Distance Learning Delivery Modalities Implementation, Resilience Quotient, and Work Performance of Teachers: A Correlational Study in The Philippines

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Abstract

The study assessed the relationship between the dimensions of Distance Learning Delivery Modality (DLDM) implementation, resilience quotient, and work performance among public secondary teachers in the 5 City Schools Divisions in Laguna for the school year 2020-2021. Eight Hundred Fourteen (814) public school secondary teachers responded to the study. The global outbreak of COVID-19, a highly contagious coronavirus type, poses unprecedented challenges, particularly in education. Like everyone else, teachers face challenges that test their resilience. The researcher employed the descriptive-correlational research design and researcher-made questionnaire for the Level of DLDM implementation and work performance while an adopted questionnaire in measuring the teachers' resilience quotient at work. Mean, standard deviation, Pearson r and Multiple Linear Regression Analysis were the statistical tools utilized to analyze and interpret the data gathered. Findings revealed that the teachers were implementing the DLDM properly, they were very resilient at work, and their work performance was very satisfactory. The teachers' level of DLDM implementation and resilience quotient affected the teachers' work performance. Four (4) domains of the teachers' resilience quotient, namely finding your calling, staying healthy, interacting cooperatively, and living authentically, and the design construct of the DLDM Implementation significantly predict the work performance of the teachers. School officials and administrators in the teacher training institute may design and conduct different training programs for the teachers that may enhance their level of resilience quotient and work performance in the new normal. Other elements that may predict teacher performance must be investigated in the future.

Keywords: *DLDM Implementation, Resilience Quotient at Work, Distance Education, Teachers' Work Performance*

INTRODUCTION

The most important public policy tool for upgrading skills is to go to school. While school can be fun and can help children gain social skills and understanding, the primary economic advantage of attending school is that it increases a child's learning ability, as described by Burgess & Sievertsen (2020). Even a brief period of absence from school has an effect on ability development. On an untested and unprecedented scale, teaching is going online. Student assessments are now going online, resulting in a great deal of trial and error and confusion for all. Many tests have been canceled outright. Importantly, these disruptions would not just be a short-term problem; they will likely have long-term effects for the impacted cohorts and would likely increase inequality.

While the COVID-19 pandemic is mostly a health emergency, several countries have agreed to close schools, colleges, and universities. The crisis encapsulates the difficulty that legislators face in deciding whether or not to close schools. Many cultures around the world are facing major short-term disruptions:

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distance education is a massive shock to parents' productivity, as well as children's social lives and learning. (Baldwin & di Mauro, 2020).

Similarly, the near-total closure of schools, universities, and colleges around the world has reshaped almost every part of daily life. Based on UNESCO (2020) data, when the pandemic halted in-person classes and courses, more than a billion students were plunged into a world of uncertainty. As classes switch online and course curriculums stretch into the summer, students around the world are witnessing the changing effects of coronavirus, from primary schools to PhD programs.

According to Strauss (2018), the most respected career on the planet is that of a teacher. The educator is regarded as a role model person who contributes significantly to the country's future. The instructor, on the other hand, is not a bulletproof human being who can withstand hardship, and he or she assists the learner in achieving success in life. This is because adversity is a fact of life for teachers (Aquino, 2013), and the challenge is for them to be resilient.

According to Southwick et al. (2014), resilience is the process of adapting well in the face of adversity, trauma, disaster, threats, or significant sources of stress, such as family and relationship issues, serious health problems, or occupational and financial stressors. As much as resilience involves "bouncing back" from these difficult experiences, it can also involve profound personal growth. Although these unfortunate occurrences, like rough river waters, can be traumatic and difficult, they do not have to decide the course of your life. You have power over, change, and flourish in many areas of your life. Resilience plays this part. Being more resilient not only allows you to get through tough situations but it also allows you to expand and better your life.

With these new normal teachers' resiliency is being tested. Resilience is a skill that can be mastered and built by anyone. It includes attitudes, emotions, and acts (American Psychological Association, 2015). Many people believe that resilient people feel just as much tension and negative emotion as anyone else and with the same strength. They do, however, choose to have a lot of positive emotions like appreciation, excitement, compassion, affection, and contentment. Even in the face of adversity, they are able to find sense and purpose in their lives.

In the midst of a pandemic, it's difficult to set expectations. There were deadlines set before all of this, and they were either met or not. Sticking to deadlines was already a hard and fast rule for some high school teachers and college professors when the pandemic started. Other teachers, on the other hand, were more lenient with students, recognizing that everyone was going through a tough time. For students who were demotivated by COVID-19, this system consistently performed well. However, as this has become our new standard, getting back on track will take some tinkering, just like anything else. Performing duties as a teacher in the current normal while maintaining one's well-being has become a difficult task for all educators.

It's worth noting that teachers with a high degree of resiliency will boost school performance (Child Trends, 2013). The greater the teacher's resiliency, the more dedicated he or she becomes to direct his or her efforts toward school-wide changes, considering the many demands of his or her job. This, too, may have an effect on teachers' work performance.

This study aimed to determine the relationship between the dimensions of DLDM implementation, resilience quotient, and work performance among public secondary school teachers in the five (5) City Schools Divisions in Laguna, Philippines, for the school year 2020-2021. Specifically, this study sought to answer the following questions: 1. What is the level of DLDM implementation of the respondents in terms?, 2. What is the level of resilience quotient of the respondents?, 3. What is the level of the work performance of the respondents? , and 4. Do the teachers' level of DLDM implementation and resilience quotient significantly predict their work performance?

LITERATURE REVIEW
Distance Education

In his column on the website of the Philippine Information Agency (PIA), Codamon (2020) described the implementation of the modalities of distance education in the Philippine education system as a response by the government to the current pandemic. He further said that President Rodrigo R. Duterte prefers distance learning approaches to ensure that children are not sent to school and that the COVID-19 virus is not spread.

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In addition, DepEd (2020) reiterates that the integration of Self-Learning Modules (SLMs) with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help the department to ensure that all learners will have access to quality basic education for SY 2020-2021 with face-to-face classes still prohibited due to the public health situation. "The SLMs and the other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19," DepEd Secretary Leonor Briones said.

Punzalan (2020) said that DepEd proposed a different kind of education during the pandemic. In his post, he said that such education must not be restricted to online learning. In order to promote learning, some proposed the use of mobile and (SMS) text technologies. Others are urging them to use TV, radio, and other non-internet media. Teachers can return to basics and provide their students with annotated books or manuals via courier.

According to Joaquin et al. (2020), distance learning is widely known as any kind of learning experience in which the student and the teacher are physically separated. Arguably, such a dislocation is "the perfect context for free-flowing thought that lets us move beyond the restricted confines of a familiar social order" (Hooks, 2003). Moreover, this type of education is a way of providing learning opportunities to every learner, whatever their circumstances might be. This means that distance education may extend access to education through distribution and economies of scale (Owusu-Agyeman and Amoakohene, 2020).

According to McClary (2013), there are a number of factors that influence the quality of a distance learning lesson. One of these is "ensuring it is up-to-date and appropriate," which emphasizes that each module/learning material in the course should be based on the lesson's goals and objectives. "A successful distance learning course leaves no doubt in the students' minds about how content relates to objectives," he said.

Furthermore, Biana (2013), as cited by Joaquin et al. (2020) in their study, noted that it could be argued that education for those who are unavailable, under-resourced, less fortunate, and inaccessible is the primary thrust of distance education. Distance education is taken as such and meets students wherever they live or choose to learn. This kind of versatility allows students to engage more actively in learning. Even if they are divided by the space and/or by their teachers, they learn. They also said that distance learning was a necessity for learners and educators around the world at the time of COVID-19.

Resilience

Resilience is usually described as the ability to recover from difficult situations in life. "It's your ability to cope with adversity and evolve and rebound despite the downturns of life," Amit Sood said (2020). There is a lot of adverse effect on people's lives. Individual crises include disease, loss of a loved one, violence, bullying, loss of jobs, and financial uncertainty. Tragic incidents like terrorist assaults, mass shots, natural disasters, and, of course, the COVID-19 pandemic are a shared fact.

The same definition was given by Ria Story (2020), in which she defined resilience as the capacity of a person to heal, spring back, prosper, and grow strong after or despite weaknesses. In other people, resilience encourages us, and we respect all those who are successful. When we see it in others, resilience is glorious when we only see the victory, not the fight. After the darkness, we just see the light, and this is what we want to see in reality. Only when we see the valuable war and the success is it inspiring. She also stressed that there are people who have early resilience, while others may not be able to achieve it until they are old. It's never found by some. Some individuals, but not others, learn to be adaptive to some situations. The resilience journey can be divided into three stages. These are physical, not emotional, phases.

Trigueros et al. (2020) found out that emotional intelligence significantly enhanced an individual's ability to cope with stress; they also said that those who had high levels of emotional intelligence also had a greater ability to recover from upsetting situations. In addition, both characteristics and stresses

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are factors in teaching that teachers are exposed to in each personality, which serve to assist an individual in coping and which is especially during that time.

Barkley (2020) theorized that teachers' ability to be resilient was connected to their capacity for teamwork, and Teacher stamina is developed through his work that stresses the importance of teamwork in the maturation of his team members. He said that innovation is brought about by having diverse and supportive relationships as well as continuous information and knowledge dissemination focused on a unified goal. Only by working together can you gain the full benefits of true teamwork. He said that no matter what's happening, whether we believe it or not, it is true or not, we will succeed because we are all in this together, working hard to help each other.

Teacher's Work Performance

Workplace Testing (2020) described Job Performance as an important part of workplace productivity and safety because it relates to how an individual performs in his/her job duties. Besides preparation and natural skills, work performance is affected by occupational conditions, including physically challenging jobs, the morale of employees, stress levels, and extended hours of work. Bad conditions and high stress can compromise health behaviors such as smoking and/or diet, thereby increasingly adversely affecting the performance of the job. On the other side of the continuum, work environments well planned, low stress, and a positive employer will significantly improve employee efficiency.

Primary teachers, according to Cox (2020), must provide pupils with everything they need to study. But merely following lesson plans is part of being a teacher. With numerous aspects that extend outside the classroom, teaching is challenging. The teacher's third job includes being a surrogate parent, tutor, and counselor, as well as ensuring her students' academic achievement. Teachers can involve pupils in a variety of activities.

Furthermore, Nini (2019) defines employment performance, often referred to as working performance, as a commonly used tool and metric in management, but organizations rarely discuss what it is, what dimensions it comprises, and which areas of employment it is relevant to. He also said that work performance represents an individual's contributions to an organization's overall success. Working output may be divided into various factors at a basic, observable level.

According to Borman & Motowidlo (1993), as cited by Nini (2019), Task and contextual performance consist of two main factors. It also distinguishes the two variables, according to which task performance represents the basic functions of an employee and reflects their qualities and quantities in particular work outcomes and achievements. Meanwhile, contextual performance in activities like coaching colleagues, strengthening social networks in an organization, and increasing the organization's workflow is reflected.

Furthermore, contextual or extra-role efficiency, as identified by Podsakoff et al., 2000 as cited by Kalia and Bhardwaj in 2019, is defined as discretionary behaviors on the part of an employee that are believed to directly facilitate the effective functioning of an organization without necessarily affecting an employee's productivity. These types of activities are referred to as contextual or extra-role work activities that are supposed to specifically promote the efficient operation of the company but which may not have an effect on productivity.

RESEARCH METHOD
Research Design

Descriptive correlational research was used in this study to test the relationship between the two dependent variables and the independent variable. This design was appropriate for the study since this determined the level of implementation of distance learning delivery modality and resilience quotient among secondary teachers and its significant relationship to their level of work performance in terms of task and contextual performance.

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Respondents of the Study

The respondents of the study were the teachers from public secondary schools in five City Schools Divisions in the Province of Laguna of the school year 2020-2021. The researcher used Cochran's formula in determining the final number of respondents of this study.

The total number of public secondary schools in the five City Divisions was 72 (source: https://www.deped.gov.ph/regions/region-iv-a/). Using the formula for sampling determination of schools, 61 public secondary schools were considered in this study. After determining the number of schools, 887 out of 2747 public secondary school teachers were the final respondents of this study. However, only 814 teachers, or 92% of the total target respondents, responded and were included in the study after the data collection process.

The researcher utilized the multi-stage sampling technique in choosing the respondents. Yazon et al. (2019) described the multi-stage sampling technique as the commonly used sampling technique when there is no comprehensive or definite listing of respondents available. Multistage sampling divides large populations into stages to make the sampling process more practical. At various phases, significant clusters of the selected respondents are divided into sub-groups to make primary data collecting easier. A combination of stratified sampling or cluster sampling and simple random sampling is usually used.

The initial stage of the sampling strategy was the five (5) City Schools Divisions in the Province of Laguna, Philippines. Using the formula for sampling determination of schools, 61 out of 72 public secondary schools were considered in this study. After determining the number of schools, the number of teacher-respondents was the next stage of the sampling. Using the same sampling formula, 887 out of 2747 public secondary school teachers were determined as the final respondents of this study. In the final stage of the sampling process, the random sample technique was used to determine the teacher-respondents in each of the identified public secondary schools.

Research Instrument

The study utilized a researcher-made and adopted questionnaire as an instrument of the study. The instruments of this study were formulated in the google form and sent to the respondents through fb messenger and email. For easy administration and tallying of the survey questionnaire, an appropriate Likert scale was utilized to easily obtain the responses.

The researcher adopted the questionnaire from the study of Winwood and McEwen (2013) in measuring the teachers' resilience quotient at work. The questionnaire was divided into six parts: living authentically, finding your calling, mastering stress, interacting cooperatively, staying healthy, and building connections. The Resilience at Work scale's 18 items was finalized following exploratory factor analysis of 45 possible items, using 355 participants' responses. Participants had a mean age of 44.6 years and came from reasonably diverse work and cultural backgrounds. The Cronbach α for the scale total was 0.84. Alpha values for the subscales varied between 0.89 (Building Networks), 0.63 (Interacting Cooperatively), and 0.60 (Staying Healthy). The researcher opted to adopt the instrument from the study of Winwood and McEwen (2013) for a more reliable instrument and to save time.

The theory of Motowidlo et al. (1994) for work performance was used as a guide in crafting the instrument. Five-point Likert scales such as 1= Poor, 2= Unsatisfactory, 3=Satisfactory, 4= Very satisfactory, and 5=Outstanding were utilized in assessing the work performance of the teachers.

Validity and Reliability Analysis

The researcher-made questionnaire was checked and validated by 5 public secondary School Principals, 1 Education Program Supervisor who is in charge of the DLDM implementation in the division, and 1 Education Program Specialist under the Monitoring and Evaluation division using the criteria such as (1) clarity, (2) overlapping responses, (3) appropriateness of responses listed, (4) application to praxis (5) relationship to the problem, and (6) measure of constructs. The Cronbach α for the scale total was 0.84, which means that the reliability or internal consistency of the questionnaire items was accepted. Also, a researcher-made questionnaire was distributed to 30 teachers for pilot testing and recorded an overall mean of 3.49, which is perceived as Meet Expectation. This means that no modifications are needed but could be improved with minor changes.

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Data Collection Procedure

To conduct this study, a letter of request was sent to the office of the Schools Division Superintendent of five (5) City Divisions of Laguna to allow the researcher to conduct the study to the selected public secondary schools in their respective city divisions. Thereafter, individual letters of the request were given to the school heads of the selected public secondary schools. This letter sought approval regarding the collection of assessments of their teachers. Afterward, the researcher personally sent the online link of the google form containing the research instrument to the respondents and made himself available and answered questions and clarifications regarding the research instrument. The data collection started on the first week of March 2021 and ended in the last week of April 2021.

When the respondents were done fill-outing the google form and submitting their answers, the responses were downloaded by the researcher into an excel file. After downloading and collecting the results of the instruments, the results were tallied, analyzed, and interpreted using the appropriate statistical treatment and became the basis of the formulation of the conclusion and recommendations of this study.

Data Analysis

The data gathered were subjected to statistical analysis and interpretation. The assistance of the statistician was sought to process the data collected using appropriate statistical tools.

The following statistical tools/techniques were employed for the statistical treatment of the data:

Weighted mean and standard deviation were used to describe the level of DLDM implementation of the respondents in terms of design, content, instructor, and support system. To analyze and interpret the respondents mean level of practices of distance learning delivery modalities, level of resilience quotient, level of DLDM implementation and the work performance of the respondents, a 6-point Likert scale was used. Pearson r was also used to determine if there is a significant relationship between the level of resilience quotient and the work performance of the respondents.

Finally, a Multiple Linear Regression Analysis was performed to assess if the teachers' level of DLDM implementation and resilience quotient significantly predict their work performance.

FINDINGS AND DISCUSSION

Table 1. Level of DLDM implementation of the respondents

Domains	Mean	SD	Scaled Response	Rank
1. Design	5.51	0.63	Highly Implemented	1
2. Content	5.44	0.68	Implemented	3
3. Instructor	5.49	0.68	Implemented	2
4. Support System	5.41	0.63	Implemented	4
Composite	5.46	0.66	Implemented	

Legend: 5.50-6.00 Highly Implemented; 4.50-5.49 Implemented; 3.50-4.49 Mostly Implemented;
2.50-3.49 Rarely Implemented; 1.50-2.49 Least Implemented; 1.00-1.49 Not Implemented

Based on the gathered data, the teachers' level of distance learning delivery modality implementation recorded a composite mean of 5.46 which was interpreted as Implemented and with the standard deviation of 0.66. In terms of design recorded a mean of 5.51 and interpreted as Highly Implemented. In terms of the level of implementation of the content, a mean of 5.44 was obtained and interpreted as Implemented. Similarly, the level of implementation of DLDM among teachers in terms of instructor yielded a mean of 5.49,

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which was interpreted as Implemented. Finally, in terms of the teachers' level of implementation of the DLDM support system, a mean of 5.41 was gained and interpreted as Implemented. This implied that the public secondary school teachers were able to follow and abide by the guidelines issued by the Department of Education regarding the preparation and designing of lessons in all distance learning modalities amidst pandemic.

Table 2. Level of resilience quotient of the respondents

Domains	Mean	SD	Scaled Response	Descriptive Interpretation
1. Living Authentically	5.51	0.54	Strongly Agree	Very Resilient
2. Finding Your Calling	5.46	0.59	Agree	Resilient
3. Mastering Stress	5.30	0.78	Agree	Resilient
4. Interacting Cooperatively	5.48	0.58	Agree	Resilient
5. Staying Healthy	5.19	0.89	Agree	Resilient
6. Building Networks	5.49	0.65	Agree	Resilient
Composite	5.41	0.67	Agree	Resilient

Legend: 5.50-6.00 Strongly Agree (Very Resilient); 4.50-5.49 Agree (Resilient); 3.50-4.49 Slightly Agree (Mostly Resilient); 2.50-3.49 Slightly Disagree (Quite Resilient); 1.50-2.49 Disagree (Less Resilient); .00-1.49 Strongly Disagree (Not Resilient)

The composite mean of the teachers' resilience quotient was 5.41, which was interpreted as Resilient with a 0.67 standard deviation. In terms of living authentically, it yielded a mean of 5.51, indicating that the respondents were Highly Resilient. In terms of finding your calling, the teachers reported a mean of 5.46, which was translated as Resilient. Meanwhile, the teachers' resilience quotient in terms of mastering stress achieved a mean of 5.30 and was verbally interpreted as Resilient. A mean of 5.48, perceived as Resilient, was obtained for the respondents' level of resilience quotient in terms of interacting cooperatively. Similarly, the resilience quotient of teachers in terms of staying healthy and building a network yielded a mean of 5.19 and 5. 49 respectively and was interpreted as Resilient. This depicts that public secondary schools were able to adapt and embrace the changes in the delivery of the service in the current situation or even in this time of health crisis. Pennock (2020) mentioned that resilient people resolve challenges by relying on personal resources, strengths, and other positive psychological capital capacities, including hope, optimism, and self-efficacy. After resolving a crisis, resiliency is often characterized as "bouncing back" to a normal state of functioning.

Table 3. Level of work performance of the respondents in terms of task and contextual performance

Domains	Mean	SD	Scaled Response
1. Task Performance.	4.21	0.61	Very Satisfactory
2. Contextual Performance	4.19	0.63	Very Satisfactory
Composite	4.20	0.62	Very Satisfactory

Legend: 4.50-5.00 Outstanding;   3.50-4.49 Very Satisfactory; 2.50-3.49 Satisfactory; 1.50-2.49 Fair; 1.00-1.49 Poor

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The level of work performance of the public secondary school teachers in the five City Schools Divisions in Laguna in terms of task performance recorded a composite mean of 4.21, which was interpreted as Very Satisfactory. This means that the public secondary school teachers were able to carry out their primary functions as teachers even while working from home or through distance education. Similarly, the respondents' level of work performance in terms of contextual performance got a composite mean of 4.21, which is described as Very Satisfactory. This implies that public secondary school teachers have shown exceptional satisfaction in fulfilling their duties as teachers and other related roles in terms of extra-role performance.

Table 4. Test of significant prediction of teachers' level of DLDM implementation and resilience quotient on their work performance

Model	Predictors	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.485	.164		-2.951	.003
	Finding Your Calling	.206	.039	.206	5.347	.000
	Staying Healthy	.204	.018	.304	11.293	.000
	Interacting Cooperatively	.236	.037	.229	6.380	.000
	Design	.111	.026	.118	4.233	.000
	Living Authentically	.109	.039	.100	2.778	.006

Adj R^2 = 54.0%; F (5, 808) = 191.955; p < 0.01; N = 814   *Dependent Variable: Teacher's Work Performance*

According to the statistical findings, the work performance of public secondary school teachers in the five City Schools Divisions in Laguna was predicted or affected by the four (4) domains of resilience quotient, namely finding your calling, staying healthy, interacting cooperatively, and living authentically and the design construct of the DLDM Implementation. This further suggested that in every increase in the above-mentioned construct (design) and domains of resilience quotient of the teachers, their work performance also increases. This finding is similar to the conclusion of the Robert Wood Johnson Foundation in their research conducted in 2017. Likewise, according to Davis (2020), teachers may form genuine collaborative teams in which they share expectations, participate in mutually beneficial professional learning, use communal tools to boost student achievement, and advance their own skills, expertise, and beliefs about student learning. Finally, as mentioned by Collie et al. (2018), given the constantly evolving demands of teaching work, adaptability has been highlighted as important for teachers.

CONCLUSION

There is a significant relationship between the level of Distance Learning Delivery Modality (DLDM) implementation and the work performance of the respondents. There is a significant relationship between the level of resilience quotient and the work performance of the public secondary school teachers.

Four (4) domains of the teachers' resilience quotient, namely finding your calling, staying healthy, interacting cooperatively, and living authentically, and the design construct of the DLDM Implementation significantly predict the work performance of the teachers in the five City Schools Division in Laguna. Therefore, the null hypothesis is rejected. The researcher, therefore, concluded that when teachers demonstrated a high level of DLDM implementation and resilience quotient, especially in the four (4) domains of the teachers' resilience quotient, namely finding your calling, staying healthy, interacting cooperatively, and

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living authentically and the design construct of the DLDM Implementation, a better teachers' performance may be expected.

Recommendations

Since the study found out that "staying healthy", one of the domains of resilience quotient, is one of the predictors of the teachers' work performance. Teachers may follow a balanced diet and engage in physical fitness activity at home or at school to achieve or keep a healthy and sound body in order to function better at work, particularly when it comes to the delivery of the teaching-learning process in the new normal.

School officials and administrators in the teacher training institute may design and conduct different Learning and Development (L and D) programs for the teachers that may enhance their level of resilience quotient and work performance which could make them be a more effective teacher under distance education. Education program supervisors, district supervisors, and school heads may provide technical and instructional assistance to their teachers, particularly in developing and designing lessons, learning activities, instructional materials, and assessment tools that are suitable for the various distance learning delivery modalities in the new normal.

Other types of domains of resilience quotient, such as psychological, physical, mental, and community resilience, may be studied in future studies for their association with the teachers' work performance and job satisfaction in the new normal.

Limitation of the Study

This study focused only on the teachers' level of implementation of the distance learning delivery modalities in the public secondary school in terms of design, content, instructor, and support system and their resilience quotient, which include living authentically, finding your calling, mastering stress, interacting cooperatively, staying healthy, and building networks.

Meanwhile, the task and contextual performances of the teachers in the five (5) City Schools Divisions of Laguna, Philippines, for the school year 2020-2021 were considered in the study. The respondents of the study were the public secondary teachers in the aforementioned locale for the school year 2020-2021.

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