

# Fears And Worries Experienced By Teachers In The New Normal A.Y 2020-2021: Basis For Program Intervention

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**Abstract:** *This research study examines the individual's experiences of fears and worries, coping and the support they need. It presents the different experiences relevant to personal, professional, physiological, psychological, and career experiences of an individual as they faced the new normal. This concentrated on the Fears and Worries experienced by the Teachers in the New Normal in education due to Covid-19 Pandemic and aimed to know the experiences of teachers about their fears and worries, how did they handle it, and how did they ensure that those fears and worries will not affect their work as a teacher. Fears and Worries are some of the factors that affect the emotional well-being of a human. They both can mean to be very concerned about someone or something. When a person worries, they are thinking about their problems or fears, so it could be said that they fear their problems. A person is scared because they worry something bad will happen. Both 'fear' and 'worry' are related to negative feelings that need to address. This study will be limited to 70 teachers of Southville 8C Elementary School Academic Year 2020-2021 to know the fears and worries experienced by teachers in the new normal: Basis for Program Intervention. Researcher utilized Purposive sampling technique in which researcher relies on own judgment when choosing members of population to participate in the study. A qualitative and quantitative method particularly Transcendental Phenomenology type of research. Transcendental phenomenology brings added dimensions to the study of human experiences through qualitative research. The data gathered through the research made questionnaires through done in the google form and link sent to the respondents via Facebook Messenger with the permission of principal and ensure the data privacy to participants. In analysing and interpreting the data, the data was gathered and statistically using weighted mean and thematic coding to identify the fears and worries experienced by the teachers. The research results indicate that the new normal educational setting developed feelings of concerns on personal and family's health, self-doubt, questions on professional competency, feeling of uncertainty and being unprepared are their significant experiences. However, even with fears and worries, the teachers significantly adapted with the new normal as shown in their coping practices. Results revealed that fears assessed by the teachers in terms of personal and family health were rated at very high extent having the overall mean of 4.64. It implied that the fears in personal and family health of the teachers in new normal is very high extent. The extent of fears in terms of work effectiveness at high extent with the overall mean of 3.86 respectively. It further showed that four items were assessed at very high extent by the teachers. It implied that the fears in personal and family health of the teachers in new normal is very high extent. All the participants feared for the health and safety of themselves and their loved ones amidst the pandemic. Teachers also developed issues within themselves like professional unpreparedness in the new normal. Adding to this, their less than average knowledge in technology made them feel insecure in the new mode of teaching. The other fears that the participants encountered is the fear that other people might give them the disease, fear to lose their jobs, and because of this too much fear towards the new normal, the participants experienced physiological issues which is quite normal considering that corona virus is an unexpected phenomenon. Thus, Personal and Family's safety is the primary fear followed by Work Effectiveness, Lack of technology training as well Psychological and Physiological related fears of the participants. Results showed that the teachers assessed the extent of worries in personal safety and mental health at very high extent as seen in means of overall mean 4.55, respectively and for the worries effectiveness and management of learning teachers assessed with overall mean of 4.69 at very high extent. It further showed that the worries in personal safety and mental health were assessed at high and very high extent. It implied that the teachers are worried about their safety and mental health. Due to the Covid19, teachers became worried for themselves, their family's and students' safety. They also worry about their job and performance as an educator, thoughts and feelings of being ineffective, unskilled, and not enough linger through their heads. Also, majority of the participants worry on the adjustments of the learners and parents in the new normal in education. Consequently, Personal and family's safety, mental health and relevant to profession and work are their major worries. Moreover, personal effectiveness and management of learning were noted. Teachers have variety of ways in handling their fears. This includes keeping self-awareness and improving their faith are primary coping styles they made. Moreover, intentional self-care through consulting medical experts, healthy lifestyle and following the protocols became their new habit. They learned to divert their fears by staying positive and enjoying some recreational activities like gardening which are considered therapeutic in nature and hobbies like gardening, being productive, and balancing work and life amid the global crisis. Hence, keeping self-awareness, addressing medical health needs are the ultimate coping styles. Other ways of coping include being positive and having some diversions. Self-motivation, staying safe, positive mindset and having a support system are essential for the teachers to cope up with the new normal. Connecting with their loved ones in person or social media is proven effective coping style. Therefore, Self-motivation and being positive and good psycho- social support are the main concluded coping style to handle worries. Secondary coping includes following protocols. Lastly for the support needed the participants commonly requested for*

*laptop to be use in teaching and making other school matters and requested smart phone for the students who doesn't have to be use in learning and for education purposes. Lastly teachers requested for a transportation allowance during home visitation. Recommendation teachers must be aware of the implications of the fears and worries to their personal and professional life. Cognitive processing must always take in consideration in handling fears, worries and life challenges so adapt better in dealing with them. Family and support system must be available and must be intentional to strengthen the teacher's emotion and motivation, Capacity Building, Psychological First Aid, Mental Health and Psycho-social services as well as securing the safety of teachers and learners must be the top priorities of the heads and agencies in keeping a stable and managed emotion. It is recommended that further studies must be made by other students to supplement the research findings. The results are recommended to be utilized by respective Schools, Government Unit and DepEd as basis in implementing intervention programs. New Normal in education in our present situations is hard but as a frontliner of education who could bring quality education to the young learners. Teachers should be positive to SULONG EDUKALIDAD for the Rizaliño is our top priority. The results of this research will use to plan an intervention for the teachers to help them deal fears and worries in new normal education. Dissemination of this research are as follows presented the study during online training LAC, presents the results in school via online LAC session, present the study to the district, prepare action proposal / devise an intervention program and lastly conduct the intervention.*

**Keywords— Fears, Worries, New Normal, Basis for Program Intervention**

## 1. INTRODUCTION

Everybody experienced fears or worries in our lifetime. It is an inevitable reaction we feel that may promote a negative or negative impact into our lives. Today, as the world battle COVID19 for almost one and a half year, we can't help but recognized that fear has almost achieved its normal state description but it remains a challenge to all of us. The foregoing is undeniably true even for teachers.

Fears and worries are at time categorised as anxiety. These emotions are described in many perspectives. According to Kelvens (1997), Anxiety is demonstrated in three possible ways: 1. in a person's thoughts (cognitively), in a person's actions (behaviourally), and in physiological reaction.

On March 11, 2020 the World Health Organization (WHO) characterized Covid-19 as a pandemic. When Covid-19 was spreading worldwide, all educational institutions in the Philippines, were in the middle of the last semester of the school year 2019 - 2020, but because of Covid-19 Pandemic all public and private schools and institutions were ordained to cancel the classes. The Philippine government implemented the Enhanced Community Quarantine (ECQ) to prevent the spread of COVID-19 on March 16, 2020. Yet, due to the growth of the COVID-19 cases in the Philippines, the Community Quarantine and health protocols have extended up until now. This health crisis created public health emergencies. Filipinos nationwide are also affected due to prolonged social isolation that creates loneliness, anxiety, and depression.

This new normal can wonder fears and worries to the teachers since they have not been trained for emergency Modular Distance Teaching. In addition, the suspension of classes even on Higher Education coupled with social isolation and home quarantine can cause emotional thoughts and anxieties to the teachers. The researchers decided to focus an online survey about the experiences, attitudes, and practices of the teachers to deal with fears and worries in the new normal in education due to the COVID-19 Pandemic.

This study concentrated on the Fears and Worries experienced by the Teachers in the New Normal in education

due to Covid-19 Pandemic. This research aimed to know the experiences of teachers about their fears and worries, how did they handle it, and how did they ensure that those fears and worries will not affect their work as a teacher.

Fears and Worries are some of the factors that affect the emotional well-being of a human. They both can mean to be very concerned about someone or something. When a person worries, they are thinking about their problems or fears, so it could be said that they fear their problems. A person is scared because they worry something bad will happen. Both 'fear' and 'worry' are related to negative feelings.

In the article 'Coping with Stress' made by Centre for Disease Control and Prevention (2020) it was stated that the Covid-19 Pandemic brought fears and worries in educational sectors particularly to teachers, in times like this where we are all isolated and quarantined. Everyone is prohibited to go outside their houses. Because of these uncertainties, many people working on private and public sectors have feared on losing their jobs. Many private school teachers felt the same way. Therefore, they concluded that the coronavirus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and worry about the new disease can cause strong emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely, and it can also increase stress and anxiety. However, these actions are necessary to alleviate the spread of COVID-19.

Coping with stress in a healthy way will make you, the 9people you care about, and your community stronger. Talidong & Toquero (2020) stated that since COVID-19 cases in the Philippines increases, they decided to discover out the probable effect of COVID-19 outbreak to the people, particularly to the teachers on how they deal with the quarantine period. The Department of Education started the DepEd Commons Project to serve as an online platform for virtual lessons that teachers and even students nationwide can use as an alternative, but this is still on its trial stage and is not required. Likewise, the Commission on Higher Education (CHED) also suspended the classes on the same month, but advised to arrange available distance learning and alternative

modes, but which is not yet realized as of this moment since virtual learning is still new to the educational system in the Philippines.

## **2. LITERATURE REVIEW**

The enactment of Republic Act 111469 or the Bayanihan Act (2020) provided a huge assistance to majority of Filipinos. With this law, it evidently secures Protocols on Health, Social Services, Procurement, Education and other relevant guidelines and rules to address the Corona Virus. This paved way to pronouncing State of Calamities and full authority of the President and standard actions among the Local government Unit.

According to Ramos-Araneta (2020) Senator Win Gatchalian urged the government to ensure that learners and teachers are given psychosocial and mental health support while educators scramble to carry out logistical challenges and many learners experience feelings of anxiety as they await classes to begin amid the COVID-19 pandemic. Gatchalian's 'Education in the Better Normal' bill seeks to formally include psychosocial and mental health support in safe school re-opening.

Klapproth et al. (2020) stated that teachers faced moderate to high levels of stress. The most of majority of them faced technological challenges, but most of them felt capable of dealing with the stress functionally. Female teachers faced considerably more stress, but coped with it more frequently in a practical manner; when they expected external variables as obstacles to distance teaching, teachers used more functional coping strategies. The results indicate that the digital skills of teachers should be improved, schools should be better equipped with the required hardware and software for computers and more research on psychological factors contributing to teachers' willingness to use technologies for remote teaching in the pandemic and beyond should be done.

Cipriano & Brackett (2020) specified that the five most-known feelings among teachers in these trying times are: anxious, fearful, worried, overwhelmed, and sad. Anxiety, by far, was the most common mentioned emotion. "Teachers Are Anxious and Overwhelmed". They also concluded that the caused for these stress-related feelings among teachers could be separated into two. First is mostly personal, this includes general fear that they or their family might catch the COVID-19. The second concerns to their stress in handling their own and their families' needs while working full-time at home and adapting to new technologies for teaching.

Speck et al. (2020) stated that YouGov survey results showed that 'a third of teachers have COVID-19 mental health fears' which means a third of teachers are currently stressed and anxious about their mental health and well-being. Majority was experiencing stress and anxiety over fear of themselves or their family catching the corona virus and some

were experiencing heightened stress and anxiety as a result of preparing work for pupils to complete at home.

## **3. RESEARCH QUESTIONS**

1. What are the fears encountered by the teachers in the new normal due to Covid19 pandemic?
  - 1.1 Fears in Personal and Family Health
  - 1.2 Fears in Work Effectiveness
2. What are the worries encountered by the teacher in the new normal due to covid-19 pandemic?
  - 2.1 Worries Personal Safety and Mental Health
  - 2.2 Worries in Effectiveness and Management of Learning
3. What are the ways or coping style they made to handle their fears and worries personally and as teacher?
4. What kind of support or assistance they want to receive?
  41. Respective School
  42. Local Government Unit (LGU)
  43. Department of Education (DepEd)

## **3 SCOPE AND LIMITATION**

This study will be limited to 70 teachers of Southville 8C Elementary School Academic Year 2020-2021 to know the fears and worries experienced by teachers in the new normal: Basis for Program Intervention. With the new setting, the approval and gathering of data was dependent to the cooperation of the School Head.

## **4 RESEARCH METHODOLOGY**

### **4.1 Participants and/or Sources of Data**

The researcher request permission to the principal of Southville 8c Elementary School allowing to conduct research and questionnaires. The data on this research was collected using an Online survey thru Google Forms. The researcher created suitable scheduled questions to gather the data on this research. To identify the seventy teachers in Southville

8C Elementary School specifically purposive sampling was utilized in determining the respondents, Kinder -6, Grade 1-10, Grade2-11, Grade3-10, Grade4-10, Grade 5-11 and Grade 6-12 serve as the respondents of the study. The researcher guarantees the privacy of the survey sheets since the personalities are vital. The researcher gave the respondents a decision of being nameless and gave an enough time to answer the online survey and will be collected by the researcher. There was no incentive offered for participating in this study but big appreciations for responding the survey questionnaires. The data gathered through the research made questionnaires

through done in the google form. The link sent to the respondents via Facebook Messenger.

**4.2 Data Collection and Data Analysis**

Because of the quarantine restrictions, the validated questionnaires were be given to participants through google form online survey. It is the technique of gathering data by asking questions to people who are thought to have desired information amid the limitations due to Covid-19 pandemic where face-to-face is highly discouraged.

The researcher made survey questionnaires and seek assistance from an experts license Guidance Counsellors and license psychometrician from New Era university to ensure its validity before it can be used.

The questionnaires divided into four parts Fears encountered by the teachers in the new normal due to Covid19 pandemic 1.Fears in Personal and Family Health 2.Fears in Work Effectiveness, Worries encountered by the teacher in the new normal due to covid-19 pandemic 1.Worries Personal Safety and Mental Health 2.Worries in Effectiveness and Management of Learning, Ways or coping style they made to handle their fears and worries personally and as teacher, and Kind of support or assistance they want to receive 1.Respective School 2.Local Government Unit (LGU) 3. Department of Education (DepEd)

The researcher utilized the Qualitative and Quantitative Method of research particularly Transcendental Phenomenology type of research. Transcendental phenomenology brings added dimensions to the study of human experiences through qualitative research. Transcendental Phenomenology (TPh), largely developed by Husserl, is a philosophical approach to qualitative research methodology seeking to understand human experience (Moustakas, 1994). Further, Varpio et al, (2019) described Phenomenology as the study of phenomena as they manifest in our experience, of the way we perceive and understand phenomena, and of the meaning phenomena have in our subjective experience. More simply stated, phenomenology is the study of an individual’s lived experience of the world.

In analyzing and interpreting the data, the data was gathered and statistically using weighted mean and thematic coding to identify the fears and worries experienced by the teachers. Scale to interpret the results as 1:00-1.49 (VLE); 1.50-2.49 (LE); 2.50-3.49 (ME); 3.50-4.49 (HE); 4.50-5.00 (VHE) respectively.

**5 Discussion of Results and Recommendations**

The researcher used weighted means to get the extent of the fears and worries of the teachers and Thematic Coding for the assistance support needed. Thematic coding is a form of qualitative analysis which involves recording or identifying passages of text or images that are linked by a common theme or idea allowing you to index the text into categories and therefore establish a “framework of thematic ideas about it” (Gibbs 2007). The key themes that emerged was coded using Inductive Coding method where results are acquired from

scratch without specific categorization but following data analysis as a result of the fears and worries of teachers experienced, how these affects them, their ways of coping up in the new normal and the assistance they wanted to receive.

**Table 1**

<b>I. FEARS IN PERSONAL AND FAMILY HEALTH</b>	Weighted Mean	Verbal Interpretation
1.Fears of acquiring disease personally and transfer to love ones	4.77	Very High Extent
2. Fears of my family, friends, students and other people safety	4.77	Very High Extent
3. Fears of going outside the house and get infected with virus	4.58	Very High Extent
4. Fears of psychological effect of covid 19 that lead to depression	4.47	High Extent
General Weighted Mean	4.64	Very High Extent

Note: 1:00-1.49 (VLE); 1.50-2.49 (LE); 2.50-3.49 (ME); 3.50-4.49 (HE); 4.50-5.00 (VHE)

Table 1 conveyed that 4 out of 4 items in fears in terms of personal and family health were rated at very high extent having 4.77, 4.77, 4.58, 4.47 and as it seen in the overall means of 4.64 respectively. It further shows that four items were assessed at very high extent by the teachers. It implied that the fears in personal and family health of the teachers in new normal is very high extent.

**Table 2**

<b>FEARS IN WORK EFFECTIVENESS</b>	Weighted Mean	Verbal Interpretation
1. Fears that I cannot be able to communicate with my students and their parents as well.	4.02	High Extent
2. Fears of using different kind of online flatform	3.28	Moderately Extent
3. Fears that students cannot be able to comprehend the instructions in modular printed materials to answer it correctly	4.08	High Extent
4. Fears that student cannot be able to cope up using mobile phone, computer and other gadget in online learning	4.07	High Extent
General Weighted Mean	3.86	High Extent

Note: 1:00-1.49 (VLE); 1.50-2.49 (LE); 2.50-3.49 (ME); 3.50-4.49 (HE); 4.50-5.00 (VHE)

It was revealed from table 2 that the teachers assessed the extent of fears in terms of work effectiveness at 3.28 moderately extent and high extent as seen in the weighted

mean of 4.02, 4.08, 4.07 and over all mean of 3.86, respectively. It further shows that the fears in work effectiveness of the teachers were assessed at moderately and high extent. It implied that the teachers are still in high extent of fears in the effectiveness of learning during this new normal of education. Speck et al. (2020) stated that Majority was experiencing stress and anxiety over fear of themselves or their family catching the coronavirus.

All the participants feared for the health and safety of themselves and their loved ones amidst the pandemic. Teachers also developed issues within themselves like professional unpreparedness in the new normal. Adding to this, their less than average knowledge in technology made them feel insecure in the new mode of leaning. The other fears that the participants encountered is the fear that other people might give them the disease, fear to lose their jobs, and because of this too much fear towards the new normal, the participants experienced physiological issues which is quite normal considering that Corona Virus is an unexpected phenomenon. Thus, Personal and Family’s safety is the primary fear followed by Work Effectiveness, Lack of technology training as well Psychological and Physiological related fears of the participants. Cipriano & Brackett (2020) specified that the. First is mostly personal, this includes general fear that they or their family might catch the COVID-19. The second concerns to their stress in handling their own and their families’ needs while working full-time at home and adapting to new technologies for teaching.

**Table 3**

II. WORRIES IN PERSONAL SAFETY AND MENTAL HEALTH	Weighted Mean	Verbal Interpretation
1.Worries of encountered are relative to my one’s health in dealing with people in the workplace	4.40	High Extent
2.Worries of encountered are relative to one’s health dealing with people in the market, drugstore, groceries and in transportation going to work and other important matter	4.57	Very High Extent
3.worries of myself, my family members and other people safety	4.75	Very High Extent
4.worries of economic, jobless, and mental health of people during this pandemic covid 19	4.48	High Extent
General Weighted Mean	4.55	Very High Extent

Note: 1:00-1.49 (VLE); 1.50-2.49 (LE); 2.50-3.49 (ME); 3.50-4.49 (HE); 4.50-5.00 (VHE)

It can be viewed from table 3 that the teachers assessed the extent of worries in personal safety and mental health at

high extent as seen in means of 4.40 and 4.48 and very high extent as seen in means 4.57, 4.75, and of over all means of 4.55, respectively. It further showed that the worries in personal safety and mental health were assessed at a high and very high extent. It implied that the teachers are worried about their safety and mental health.

**Table 4**

WORRIES EFFECTIVENESS MANAGEMENT OF LEARNING	IN AND OF	Weighted Mean	Verbal Interpretation
1.Worries of how students learn their lessons		4.68	Very High Extent
2. Worries of how students may not learn and meet the competencies needed to master their lessons		4.77	Very High Extent
3. Worries of how to ensure the students learning particularly in reading and mathematics		4.65	Very High Extent
4. Worries of how to render home visitation to ensure students learning with out getting infected with viruses		4.68	Very High Extent
General Weighted Mean		4.69	Very High Extent

Note: 1:00-1.49 (VLE); 1.50-2.49 (LE); 2.50-3.49 (ME); 3.50-4.49 (HE); 4.50-5.00 (VHE)

It can be gleaned in from the table 4 that the teachers assessed all items at very high extent as it can be seen in the means of 4.68, 4.77, 4.65, 4.68 and over all mean of 4.69 respectively. It further shows that the worries of effectiveness and management of learning of teachers is very high extent.

Cipriano & Brackett (2020) specified that the five most-known feelings among teachers in these trying times are: anxious, fearful, worried, overwhelmed, and sad. Due to the Covid19, teachers became worried for themselves, their family’s and students’ safety. They also worry about their job and performance as an educator, thoughts and feelings of being ineffective, unskilled, and not enough linger through their heads. Also, majority of the participants worry on the adjustments of the learners and parents in the new normal in education. Consequently, Personal and family’s safety, mental health and relevant to profession and work are their major worries. Moreover, personal effectiveness and management of learning were noted.

**Table 5**

III. Coping styles or ways to cope up with the fears and worries in the new normal	Weighted Mean	Verbal Interpretation
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1. Maintaining professionalism to achieve harmony between work, family, and friends through keeping faith in GOD.	4.82	Very High Extent
2. Self-motivation staying positive, productive, safe mindset that the role as teacher will not be compromised.	4.80	Very High Extent
3. Self-relaxation such as gardening, cooking pastries, and bonding time with family	4.82	Very High Extent
4. Communication with family, friends including parents and students either online or social media	4.72	Very High Extent
General Weight Mean	4.81	Very High Extent

Note: 1:00-1.49 (VLE); 1.50-2.49 (LE); 2.50-3.49 (ME); 3.50-4.49 (HE); 4.50-5.00 (VHE)

It is reflected in the table 5 that the teachers assessed all items at very high extent as it can be seen in the means of 4.82, 4.80, 4.82, 4.72 and over all mean of 4.81 respectively. It further implied that the coping styles or ways to cope up with the fears and worries of the teachers in the new normal is at very high extent.

Teachers have variety of ways in handling their fears. This includes keeping self- awareness and improving their faith are primary coping styles they made. Moreover, intentional self-care through consulting medical experts, healthy lifestyle and following the protocols became their new habit. They learned to divert their fears by staying positive and enjoying some recreational activities like gardening which are considered therapeutic in nature. Hence, keeping self-awareness, addressing medical health needs are the ultimate coping styles. Other ways of coping include being positive and having some diversions.

Self-motivation, staying safe, positive mindset and having a support system are essential for the teachers to cope up with the new normal. Connecting with their loved ones in person or social media is proven effective coping style. Participants engage to some hobbies like gardening, being productive, and balancing work and life amid the global crisis. Therefore, Self-motivation and being positive and good psycho-social support are the main concluded coping style to handle worries. Secondary coping includes following protocols

### 5.1 Respective School

Participants need support on how they can improve professionally through Webinars and instructional materials for their teaching. They also want their learners to receive support relevant to distance learning and to secure theirs and the learners' physiological needs brought by pandemic. The teaching personnel who suddenly compelled to traverse into new normal education an up skilling in terms of digital literacy and psychosocial support would be a great support.

However providing PPE alcohol, facemask, faceshield during home visitation is very much needed and highly appreciated.

### 5.2 Local Government

The participants want their LGU to support their respective schools in providing support through Webinars, provide a strong network connection and instructional materials to sustain the online needs of both teachers and learners. Transportation allowance or a free service is also a big help to bridge to achieve the goals when doing home visitation to the students. The participants commonly requested for laptop to be use in teaching and making other school matters. Also most participants requested smart phone for the students who doesn't have to be use in learning and also for education purposes. Also provide complete modules for the learners. Lastly teachers requested for a transportation allowance during home visitation.

### 5.3 Department of Education

To conclude, common support they need from the 3 agencies are moral support through programs for their improvement like webinar and Instructional materials both for teachers and learners.

The cognitive level as well as the recognition to adapt to the stressful situation and challenges helped the teachers to manage their fears and worries. Preparedness and accountability to improve oneself are essential in dealing with fears and worries. Psycho-social support and mental health statuses of participants are significant along with assistance from the significant people and organizations are vital in the exposure to fears and worries of caused by the new normal in education. Accepting the realities of life from moderate to extreme could bring a person learns and deal with it accordingly thus promotes a positive well- being. It is further concluded that the more exposure the person has in any type of experience could bring him to a significant milestone in life which is attributed to their cognitive level and readiness or anticipation to a situation most importantly to emotions which is known and evidently affect the well-being to become a well-adjusted individual

## 6 RECOMMENDATIONS

Based on the results and findings of the study drawn, the following recommendations are being offered:

1. Teachers must be aware of the implications of the fears and worries to their personal and professional life.
2. Cognitive processing must always take in consideration in handling fears, worries and life challenges so adapt better in dealing with them.
3. Family and support system must be available and must be intentional to strengthen the teacher's emotion and motivation.
4. Capacity Building, Psychological First Aid, Mental Health and Psycho-social services as well as securing the safety of teachers and learners must be

the top priorities of the heads and agencies in keeping a stable and managed emotion.

5. It is recommended that further studies must be made by other students to supplement the research findings.
6. The results are recommended to be utilized by respective Schools, Government Unit and DepEd as basis in implementing intervention programs.

## 7 DISSEMINATION, UTILIZATION AND ADVOCACY PLANS

Dissemination Activities and Advocacy Plans	February 2021 - 2021	August 30 - 31, 2021	September October 2021	November December 2021
1. Presented the study during online training LAC				
2. Present the study to the district				
3. Presents the results in school via online LAC session				
4. Prepare action proposal / devise an intervention program				
5. Conduct the intervention				

New Normal in education in our present situations is hard but as a frontliner of education who could bring quality of education to the young learners. Teachers should be positive to SULONG EDUKALIDAD for the Rizaliño learners is our top priority. The results of this research will use to plan an intervention for the teachers to help them deal fears and worries in new normal education. Dissemination of this research are as follows presented the study during online training LAC, presents the results in school via online LAC session, present the study to the district, prepare action proposal / devise an intervention program and lastly conduct the intervention.

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