



# COPING MECHANISMS OF WPU COLLEGE OF EDUCATION FACULTY MEMBERS DURING THE ENHANCED COMMUNITY QUARANTINE

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<p><b>Received</b> 1<sup>st</sup> June 2021 <b>Accepted:</b> 21<sup>th</sup> June 2021 <b>Published:</b> 26<sup>th</sup> July 2021</p>	<p>During crisis, every person adapts to an unpredictable environment based on conscious and unconscious choices which will enhance personal control over behavior or gives comfort. In this times of crisis, particularly the pandemic of the corona virus 19 (COVID-19), all professionals are grounded to their homes, except for front liners such as healthcare professionals. Educators from basic to higher education are not exempted. In fact, faculty members of higher education institutions are also stressed out from the effects of the pandemic (Pogere et al., 2019).</p> <p>The purposes of the research study are the following: (1) To determine the coping mechanisms experienced by selected WPU College of Education Faculty Members as international pandemic of the COVID-19 that has affected the entire country, (2) To identify the major themes that emerged from the narrations of the selected WPU College of Education Faculty Members during the international pandemic, and (3) To design an action plan for faculty members to address crisis. The study utilized the descriptive phenomenology. Phenomenology stimulates the participant's perception of lived experiences while emphasizing the richness, breadth, and depth of those experiences (Streubert &amp; Carpenter, 2015). Descriptive phenomenology is a three-step process: (1) intuiting, (2) analyzing and (3) describing. Likewise, Neubauer, Witkop &amp; Varpio (2019) added that is a form of qualitative research that focuses on the study of an individual's lived experiences within the world. It is a research design that touches the very fabric of the human person.</p> <p>The participants for the study was chosen using purposive sampling. The inclusion criteria were (1) faculty members of WPU College of Education, (2) working at home due to national lockdown, (3) male or female (4) at least five years of teaching practice and permanent, and (5) sign the informed consent. The research study gathered data through the use of a semi-structured interview. Before the researcher conducted each interview, she performed the following: (1) gave sign of appreciation for the time and willingness to be part of the research study, (2) reminded the participants about the agreement, (3) explained</p>

that the interview is for study purposes, and (4) asked permission to record the interview. The researcher used a semi-structured interview with prompts to ensure that the questions are not closed-ended, but during the first interview, the researcher allowed the participants to narrate their stories with minimal interruptions

Data analysis utilized the Colaizzi's seven (7) steps (Streubert & Carpenter, 2012). The following detailed steps were done by the researcher: (1) each transcript was read many times to understand the whole content. Bracketing was used by the researcher to explore the phenomenon experienced by the participants considering their feelings, thoughts and ideas; (2) significant statements and phrases were gathered. Each statement was written then translated in separate sheet which was coded accordingly; (3) formulation of meaning of the significant statements was done. Codes was provided for each underlying meaning in one category from the exhaustive description. Formulated meanings were checked with the original meanings and finalized after corrections from an expert researcher that the process is correct and the meanings are consistent; (4) after finalizing the meanings done by the researcher, groupings of all those formulated meanings were processed into categories. Reflecting unique structures of clusters of themes were entered. Each cluster of themes was coded including all the formulated meanings related to the group meanings. After which group of clusters of themes reflecting a particular point emerged; (5) at this stage all emergent themes from thorough and exhaustive description were defined. "Coping Mechanism of Faculty Members During the Implementation of the National Lockdown of COVID-19," will be described. The researcher consulted an expert to review the findings considering the validity and correctness of every detail and the process undertaken to reach the comprehensive description made; (6) in this step, there was a similarity with the previous step.

Significant findings revealed that five (5) major themes emerged from the narrations of 15 participants. These major themes are Spiritual Coping Mechanism, Digital Coping Mechanism, Academic Coping Mechanism, Entertaining Coping Mechanism and Family-Oriented Coping Mechanism. The major theme Spiritual Coping Mechanism was supported by five (5) sub-themes namely: prayers, faith, Holy Rosary, digital Holy Mass and positivity. On the other hand, the second major theme Digital Coping Mechanism was supported by three (3) sub-themes emerged: (1) use of Tiktok App, (2) social networking, and (3) digital communication. Moreover, the major theme Academic Coping Mechanism was supported by three (3) sub-themes namely: (1) reading journals, (2) online teaching and learning, and (3) research and publication. Moreover, for major theme Entertaining Coping Mechanism, it was supported by three (3) sub-themes namely: (1) watching movies, (2) watching television, and (3) recreation at home. Finally, the last major theme family-oriented coping mechanism, the following sub-themes emerged: (1) family needs, (2) farming, (3) promotion of health, and (4) quality time. An Action Plan for faculty member of the College of Education was developed for them for a period of two-months.

From the conclusions of the study, the following recommendations are proposed: (1) to implement the action plan developed for the faculty members of the college of education, (2) to maximize their time productively and engage in activities

that benefits the entire family, (3) to improve understanding of risk factors for human infection of the COVID-19, (4) To ensure proper implementation of the home quarantine and isolation in cases of risk, (5) To collaborate with barangay officials and LGUs to ensure community participation to reduce transmission is implemented, (6) To strengthens one's capacity to meet academic requirements in the College of Education, (7) To be vigilant in specific cases that might affect the community and the family, and (8) To provide important information when it is needed by local and national authorities.

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**Keywords:** Coping Mechanism, Major Themes, Phenomenology, Faculty Members

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## **INTRODUCTION**

### **BACKGROUND**

During crisis, every person adapts to an unpredictable environment based on conscious and unconscious choices which will enhance personal control over behavior or gives comfort. In this times of crisis, particularly the pandemic of the corona virus 19 (COVID-19), all professionals are grounded to their homes, except for front liners such as healthcare professionals. Educators from basic to higher education are not exempted. In fact, faculty members of higher education institutions are also stressed out from the effects of the pandemic (Pogere et al., 2019).

The crisis that has created the corona virus disease (COVID-19) phenomenon has caused tremendous and unspeakable amount of stress, anxieties and fears to name a few among all people, not just professionals. According to Dong & Bouey (2020), generalized fear and fear-induced over-reactive behaviors were common among the public; both can impede infection control. Moreover, psychiatric disorders, such as depression, anxiety, and posttraumatic stress disorder, developed in high-risk persons, especially survivors and frontline healthcare workers during an epidemic (Hasniati et al., (2020).

Being at home at a results of a national lockdown can be very challenging. Terms such as social distancing, personal protective equipment, infectious diseases, epidemic, lockdown, pandemic, class suspensions, self-quarantine and many more makes a faculty member thinks twice before going out from the houses. Republic Act 9271, is the legal basis of the imposition of quarantine with the purpose of reducing the impact of the infectious and to slow it down.

The study described and explored the coping mechanisms experienced by selected faculty members of College of Education in Western Philippines University for the school year 2020-2021. This study is beneficial for the college of education as it highlights the relevance of research in addressing stress among faculty members in the university.

### **OBJECTIVES**

The research study sought to describe and explore the coping mechanism of selected faculty members of College of Education in Western Philippines University for the school year 2020-2021 during the international pandemic of the COVID-19 disease.

The purposes of the research study are the following: (1) To determine the coping mechanisms experienced by selected faculty members of College of Education of Western Philippines University as international pandemic of the COVID-19 that has affected the entire country, (2) To identify the major themes that emerged from the narrations of the selected faculty members of Western Philippines University during the international pandemic, and (3) To design an action plan for faculty members to address crisis.

### **METHODOLOGY**

The study utilized the descriptive phenomenology. Phenomenology stimulates the participant's perception of lived experiences while emphasizing the richness, breadth, and depth of those experiences (Streubert & Carpenter, 2015). Descriptive phenomenology is a three-step process: (1) intuiting, (2) analyzing and (3) describing. Likewise, Neubauer, Witkop & Varpio (2019) added that is a form of qualitative research that focuses on the study of an individual's lived experiences within the world. It is a research design that touches the very fabric of the human person.

**Sampling.** The participants for the study was chosen using purposive sampling. The inclusion criteria were (1) faculty members of College of Education, (2) working at home due to national lockdown, (3) male or female (4) at least three years of teaching practice, and (5) sign the informed consent.

**Instrumentation.** The research study gathered data through the use of a semi-structured interview. Before the researcher conducted each interview, she performed the following: (1) gave sign of appreciation for the time and willingness to be part of the research study, (2) reminded the participants about the agreement, (3) explained that the interview is for study purposes, and (4) asked permission to record the interview. The researcher used a semi-structured interview with prompts to ensure that the questions are not closed-ended, but during the first interview, the researcher allowed the participants to narrate their stories with minimal interruptions

**Data Analysis.** Data analysis were done immediately after data collection utilizing the Colaizzi's seven (7) steps (Streubert & Carpenter, 2012). The following detailed steps were done by the researcher: (1) each transcript was read many times to understand the whole content. Bracketing was used by the researcher to explore the phenomenon experienced by the participants considering their feelings, thoughts and ideas; (2) significant statements and phrases were gathered. Each statement was written then translated in separate sheet which was coded accordingly; (3) formulation of meaning of the significant statements was done. Codes was provided for each underlying meaning in one category from the exhaustive description. Formulated meanings were checked with the original meanings and finalized after corrections from an expert researcher that the process is correct and the meanings are consistent; (4) after finalizing the meanings done by the researcher, groupings of all those formulated meanings were processed into categories. Reflecting unique structures of clusters of themes were entered. Each cluster of themes was coded including all the formulated meanings related to the group meanings. After which group of clusters of themes reflecting a particular point emerged; (5) at this stage all emergent themes from thorough and exhaustive description were defined. "Coping Mechanism of Faculty Members During the Implementation of the National Lockdown of COVID-19, "will be described. The researcher consulted an expert to review the findings considering the validity and correctness of every detail and the process undertaken to reach the comprehensive description made; (6) in this step, there was a similarity with the previous step.

The findings that have repetitions, wrong usage and uncalled for descriptions was eliminated from the whole structure. Hence, the emphasis on fundamental structure was well-defined. Corrections was made to specify the real meaning of the relationship between the clusters of themes from the extracted themes. All unnecessary structures that affect the whole description was removed; and (7) this step was focused on validating the findings with the use of "member checking" strategy by returning to the participants and discussing the results with them. The researcher identified themes and patterns from the data. Coding was used to expand, transform and re-conceptualize data, providing opportunities for more diverse analysis.

**Ethical Consideration. Ethical Consideration.** The conduct of the research among selected faculty members of Western Philippines University utilized different ethical considerations. The respondents were provided complete information regarding the purpose of the research and their specific contribution. Likewise, an informed consent was obtained after presenting and discussing the purpose of the research investigation. Likewise, the researcher requested them to participate in the study and has the right to withdraw at any time of the research investigation. All questions being asked by the respondents was answered honestly and completely. The researcher ensured that only the best was provided for the respondents and that they were benefitted from the results of the study. Likewise, the participants were offered a simple snack after gathering the data from them.

Furthermore, informed consent will contain the following: (a) an agreement between the researcher and the participants that the latter will give permission to involve themselves in the study. Sufficient information will be presented and explained to the participants at their level of understanding, (b) an information that the participants can withdraw any time they want to, can ask questions and can refuse to answer the questions if they feel uneasy about the questions, (c) an explanation of the possible risk and potential benefits of the study to allow them to make decisions about their participation in the study and, (d) a description of the participants' rights which will be reiterated at the beginning of each data gathering. The signed consent form will be obtained before the start of data gathering.

Likewise, the principle of confidentiality and anonymity will be ensured by the researcher by assigning code for each respondents and attached to the accomplished interview and data analysis. The researcher will not write the names of the participants in filing the data obtained from the respondents. The researcher will use number code to each participant to maintain their anonymity. No one except the researcher knows where the statement came from. The data will be locked in a cabinet for their safety. The researcher will ensure privacy of the participants by not revealing the information they will give about their experiences.

The informed consent process will involve the reviewing the principles of the respondents' autonomy. This means that the respondent will be provided all the necessary information about the purpose of the research including its benefits and risks before they will give their permission to be a member of the sample. Likewise, the researcher will answer all the questions being asked by the respondents with honesty, truthfulness and completeness such that the respondent will be satisfied with the answer. After that, the researcher will then obtain the informed consent and affix his/her signature in the form.

The respondent will be allowed to ask question and is expected to be answered by the researcher satisfactorily. Furthermore, after providing all needed information, the researcher will request the respondent to sign the informed consent. After which the interview will be conducted.

On the benefits of the respondent, no compensation will be provided, however, light snack and bottled water will be offered to the respondents. In addition, the respondents will be benefitted after the completion of the research through new knowledge obtained through the findings and conclusion of the study.

For the community considerations, the research will impact the faculty members with regards to coping mechanism during a crisis. Likewise, the research will provide novel findings and knowledge that can be used by the faculty members who are experiencing stress during crisis. Furthermore, the researcher will endeavor to publish the research and disseminate the research findings by submitting the research manuscript for oral podium presentation both national and international arenas. Likewise, new policies and guidelines will be in place to address crisis among faculty members in higher education.

## RESULTS AND KEY FINDINGS

**Coping Mechanism of Faculty Members.** Figure 1 presents the conceptual paradigm of the coping mechanism used by selected WPU College of Education Faculty Members.



**Figure 1: Conceptual Paradigm of the Coping Mechanism**

Five major themes emerged as the coping mechanism of the faculty members of College of Education in Western Philippines University. These major themes are Spiritual Coping Mechanism, Digital Coping Mechanism, Academic Coping Mechanism, Entertaining Coping Mechanism and Family-Oriented Coping Mechanism.

**MAJOR THEME NUMBER 1: SPIRITUAL COPING MECHANISM.**

The first major theme that emerged from the narrations of the fifteen (15) participants is spiritual coping mechanism. This major theme was supported by five (5) sub-themes namely: prayers, faith, Holy Rosary, digital Holy Mass and positivity.

**Prayers.** The first sub-theme that support is the major theme is prayers. According to Cain (2019), there is reduction of stress when teachers pray which is an effective coping mechanism in teaching, studying and exploration of

the profession. The sub-theme is supported by nine (9) participants. Prayer as a sub-theme was supported by the narration of Participant 1, who said, "Prayer and meditation guided by a mobile app was my foremost coping mechanism." This was supported by Participant 2 who verbalized, "Praying made me sleep in peace." In addition, Participant 3 said, "Eat, sleep and prayers and wish our colleagues well." Participant 5, added, "And we pray as a family to cope up."

Furthermore, Participant 6 said, "Thus we pray together so that we are not that affected that much." Likewise, Participant 8 simply said, "Prayers." Moreover, Participant 9 said, "We prayed and have Bible service here at home." Participant 11 likewise said, "We always pray as a family." Finally, Participant 12 said, "Prayers keep us together." The findings imply that the faculty members use prayer as a way to cope from the implementation of the national lockdown due to the COVID-19 crisis that has affected the entire world.

The findings of the study validate the work of LeConte (2017), where spirituality and prayer positively affects the health and well-being of persons in stress and promises to be an effective coping mechanism.

**Faith.** The second sub-theme that supports the major theme is faith. According to Andrade (2014), faith is referred to as a general religious attitude or accepted set of personal beliefs and which was not present in the ancient worlds of Greek and Roman culture. The sub-theme was supported by the narration of five (5) participants. Faith as a sub-theme is supported by Participant 7 who said, "Your only source of guidance is our Lord and it's not within your control that crisis like this occurs. Put yourself into the hands of our Lord no matter what it is your faith that prevails." Furthermore, Participant 9 said, "We should have faith to survive this crisis." Participant 12 also added, "It is because we have faith in Him." Participant 13 added, "We pray because we have faith that everything will be fine." Finally, Participant 15 manifested, "I have calmed down knowing that God is in control." The findings imply that through faith, the faculty members can get through this and everything will be alright.

The findings of the study are related to the work of Bigelow (2018), faith in religion is a catalyst of stress and an effective coping mechanism during a crisis. Furthermore, life is full of dangers and through faith in one's religion brings hope and provides tranquillity to one's life.

**Holy Rosary.** The third sub-theme that emerged from the narrations of the participants has something to do with praying the Holy Rosary. The Holy Rosary is a Catholic prayer that focuses on the life of Jesus Christ and Mary (Natanek, 2017). The sub-theme is supported by the narration of Participant 2, who verbalized, "Praying the rosary has always made me sleep in peace." Moreover, Participant 11 said, "We pray the Holy Rosary because we are Catholics, that's part of coping." In addition, Participant 12 added, "We also pray the rosary every night to keep all things alright." All these narrations are evidences that the participants practice the Holy Rosary to cope with the situation.

The study is similar to the paper of Iddrisu et al., (2019) who said that the used of religious practices such as the Rosary provide emotional support from families, partners and significant others.

**Positivity.** The fifth sub-theme that emerged from the experiences of the participants has something to do with positivity. Participant 2 says, "Always think ahead with positivity knowing that God is always with us. Hopefully, this will help." Likewise, Participant 5 said, "Let us all be positive even if we have this crisis, everything will pass." This is an added support to the sub-theme. On the other hand, Participant 9 said, "We have to be positive to ensure that we can move on to this."

Being positive in life is in itself a form of coping mechanism and will contribute to the reduction of stress and boredom. This was supported by the study of Prati & Pietrantoni (2019), that being positive in life can be an important coping skills during crisis.

## MAJOR THEME NUMBER 2: DIGITAL COPING MECHANISM.

The second major theme that emerged from the narrations of the fifteen (15) participants is digital coping mechanism. To support the major theme, the following sub-themes emerged: (1) use of Tiktok App, (2) social networking, and (3) digital communication.

**Use of Tiktok App.** The first sub-theme that support the major theme is the use or watch of Tiktok app. This is a new internet craze which is Chinese video-sharing platform where users can shoot, edit and share a 15-seconds video that is jazzed up with filters, music, animation, special effects and more (Janes, 2019). This is one of the coping

strategic used by the participants to reduce stress and boredom during the implementation of the lockdown in the entire Philippines.

The sub-theme is supported by the narration of Participant 3, who said, "I am using TikTok to cope with the stress brought about by the pandemic." Likewise, Participant 12 who also said, "I tried Tiktok to reduce boredom." Participant 14 added, "To enjoy the time I watch and use Tiktok app that I downloaded." Lastly, Participant 15 mentioned, "In some cases, I watched Tiktok app and it feels good to reduce the boredom." These findings reveal that the participants used Tiktok app as a strategy to reduce boredom. Leung (2020) added that different smartphone activities may significantly alleviate perceived boredom in free time.

**Social Networking.** The second sub-theme that supports the major theme is the use of social networking. According to Kenton (2020), social networking is the use of internet-based social media sites to stay connected with friends, family, colleagues, customers or clients for the purpose of social and business purpose. Examples of social networks are Facebook, Twitter, LinkedIn and Instagram.

The sub-theme was supported also by the narrations of the participants. Among them is Participant 4 who said, "Social network once in a while with the family." In addition, Participant 8 said, "I actually created a group chat for our family so that whenever there is an update it is easy for us to communicate with one another." For Participant 14, she said, "We share information through Facebook." These findings denote that the faculty members of College Education are using the different social media networks to cope up with the implementation of the national lockdown on COVID-19.

**Digital Communication.** The third sub-theme that emerged from the narrations of the participants is digital communication. According to Abed & Ahmed (2016), digital communication involves the transmission in digital form from a source that generates the information to one or more destination. The sub-theme is supported by the verbalization of Participant 6 who said, "Likewise, I communicate with my family through Messenger and Viber." In addition, Participant 7 verbalized, "In some instances, I open the internet to communicate with friends and loved ones and exchange stories about the lockdown." Likewise, Participant 14, said, "It is a big help when narrating stories about one another and exchanging of notes during group chats, that is why we do not worry that much." The findings signify that even in crisis, the use of digital communication is continuous and is a source of coping mechanism among faculty members.

### MAJOR THEME NUMBER 3: ACADEMIC COPING MECHANISM

The third major theme that emerged from the narrations of the fifteen (15) participants is academic coping mechanism. The three sub-themes that supports the major theme are the following: (1) reading journals, (2) online teaching and learning, and (3) research and publication.

**Reading journals.** For reading journal, it helps in memory retention which also helps in making good articulation of a subject matter which allows a professional to analyse a material that is in congruence to a writer's perspective and provides an avenue or motivation for writing in a publication (Donovan, 2019). For this sub-theme, three participants narrated their support starting from Participant 8 who said, "I used some downloaded materials as a reference for my home tasks." Likewise, Participant 12 said, "To get rid of boredom, I read journals." In addition, Participant 13 added, "Likewise, reading peer-reviewed journals help me conceptualize my research activities as a valid reference on building evidence to develop or design a knowledge in my area of practice." Apparently, these findings denote that the faculty members are doing scholarly activities that helped them cope with the crisis that has engulfed the education system.

**Online Teaching and Learning.** This sub-theme on the other hand shows that faculty members are still performing teaching functions despite the lockdown. According to Sun & Chen (2016), online teaching reduces the time and costs for travel thus increasing opportunities to access and collaborate with expert professionals in a global range and providing students with flexibility to access courses at their convenience and allowing adjustments to subjects and content need.

The sub-theme is supported by the narrations of the participants. One is Participant 10 who said, "I checked quizzes and homework for work from home activities." Likewise, Participant 11 said, "As a college professor I have online



contact with my graduate students and undergraduate students whenever they have queries and I have open communication with them.” Moreover, Participant 12 said, “My table of specifications in the subjects I handled.” For Participant 13, she verbalized, “I make sure that instruction is well-organized, making our portfolios and syllabus.” Likewise, Participant 14 said, “I gave instructions to my students on what they do and when will they submit their tasks.”

This is an important finding that faculty members of the College of Education continues to perform their functions as a professor or instructor to their students and to the University.

**Research and publication.** The third sub-theme that emerged from the narrations of the 15 participants is research and publication. This is a function of higher education faculty which is continued despite the national lockdown. Participant 7 said, “Research and reading publication are my coping mechanism. I enjoy doing research because, I don’t need to work at the office, just at home and I have many time to finish all my research tasks.” In addition, Participant 12 said, “Doing some research and trying to accomplish some requirement since we are required to submit our accomplishment to the office of the dean.” For Participant 14, she said, “One of the bright side, I was able to complete my research and I plan to present and publish it.”

This finding reflects that importance of research as a strategy to cope from the national emergency brought about the national lockdown due to the COVID-19. This can be done by gathering data digitally using various social networking sites.

### MAJOR THEME NUMBER 4: ENTERTAINING COPING MECHANISM

The fourth major theme that emerged from the narrations of the fifteen (15) participants is entertaining coping mechanism. The three sub-themes that supports the major theme are: (1) watching movies, (2) watching television, and (3) recreation at home.

**Watching television and movies.** The first sub-theme is watching movies and it is obvious that it is a form of coping strategy. This sub-theme was supported by the narrations of the participants. Notably, Participant 8 said, “Whenever I get bored with the routine, I watched movies.” Likewise, Participant 1 said, “Keeping updated from reliable sources like WHO.” In addition, Participant 8 said, “Watching television for important news.” Lastly, Participant 12 said, “I watched Korean drama to entertain myself.” These findings imply that the participants are using movies and television as a past time to reduce boredom and stress in order to cope with the anxiety of the implementation of the national lockdown.

**Recreation at home.** The second sub-theme that supports the major them has something to do with recreations. This was supported by Participant 9 who said, “We play and stay together we laugh and play.” Likewise, Participant 11 said, “Playing with kids and family members to reduce boredom.” Participant 13 added, “I have more time with the family and talk to and have fun with them and exchange stories with them.” Likewise, Participant 14 said, “I have quality time with my family with my children and we play and have fun.”

According to Kerr, Dattilo & O’Sullivan (2012), prolonged periods of unemployment are associated with chronic stress that can lead to negative mental health outcomes, chiefly, anxiety and depression and that through recreation activities at home, it is a possible coping strategy among professionals.

### MAJOR THEME NUMBER 5: FAMILY-ORIENTED COPING MECHANISM

The fifth major theme that emerged from the narrations of the fifteen (15) participants is family-oriented coping mechanism. The five sub-themes that emerged from the narrations of the participants are: (1) family needs, (2) farming, (3) promotion of health, and (4) quality time.

**Family needs.** The first sub-theme that supports the major theme involves the needs of the family. Likewise, the sub-theme is supported by narrations of 9 participants. First of all, Participant 4 said, “Cooking and baking for the family. I go out to buy groceries for the needs of the family since I am the only one who have quarantine pass.” In addition, Participant 9, said, “I store food for the family, vitamins, I make sure that I have an alcohol and Zonrox for protection.” On the other hand, Participant 10 mentioned, “I have to buy groceries for the family to cope up with the situation.” Participant 11, likewise said, “Cooking for their requested food.” For Participant 12, she said, “I bought all the

needs of the family such as medicines and foods." On the other hand, Participant 13 said, "I organized all the household things such as pictures and cleaned the house. I arranged all things at home including books, plates and so on. I value all the needs of the family and store our needs." In addition, Participant 14 said, "I cooked for the family." Lastly Participant 15 said, "Coping mechanisms, well I bought immediate needs and supplies for my family so that whatever may happen if the lockdown will be much strict we have everything we need." With all of these, the participants prioritize the needs of the family members even during the implementation of the lockdown.

**Farming.** The second sub-theme that supports the major theme is farming. According to Participant 10, she said, "I plant different vegetables in our backyard, I got the seeds from Department of Agriculture." Likewise, for Participant 11, she also said, "At home I take care of plants in the backyard." Finally, Participant 14 said, "Gardening in our backyard." These narrations of the three participants reflect that they are productive by means of planting vegetables that they can consume during the duration of the national lockdown. According to Garcia-Llorente et al., (2018), farming sustains life that also provides the tool for public health because of the nutrition it provides and social integration by way of selling the excess crops. This activity therefore is not only a coping strategy but also providing the nutritional needs of the family and of the community.

**Promotion of health.** The third sub-theme that support the major theme has something to do with promotion of health. The sub-theme is supported by the narrations of 7 participants. In this connection, Participant 1 said, "Enough rest taking time out and regular sleep." Moreover, Participant 3 said, "Meditate, exercise and reach out to people. Eat and sleep to increase resistance to infection to COVID-19." Moreover, Participant 4 said, "Vitamins, turmeric tea to boost immune system and adequate rest." On the other hand, Participant 9 said, "We enhance our immune system and we drink ginger ale." Furthermore, Participant 10 said, "Of course health for the family." For Participant 13, she said, "I am able to check the blood pressure of my mother." Finally, Participant 14 said, "Yes, taking vitamins and exercise. Eating healthy foods."

These findings denote that the participants do not forget the basic role of a parent to promote the health of every member of the household to enhance their immunity during the time of the lockdown. According to Kumar & Preetha (2012), health promotion improves the individual and community health outcomes. In addition, promotion of health should be implemented by providing a decent standard of living, good labor conditions, education, physical culture, means of rest and recreation and required the coordinated efforts of all stakeholders of society.

**Quality time.** The fourth sub-theme that supports the major theme is quality of time. This sub-theme is supported by three participants. First, Participant 4 said, "Bonding with kids while there is work and school." On the other hand, Participant 14 said, "I enjoy taking to my children and my husband." Moreover, Participant 15 said, "I have quality of time with the family and with my children. I also enjoyed every moment with my family. We have quality bonding, doing things together, laughing."

This finding implies that the participants take time to have quality time with children and family which brings them together even during a crisis. According to MacLellan (2017) quality time is being with the family on a daily basis to keep an eye on all their needs.

### **ACTION PLAN FOR FACULTY MEMBERS**

The table presents the action plan that was developed for the teachers who are affected by the implementation of the national lockdown due to the COVID-19 pandemic. It involves a specific plan to be done for a two-month period or for the duration of the national lockdown.

Objectives	Activities	Persons Responsible	Materials Needed	Evaluative Techniques
<p>To review financial capacity and readiness for six months</p>	<p>Checks bank deposits, savings, money on hand and available finances.</p> <p>Check for list of families and relatives that may be of help if case savings are all used.</p> <p>Check of other properties that can be easily become liquid.</p>	<p>Head of the family and other members of the family</p>	<p>Passbook, ATMs and other financial documents</p>	<p>Total amount of money that can be tap anytime during the lockdown.</p>
<p>To determine priority needs of the family for survival for two months period/</p>	<p>Identify the needs of the family that will be good for two months.</p> <p>Check for the availability and sources of family needs.</p> <p>Check for availability of transportation for the needs of the family to be transported from supplier to household.</p> <p>Check for available loan facilities that can be availed of.</p>	<p>Head of the family and other members of the family</p>	<p>Paper and ballpen</p>	<p>List of needs of the members of the family for a two-month period</p>
<p>To build capacity to cope with pandemic.</p>	<p>Participate in free online classes</p> <p>Develop a schedule for online classes</p>	<p>Faculty member</p>	<p>Internet access</p>	<p>Complete on online class</p> <p>Conducted an online class</p>

	<p>Conduct research</p> <p>Publication of re- search papers</p> <p>Read 2-3 eBooks related to one’s expertise</p>			<p>Conducted and published a re- search paper</p>
<p>To prevent trans- mission of the virus to all mem- bers of the family.</p>	<p>Use personal pro- tective devices</p> <p>Perform proper personal hygiene</p> <p>Eat a balance diet</p> <p>Take appropriate rest and sleep</p> <p>Stay at home and leave only when it is absolutely nec- essary.</p>	<p>Head of the family and other mem- bers of the family</p>	<p>Face mask</p> <p>Toiletries</p> <p>Foods and drinks</p> <p>Sleep needs</p> <p>None</p>	<p>No COVID-19 transmission</p> <p>Bathing twice a day</p> <p>Full meal three times a day</p> <p>8 hours or more sleep per day</p> <p>Stayed at home</p>
<p>To maintain scholarly connec- tions to faculty members, stu- dents and admin- istrator</p>	<p>Maintain strong connection to the internet.</p> <p>Pay internet bills to ensure continu- ity of the service.</p>	<p>Head of the family and other mem- bers of the family</p>	<p>Strong internet connection</p>	<p>Daily engagement to faculty mem- bers, students and administrators</p>
<p>To continuously be updated with re- lated news and information about the pandemic</p>	<p>Connected to the global media and all forms of media</p> <p>Check on available sources such as television, radio and the internet.</p> <p>Check social net- works connected with</p>	<p>Faculty member of the College of Education</p>	<p>Strong internet connection</p>	<p>Updated to daily news on the pan- demic and every- thing that revolves to it.</p> <p>List of sources identified</p> <p>List of social net- works connected to</p>

In the table, it presents five parts namely objectives, activities, persons responsible, materials needed and evaluative techniques. The Action Plan is an answer to the needs of the faculty members during the implementation of the home quarantine as well as Work from Home arrangements.

### CONCLUSION

From the findings of the study, the study offered the following conclusions: five major themes emerged from the narrations of the participants. These major themes are Spiritual Coping Mechanism, Digital Coping Mechanism, Academic Coping Mechanism, Entertaining Coping Mechanism and Family-Oriented Coping Mechanism. The major theme Spiritual Coping Mechanism was supported by five (5) sub-themes namely: prayers, faith, Holy Rosary, digital Holy Mass and positivity. On the other hand, the second major theme Digital Coping Mechanism was supported by three (3) sub-themes emerged: (1) use of Tiktok App, (2) social networking, and (3) digital communication. Moreover, the major theme Academic Coping Mechanism was supported by three (3) sub-themes namely: (1) reading journals, (2) online teaching and learning, and (3) research and publication. Moreover, for major theme Entertaining Coping Mechanism, it was supported by three (3) sub-themes namely: (1) watching movies, (2) watching television, and (3) recreation at home. Finally, the last major theme family-oriented coping mechanism, the following sub-themes emerged: (1) family needs, (2) farming, (3) promotion of health, and (4) quality time. An Action Plan for faculty member of the College of Education was developed for them for a period of two-months.

### RECOMMENDATIONS

From the conclusions of the study, the following recommendations are proposed: (1) to implement the action plan developed for the faculty members of the college of education, (2) to maximize their time productively and engage in activities that benefits the entire family, (3) to improve understanding of risk factors for human infection of the COVID-19, (4) To ensure proper implementation of the home quarantine and isolation in cases of risk, (5) To collaborate with barangay officials and LGUs to ensure community participation to reduce transmission is implemented, (6) To strengthens one's capacity to meet academic requirements in the College of Education, (7) To be vigilant in specific cases that might affect the community and the family, (8) Socialize while in isolation: with your family and friends (9) Abide by the guidelines of the authorities and (10) To provide important information when it is needed by local and national authorities

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### **About the Author**



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