- [14] Tyree, A. K. (1996). Conceptualising and measuring commitment to high school teaching. *Journal of Educational Research*, 89(5), pp. 295-304.
- [15] World Health Organization. (2020, March 18). Mental health and psychosocial considerations during the COVID-19 outbreak. <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>.
- [16] Vindegaard N, Benros ME. (2020) COVID-19 pandemic and mental health consequences: systematic review of the current evidence. *Brain Behav Immun*.