

TEACHER RESILIENCE AND PROFESSIONAL DEVELOPMENT TRAININGS AS PREDICTORS OF TEACHING CAPACITY IN PUBLIC SCHOOLS: A CONVERGENT APPROACH

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ABSTRACT

This study was mainly conducted to determine the levels and lived experiences of teachers' resilience and professional development trainings towards their teaching capacity among teachers in Carmen North and Central District. This study utilized Concurrent Quan + Quali Mixed Method Design wherein the collection of samples and analysis of quantitative and qualitative data were collected in the same time but separate in manner. Survey questionnaires were given to 200 elementary classroom teachers for the quantitative strand of the study. Seventeen (17) teachers became the participants of the In-Depth Interview (IDI) and Focus Group Discussion. The findings indicated high level of teachers' resilience, professional development trainings, and teaching capacity. The combined influence of teachers' resilience and professional development trainings had positive and significant influence towards teaching capacity. Further, teachers' resilience found to be the significant predictor on teachers' teaching capacity. It implies, the more resilient teachers are, the better performance they have in the workplace. Consequently, the findings of the quantitative strand were confirmed by majority of the participants in the qualitative strand. Hence, the qualitative and quantitative data showed convergence in its result.

Keywords: *Resilience, Professional, Development Trainings, Teaching Capacity
Convergent Design, Carmen District*

INTRODUCTION

Teaching is one of the most challenging and taxing professions in the world owing to its intellectual, emotional, and service-providing nature (Sikma, 2021). Teachers as the "pillars of societies," need to know "what to teach," "how to teach," and "cope with educational adversities and challenges" at the same time (Pishghadam et al., 2021). This implies that teachers need to have the ability to adapt changes and remain holistically healthy amidst adversities.

In this regard, past research has shown that teachers need resilience in order to be content with their jobs and continue in the teaching profession.

Resilience has a variety of beneficial effects on teacher education at the macro level and on teachers and students at the micro level. More precisely, it reduces teacher stress and burnout while increasing their commitment, job satisfaction, well-being, instructional quality, job pleasure, motivation, professional identity, retention, agency, and self-efficacy. Teacher resilience, in turn, has an effect on students' engagement, motivation, and academic accomplishment. However, it is a trait that varies across individuals and may grow or diminish with time (Li et al., 2019).

In addition, teachers' participation in different professional development trainings may have an effect on their teaching. Indeed, the changes brought about by COVID-19 require teachers to adapt their basic behavioral abilities to the new normal and to participate in various trainings and seminars aimed at improving teachers' performance (Simon and Sievertsen, 2020). In fact, the school year 2020-2021 was marred by disruptions caused by COVID-19, but the DepEd persists in resolving endless circumstances to guarantee that learners' education continues. While education may become the new normal in the COVID-19 environment, it will continue to exist (Sevilla, 2020).

That is why teachers must attend professional development trainings, seminars, and workshops to enhance their basic behavioral abilities as individuals. Van Der Schaaf, Slof, Boven, and De Jong (2019) discovered that in order to achieve a high level of education in a new normal, teachers must engage in professional development activities such as trainings, workshops, and seminars, as well as develop their core behavioral competencies for improved output, particularly during pandemic caused by the COVID-19 virus.

Numerous studies have examined teachers' resilience and professional development, but the majority of them have examined how these factors affect students' academic achievement. Additionally, research has been undertaken on the effect of resilience on work satisfaction and career longevity. But, few of these studies examined the effect of resilience and development training on teaching ability. Thus, the purpose of this research was to ascertain the impact of teachers' resilience and professional development trainings on their teaching capacity. Also, this study utilized mixed method since most of the researches conducted employed plain quantitative or pure qualitative research design.

Finally, results of this study may guide educational planners, policymakers specifically the Department of Education to realign existing policies or formulate interventions in leveraging teachers' teaching capacity.

FRAMEWORK

This paper is chiefly anchored on the Resiliency Theory developed by Fergus and Zimmerman (2005), which highlighted assets and resources as primary factors of adult resiliency. Resources in this theory pertain to external factors like parental support and mentoring. At the same time, assets refer to intrinsic factors such as self-esteem, competence, optimism that help persons overcome the adverse effects of risks like fear and burnout.

In this study, the researcher focused on resiliency. This is because it is taken as an individual asset regarded as the opposite of hopelessness and a favorable disposition and mindset that something will have a positive outcome. Moreover, studies have shown that resilient individuals tend to be positive in life, making them persistent and confident in the face of uncertainties making individuals less vulnerable to stress and anxiety, which causes psychological distress. Thus, the preceding literature affirms and offers theoretical and conceptual perspectives to the investigation of resilience among teachers as a potent factor in having effective teaching capacity (Fergus & Zimmerman, 2005).

Also, this is influenced by Walberg's Theory of Educational Productivity/Performance by Walberg (1981) associate with Teaching Performance. He confirmed the vitality of the realms of motivational orientations, self-regulated learning schemes, and social/interpersonal abilities in assisting academic performance. Relatively, this suggests teachers must update continuously, under the circumstances of changing educational standards, coupled with increasing diversity in students' cultural and social backgrounds.

METHODS

Research design

To gain an in-depth understanding of the topic, this study was carried out using the convergent parallel design, a mixed-methods designs. The research process is symbolized as qualitative and quantitative (Morse, 1991). A convergent parallel design entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyzes the two components independently, and interprets the results together (Creswell & Plano-Clark, 2011). With the purpose of corroboration and validation, the researcher aims to triangulate the methods by directly comparing the quantitative statistical results and qualitative findings. In the research process, two datasets will be obtained, analyzed separately, and compared.

This design is labelled by Creswell and Plano-Clark (2011) as convergent parallel. The simultaneous use of two methods in this way may be used to obtain different but complementary data on the same topic (Morse, 1991). If findings converge this may increase confidence in these and has been labelled 'multi method confirmation.

Respondents

In the qualitative measurements, 17 teachers were informed about the study and voluntarily participated. Maximum diversity in terms of age, length of service, and gender should be achieved. To keep participants' identities confidential, each participant was represented using the letter "P" accompanied by a number from 1 to 8 (i.e., P1, P2...P8). In the quantitative measurements, the researcher selected 200 teachers to accomplish the questionnaire

Instruments

In the qualitative stage, the semi-structured interview was used. The researcher used the semi-structured interview form to be able to ask additional probe questions to analyze the issue in depth and to understand the reasons behind participants' answers.

In the quantitative measurements, a set of questionnaires were disseminated to the respondents. These assessed the teachers' level of resilience, professional development trainings, and teaching capacity.

Statistical Tools

Descriptive statistics such as weighted mean and standard deviation were used in the analysis on the level of teachers' resilience, professional development trainings, and teaching capacity; while multiple linear regression analysis was utilized to determine the influence of teachers' resilience and professional development trainings towards their teaching capacity.

Meanwhile, in the qualitative aspect the notes were obtained from in-depth interview and analyzed using thematic analysis. This method highlights analytical, exploratory, and recording patterns (or "themes") within data. Themes are outlines across records sets that are vital to the account of a phenomenon and are linked to a precise research question (Boyatzis, 1998).

RESULTS AND DISCUSSION

Level of Teachers' Resilience

The level of teachers' resilience obtained an overall weighted mean of 4.32 with the description of agree. The overall standard deviation of .399 means that the responses are consistent. Specifically, the teachers have rated very high on believing that there are lessons to be learned from challenges, with a weighted mean of 4.52, and seeing life as generally rewarding (4.51). Furthermore, they agreed that teachers' resilience is about maintaining a strong vision that serves as a source of meaning and as a guidance system (4.45). They also feel empowered

during changes, manages many tasks and demands successfully, and respond to disruption by investing energy in problem solving and teamwork.

The result denotes that the teachers have a high level of resilience which is evident on their view on changes and challenges as avenues for improvements. It further implies that they seek more on the solutions to address the problems rather than looking on the negative side. They are always optimistic and always forward looking wherein the need to consider the lessons in every mistakes is a must. This just also shows that despite the pandemic, teachers are still optimistic.

This coincides with the data of the Philippine Survey Research Center, as cited by (Parrocha, 2020), which showed that the majority of Filipinos are optimistic and that the country can overcome the pandemic.

Level of Teachers' Professional Development Trainings

The level of teachers' professional development trainings have an overall mean of 4.23 which signifies that they have high engagement to various professional development trainings. The standard deviation of .461 means that the responses have steadiness.

Particularly, the teachers rated high the participation on courses/workshops which focused on the subjected subject matter or methods and/or other education-related topic with a mean rating of 4.48 and they also had high engagement on attending education conferences or seminars (4.33). Responses also show that teachers are fond of mentoring and/or peer observation and coaching, as part of a formal school arrangement (4.33).

The findings in Table 2 implies that teachers have been actively engaging themselves to professional development activities such as seminars, trainings, and graduate studies. It further manifests that they are open to the aforementioned activities that may develop their pedagogy, skills, and attitudes toward teaching. This way, they will become equipped with curricular innovations and keep abreast with the latest strategies in teaching. This also denotes that learning does not stop even if you are working as an educator.

Perines (2020) claimed that training is a critical component of teacher preparation programs, particularly for areas of teaching that are more skill-based in nature. Additionally, it is critical to encourage involvement in professional development opportunities such as educational research and for educators and the whole school community to have a comprehensive perspective on this issue.

Level of Teachers' Teaching Capacity

In terms of teachers' teaching capacity, it has an overall mean of 4.49, the teachers have high level of teaching capacity. The standard deviation of .413 denotes that the responses are constant.

Specifically, the teachers are excellent in making their pupils value learning with a mean rating of 4.64, and they are also consistent in motivating students who show low interest in school work (4.55). Further, they provide an alternative explanation for example when students are confused, implement alternative instructional strategies in the classroom, and get students to believe they can do well in school work which all got a mean rating of 4.50 with a description of excellent.

The result indicates that the teachers are great at encouraging pupils who are disinterested in schoolwork. When pupils are confused, they offer alternate explanations, use various teaching methods, and encourage pupils to feel they can succeed in school.

This further denotes that high level of teaching capacity by teachers does not center on how excellent they are when it comes to plain discussions and lectures but also on how great they are in developing the motivation of their students to learn.

As asserted by Malacapay (2019) in order to advance learners' achievement and performance, teachers need to address their preferred learning styles and upsurge their level of motivation.

Statements	Std. Deviation	Mean	Description
1. Get students to believe they can do well in school work.	.521	4.50	Very High
2. Help my students value learning.	.531	4.64	Very High
3. Craft good questions for my students.	.536	4.44	High
4. Control disruptive behavior in the classroom.	.581	4.44	High
5. Motivate students who show low interest in school work	.565	4.55	Very High
6. Make my expectations about student behavior clear.	.565	4.46	High
7. Help students think critically.	.574	4.45	High
8. Use a variety of assessment strategies.	.574	4.46	High
9. Provide an alternative explanation for example when students are confused.	.549	4.50	Very High
10. Implement alternative instructional strategies in my classroom.	.567	4.50	Very High
OVERALL	.413	4.49	HIGH

Influence of Teachers' Resilience and Professional Development Trainings on Teachers' Teaching Capacity

Table 1 presents the data on the combined influence of the professional development trainings and teachers' resilience, which had a significant influence ($F=36.56$ and $p<.05$) on teachers' teaching capacity. In addition, the overall effect of the professional development trainings and teachers' resilience obtained a regression coefficient of $R\text{-square}=.271$ which means that only about 27.10% is due to the independent variables.

However, it is shown in the result that between the two independent variables, teachers' resilience ($t=6.531$, and $p=0.000$) is the best predictor that had significant contributions to enhance teachers' teaching capacity.

The preceding data implies that teachers who are resilient enough by believing that there are lessons to be learned from challenges and sees life as generally rewarding may improve one's capacity in teaching. It further manifests that the teachers' satisfactory teaching capacity is greatly contributed by their behavior of being able to face and overcome adversity in the workplace.

Thus, the more teachers are applying resilience at work, the better performance they have in teaching. This supports the finding of Easterly and Myers (2018) that resilience of teachers, specifically in the areas of positive: world and focused, could lead to increased engagement in professional development and career satisfaction, which has been shown to be a factor that increases teacher efficacy.

Table 1. Multiple Regression Analysis on the Influence of Teachers'

Note: R=.520, R-square=.271, F=36.56, p<.05

Lived Experiences of Teachers on Resilience towards Teaching Capacity

It can be gleaned in Table 2 the participants' experiences on resilience towards their teaching capacity. These are the two major themes that emerged:

Commitment and Dedication. The responses of the participants that resilience impacted their teaching capacity by being committed and dedicated at work. They believed that resilience is about putting your mind and heart into teaching despite the challenges. This theme is revealed by the quotes of the participants as discussed below:

Model		Unstandardized Coefficients		Standardized Coefficients	t	p-value
		B	Std. Error	Beta		
	(Constant)	2.071	.291		7.114	.000
1	Teachers' resilience	.489	.075	.472	6.531	.000
	Professional development trainings	.072	.065	.081	1.118	.265

"Resilience for me is when a given task such as teaching struggling readers is never a burden to you. It is all about passion and innate commitment." (IDI_P2)

"Learn to love what you are doing especially in bridging the gap between you and your students amid the pandemic."

You can never go wrong if you love what you do. Contentment and happiness are the main ingredients to be resilient especially in these difficult times.” (IDI_P3)

“Always accomplish the task given to you with the aim of bettering yourself. Tasks will be done easier when you are happily doing it.” (IDI_P5)

Adaptive to Changes. Teachers’ resilience can be achieved when they are adaptive to any changes in the teaching and learning process. They consider alterations in the curriculum as a training ground to be competent educators. Also, their resilience is their tool in surpassing all the challenges brought by abrupt changes. In support to this, the participants said that:

“I accept change as a training ground for more alterations in the curriculum to come. Change is the only constant thing in the world. I believe that I cannot be improved without changes.” (IDI_P1)

“Resilience is when you can adapt to abrupt changes. I can say that in my 23 years of teaching, I already experienced various changes and I can also proudly say that I surpassed these by being resilient”. (FGD_P2)

“I also always accept changes and condition myself that there’s so much more to come. You cannot surpass challenges brought by changes when you will not prepare yourself.” (IDI_P8)

Table 2. Lived Experiences of Teachers on Resilience towards Teaching Capacity

Major Themes	Core Ideas
Commitment and Dedication	<p>To be resilient is committing yourself to any tasks given to you.</p> <p>Learn to love what you are doing especially in bridging the gap between you and your students amid the pandemic.</p> <p>A given task such as teaching struggling readers is never a burden when you have the passion.</p> <p>Good teaching is always about putting you mind and heart into it.</p>

Adaptive to Changes

Always accomplish the task given to you with the aim of bettering yourself.

Resiliency is when you can adapt to abrupt changes.

I do initiatives to suit the teaching based on my learners' needs.

I always consider the learning situation such as now that we are under distance learning before I provide activities.

Be innovative in delivering lessons during difficult times.

Accept change as a training ground for more alterations in the curriculum to come.

Always accept changes and condition oneself that there's so much more to come.

Do not be afraid in doing something new.

In DepEd, I learned how to get out of my comfort zone by doing the things that I didn't know I can. Indeed, there's no bad in trying.

Lived Experiences of Teachers on Professional Development Trainings towards Teaching Capacity

Presented in the Table 3 was the main theme that emerged from the qualitative exploration of Professional Development Trainings and its impact on teachers' teaching capacity.

Professional Growth and Development. This main theme is manifested from the responses of the participants indicating their engagement to various professional development activities. These include School Learning Action Cell, graduate studies, seminars, and trainings. Further, they believed that attending to these kind of activities assisted them to improve their skills in teaching.

The participants explain these ideas as follows:

"I enrolled my masters degree with the desire to upgrade my skills and knowledge. At present, I am now in my

second year and already applying the concepts that I have learned from my brilliant professors.”(IDI_P1)

“Timely and relevant techniques in teaching are the things that I acquired in attending seminars. I learned how to utilize various ICT programs and I also got to share it with my colleagues.” (FGD_P2)

“I learned a lot of ideas with my peers through collaborative activities such as School Learning Action Cell. I loved it because I was involved in finding solutions to the problems that I encountered daily in my teaching.” (FGD_P3)

Table 3. Lived Experiences of Teachers on Professional Development Trainings towards Teaching Capacity

Major Theme	Core Ideas
Professional Growth and Development	<p>Attending seminars and training is my tool to enhance my pedagogical skills</p> <p>It helped me to become more dedicated and committed.</p> <p>I attend trainings for me to turn my strengths into weaknesses.</p> <p>I learned a lot of ideas with my peers through collaborative activities such as SLAC.</p> <p>I enroll my masters degree with the desire to upgrade my skills and knowledge.</p> <p>I learn more whenever I discuss a certain concept with my colleagues.</p> <p>Timely and relevant techniques in teaching are the things that I acquired in attending seminars.</p>

Lived Experiences of Teachers towards their Teaching Capacity

Table 4 presents the major themes on the teachers’ experiences towards their teaching capacity.

Employing Positive Attitudes in Teaching. Most of the participants narrated that they need to have positive attitudes in teaching because this will help them to become productive at work. These attitudes include motivating and inspiring their pupils. They also make sure that they emit optimism in the workplace. Some of the participants pronounced that:

“Letting yourself free from any negativities is an indicator that you have stable mental health and that you can do your job well.” (IDI_P4)

“I transpire optimism to the pupils and to their parents by being amiable and easy to bond with. It is never okay for me to be not approachable because my job requires me to be sociable.” (IDI_P6)

“Whenever my school head is reprimanding me, I take it as a constructive criticism. I do not see it as a negative one. (FGD_P5)”

Motivation of Pupils to Learn. Teachers innermost concern is the students' motivation to learn amid the pandemic. Thus, they do initiatives that will encourage their learners through home visitations and communicating with their parents. They shared during interview that:

“Communicate with parents on how to motivate pupils at home is really a must. Their parents are their first hand source of pep talks at home thus there is a need to connect with the parents.” (IDI_P7)

“I do visitation just to track my inactive learners. Despite the threat brought by the pandemic, I need to track them and know their status.” (FGD_P7)

“I always encourage my learners to do not stop in their studies. I told them that they can still learn even at their homes.” (FGD_P4)

Table 4. Lived Experiences of Teachers Towards their Teaching Capacity

Major Themes	Core Ideas
Employing Positive Attitudes in Teaching	<p>I always think positive and consider challenges as an avenue to improve my teaching career.</p> <p>Whenever my school head is reprimanding me, I take it as a constructive criticism</p> <p>I am motivated to do my responsibilities as a teacher amid the pandemic.</p> <p>I make sure that I inspire my pupils to do well in class.</p> <p>I accept criticisms positively.</p> <p>I only emit positive emotions and bring it to the class.</p> <p>I transpire optimism to the pupils and their parents by being amiable and easy to bond with.</p> <p>If you are looking at the brighter side, you can think of more activities in the class.</p> <p>Letting yourself free from any negativities is an indicator that you have stable mental health and that you can do your job well.</p>
Motivation of Pupils to Learn	<p>I always encourage my learners to do not stop in their studies.</p> <p>I do visitation just to track my inactive learners.</p> <p>Giving them words of wisdom about the importance of education.</p> <p>Communicate with parents on how to motivate pupils at home.</p> <p>Do not discourage learners whenever they do mistakes.</p>

Data Integration of Salient Quantitative and Qualitative Findings

As shown in Table 5, the integration of salient findings from quantitative data collected from two hundred (200) respondents and qualitative data transcribed from seventeen (17) participants in the in-depth interviews and focus group discussion. In the aspect of the first dependent variable which was the level of teachers' resilience, it was found out that the quantitative data over all mean described as agree confirmed by the elementary school teachers in their actual experiences in the qualitative data.

In the aspect of the second dependent variable which was the professional development trainings described as agree, the findings were confirmed by majority of the participants in the qualitative strand. Moreover, in the aspect of the

independent variable which was teachers' teaching capacity described as high, the results were confirmed by the majority of the participants in the qualitative strand.

In the aspect of combined influence of teachers' resilience and professional development trainings towards teaching capacity confirmed through the recognition of the participants the importance of the two variables in influencing the teaching capacity of the qualitative strand as shown in tables 5 and 6. Lastly, in the aspect of collaboration of teachers' resilience as the best predictor of teachers' teaching capacity by majority of the participants which has a higher coefficient than teachers' professional development trainings. The confirmation of the quantitative data which found out that resilience greatly influenced the teaching capacity is confirmed by the data on the qualitative phase as shown in Table 6.

Table 5. Joint Display of Quantitative and Qualitative Results

Research Area	Quantitative Phase	Qualitative Phase	Nature of Integrations
1. Status of Three Variables 1.1 Teachers' Resilience	Statements under this variable have means ranging from 4.23 to 4.52 with an overall mean of 4.32 described as agree. Refer on Table 1	Informants/participants have lived experiences in all statements coming out as the a priori themes, although not all items in the survey questionnaire have been mentioned. But as far as the themes are concerned, the result of the interview confirmed most of the statements.	Connecting, Merging (Confirmation)
1.2 Teachers' Professional Development Trainings	The seven statements under this variable have means ranging from 4.11 to 4.48 with an overall mean of 4.23 described as agree. Refer on Table 2	Informants/participants justify the result described as agree of Teachers' Professional Development Trainings.	Connecting, Merging (Confirmation)
1.3 Teaching Capacity	The 10 statements under this variable have means ranging from 4.44 to 4.64 with an overall mean of 4.49 described as high. Refer on Table 3	Informants/participants justify the result described as always	Connecting, Merging (Confirmation)
2. Combined Influence of			

Teachers' Resilience and Professional Development Trainings	Significant ($p < 0.05$) Teachers' Resilience and Professional Trainings Development provide significant combination in influencing Teaching Capacity	Informants/participants recognize the importance of both variables in influencing Teachers' Teaching Capacity	Connecting, Merging (Confirmation)
2.1 Teachers' Resilience as the Best Predictor of Teachers' Teaching Capacity	Teachers' Resilience emerged as the best predictor with $B = .489$ and $p = .000$ Refer on Table 4	Informants/participants recognize the importance of Resilience on Teaching Capacity	Connecting, Merging (Confirmation)

CONCLUSION

Results showed that the teachers had high resilience towards their teaching career amidst changes and difficulties. They gave high importance and value to the professional development activities such as trainings, seminars and workshop offered by the Department of Education. Also, they displayed high level of teaching capacity which means their practices were worth emulating and worth maintaining. The multiple regression showed that teachers' resilience and professional development trainings had significant influence on their teaching capacity. Teachers' resilience as the best predictor implied that the more teachers are resilient in the workplace, the better performance they have in teaching. Further, the respondents employed commitment and dedication as well as being adaptive to changes in order to be resilient amid adversities. They believed that trainings are for their professional growth and development. They displayed positive attitudes in teaching such as motivating their pupils to learn. Finally, the qualitative and quantitative data showed convergence result.

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