



**RESILIENCY AND WELL-BEING OF TEACHERS AND PARENTS:
BASIS FOR CRAFTING WELLNESS AND SAFETY PLAN**

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ABSTRACT

This study aimed at determining and understanding the factors that contribute to the resiliency and well-being of the teachers and parents. The researcher used the qualitative method to explore and understand the richness and complexity of human experiences, behaviors, and social phenomena. Utilizing in-depth interviews, 20 participants, comprising 10 teachers and 10 parents responded in the 7-item researcher-made interview questionnaire. The research instrument is characterized by its emphasis on gathering data on resiliency, mental and physical well-being and challenges encountered by teachers and parents as basis for crafting wellness and safety plan. Thematic analysis was employed for data analysis. Based on the data gathered, a proposed wellness and safety plan was made focusing on teachers' and parents' resilience and wellness with the purpose of making teachers and parents fit or healthy in all aspects. Ultimately, this study provided valuable insights and recommendations for crafting wellness and safety plan that promoted the flourishing of teachers and parents with impacts on the teaching learning process and academic performance of the learners.

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Keywords: *Resiliency, Well-being, Wellness and Safety Plan*

INTRODUCTION

In today's fast-paced and demanding world, teachers and parents face numerous challenges that can significantly impact their well-being and resilience. Both teachers and parents play critical roles in the development and education of children, but their own well-being often takes a back seat. The pressures and responsibilities they face can lead to stress, burnout, and diminished overall well-being. Recognizing the importance of supporting the resiliency and well-being of teachers and parents, this study aims to investigate the factors that influence their well-being and resilience, with the goal of crafting a comprehensive wellness and safety plan to address their needs.

Research has shown that teachers and parents experience high stress levels and face various stressors in their respective roles. For parents, these stressors can stem from work-family conflict, financial pressures, parenting demands, and the challenges of balancing multiple responsibilities (Dinh et al., 2019; Luthar et al., 2020). Similarly, teachers often encounter heavy workloads, classroom management issues, professional expectations, and limited resources, leading to high stress levels and burnout (Kyriacou, 2001; Johnson et al., 2018).

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The impact of stress and burnout on the well-being of teachers and parents is well-documented. Studies have shown that parental stress and burnout can result to negative outcomes for both parents and children, including decreased parental efficacy, compromised parenting behaviors, and child behavior problems (Leerkes et al., 2017; Yap et al., 2019).

Likewise, teacher stress and burnout have been linked with reduced job satisfaction, decreased teaching effectiveness, and attrition from the profession (Skaalvik & Skaalvik, 2017; Zhang & Zyphur, 2020).

Despite the challenges faced by teachers and parents, research has also highlighted the importance of resilience in mitigating the negative effects of stress and promoting well-being. Resilience is the capacity to adjust and recover when confronted with challenges or difficulties (Masten, 2014). Studies have shown that individuals who possess greater resilience are more adept at managing stress and maintain their well-being (Smith et al., 2008; Sánchez-Teruel et al., 2020).

In recent years, there has been a rising awareness of the necessity to foster both the well-being and resilience of teachers and parents. Educational institutions, policymakers, and organizations have implemented various programs and interventions to address these issues. However, there is still a lack of comprehensive wellness and safety plans that specifically cater to the needs of teachers and parents. The study aims to fill this gap by examining the factors that

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contribute to the resiliency and well-being of teachers and parents of the District of San Dionisio and using this knowledge as a basis for crafting a comprehensive wellness and safety plan.

MATERIALS AND METHODS

Research Methodology

This Chapter presents the research methodology used in the study. This includes the research method, research design, participants of the study, research instrument, data gathering procedures and data analyses.

Research Method

The research method used in the study is descriptive research qualitative method which is used to explore and understand the richness and complexity of human experiences, behaviors, and social phenomena. Qualitative research methods focus on collecting and analyzing textual or visual data, such as interviews, focus groups, observations, documents, and artifacts. Researchers use a variety of techniques to interpret and make sense of this data, uncovering patterns, themes, and narratives that contribute to a deeper understanding of the research topic (Creswell & Poth, 2017).

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Research Design

The qualitative research design used in this study aimed to explore and understand the experiences, perspectives, and contexts of teachers and parents regarding resilience, well-being, and the educational environment

A phenomenological approach was employed to understand the lived experiences of teachers and parents and their subjective interpretations of resilience and well-being. This approach allows for a deep exploration of participants' perceptions, emotions, and meanings attached to their experiences (Cresswell, 2017). Hence, the study will adopt an interpretive research approach, focusing on understanding the subjective experiences and meanings that teachers and parents attribute to resilience and well-being. This approach allows for a holistic exploration of the participants' perspectives and the social and cultural contexts that shape their experiences (Denzin & Lincoln, 2018).

Participants of the Study

The participants of the study were the ten (10) teachers and ten (10) parents from the District of San Dionisio.

Sampling Design

The researcher used the purposive sampling method in selecting the participants of the study. It was used to select a diverse range of teachers and parents who can provide rich and varied insights.

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Research Instrument

The in-depth interview was used in gathering the data to determine the factors, experiences, challenges and perspectives that contribute to the resiliency and well-being of teachers and parents. It involved conducting a structured, open-ended conversation between the researcher and the participant.

These interviews were typically one-on-one and can be conducted face-to-face, over the phone, or through video conferencing.

Validity of the Research Instrument

Validity stands as a paramount criterion for assessing the quality of a test. Validity pertains to the appropriateness, meaningfulness, correctness and usefulness of inferences that a researcher from the data gathered (Subong, 2005). In a content-related validity, the content and format must be consistent with the definition of variables and sample of subject to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

The panel of experts inspected each item of the questionnaire based on appropriateness, relevance, clarity of the language used, and correctness of sentences. The corrections or modification, or suggestions on the content of the questionnaire were followed in the final draft of the instrument before the conduct of the study.

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Data Gathering Procedures

The researcher secured permits from the Public Schools District Supervisor and the School Heads of the District of San Dionisio to conduct an interview to the teachers and parents as participants of the study.

The interview was administered to teachers and parents. Both respondents obtained written consent before the beginning of the study. The details from the research were kept as confidential as possible, and no individual names were cited in any publications or presentations.

Participants were provided with sufficient time to respond authentically to the questions, making them comfortable in sharing their views, insights, experiences and challenges in life which are important in the study.

The researcher recorded the conversation for the transcription of data.

The data gathered were analyzed and interpreted using the appropriate method. For analyses, the researcher used the thematic analysis method in identifying, analyzing, and reporting patterns (themes) within data.

Data Analyses

The data gathered in the study were analyzed and interpreted using the thematic analysis.

The method was used for identifying, analyzing, and reporting patterns (themes) within data. It minimally organized and described the data set in (rich) detail. However, it also often

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goes further than this, and interprets various aspects of the research topic (Braun & Clarke, 2019)).

RESULTS AND DISCUSSIONS

The research method used in this study is qualitative method which was used to explore and understand the richness and complexity of human experiences, behaviors, and social phenomena. It is characterized by its emphasis on gathering data on the resiliency and well-being of teachers and parents as basis for crafting wellness and safety plan for the Schools District of San Dionisio, San Dionisio, Iloilo during the school year 2023-2024.

The participants of this study were the ten teachers and ten parents from the Schools District of San Dionisio.

The researcher used the purposive sampling method in selecting the participants of the study. It was used to select a diverse range of teachers and parents who can provide rich and varied insights.

An interview guide on the data needed for this study was obtained through a researcher-made interview questionnaire that was administered to the participants. The same sets of questionnaires were asked to teachers and parents. The results of the interview served as a baseline data in determining the factors, views, insights, experience and challenges that were the bases for crafting wellness and safety plan.

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Thematic analysis was used to interpret and analyze the narrative result of the in-depth interview.

The following are the findings of the study:

Based on the information gathered during the conduct of the in-depth interviews, teachers' resiliency under the new normal was very strong and tough. For parents' resiliency in the new normal it was also very strong.

As to teachers view of their mental and physical well-being was stressed out, pressured, good and manageable.

As to parents view of their mental and physical well-being based on the results of in-depth interview was stressful and easy to solve.

As to the challenges encountered by teachers in relation to their resiliency were family problem, personal problem and learners' misbehavior.

As to the challenges encountered by parents in relation to their resiliency were family problem, financial problem and health problem.

As to the challenges encountered by the teachers in relation to their mental well-being were anxiety, family problem and financial problem.

As to the parents' challenges in relation to their mental-well-being were financial issue, family conflict and unhappiness.

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As to how the teachers managed challenges they encountered, they were positive outlook, praying and support from parents.

As to how the parents managed the challenges they encountered was prayer and support from family.

Based on the results of the study the following insights were drawn:

Teachers have the capacity to thrive in difficult circumstances and are able to restrain negative emotions and focus on the positive.

All parents have inner strengths and resources that can serve as a foundation for building resilience.

Teachers recognizing what they cannot change or control and focusing instead on the positive impact they can bring with areas in which they can control and change.

Demonstrating parents' self-efficacy are able to see evidence of their ability to face challenges competently.

Only a mentally relaxed and blissful teacher can bring positive energy that would give him/her a true meaning which further results in increased effectiveness and learning.

Parents play a huge role in building a strong foundation by helping themselves to develop social and emotional skills they need to lead a happy, healthy and fulfilled life.

Teachers have developed a model of good coping behaviors for fellow teachers that is to be calm, honest and caring.

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Nurturing parental well-being is vital for fostering healthy home environment. Sometimes it interplays between parental mental health and parenting practices.

CONCLUSION

The following are the recommendations based on the results of the study.

Teachers and parents may adapt coping strategies in promoting resilience among the teachers and parents.

Teachers and parents' physical and mental well-being may explore some of the contributing factors and may introduce some solutions in enhancing these.

The school may develop teachers and parenting program in managing stress by providing them the knowledge, skills and resources to cope with the adversity effectively.

The teachers and parents may work together in one common program and safety plan towards the sustainability of the program.

Further research may be conducted duplicating the same research study.

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