



ANALYSIS OF STAKEHOLDERS' SEAS (SOCIAL EMOTIONAL ADJUSTMENT SKILLS): BASIS FOR COMPREHENSIVE MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT PROGRAM

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Article history:	Abstract:
<p>Received: March 20th 2021 Accepted: March 30th 2021 Published: April 18th 2021</p>	<p>As humanity faces tides, they struggle more to break their fears to adjust in the predicaments brought by its impact. As such, Novel coronavirus disease 2019 surged the seabed of people across the globe. It brought sudden turn of events affecting people's daily activities and has influenced the healthy well-being of many.</p> <p>The study aims to analyze stakeholders' social and emotional adjustment skills during first quarter period of school year 2020-2021 using descriptive research design in collecting quantitative data. Researchers-made survey questionnaire was given to the randomly selected respondents (n=495).</p> <p>Findings revealed that stakeholders' work enthusiasm was highly sufficient (M=4.22), relationship with others garnered the highest mean score (M= 4. 41), stress management was highly sufficient (M= 4.37), and life satisfaction obtained the lowest mean score (M= 3.99). Majority of the learners and parents reported that they were less likely to stay at home because their families encountered unnecessary arguments which indicate that stakeholders were less satisfied to their lives in new normal. Further, teachers expressed that they had found difficulties in maintaining their physical health and becoming fit during their work from home scheme. The researchers concluded that mental health and psychosocial support services are contributory factors to the skills of the stakeholders in the transition of new normal that must be considered by the DepEd policy makers per RA 11036. Thus, the collaborative effort of the stakeholders helped them maintain their good social and emotional adjustment skills amid pandemic.</p>

Keywords: Social and emotional adjustment skills, adjustment, new normal, work enthusiasm, relationship with others, stress management, life satisfaction, mental health, psychosocial support services

I. INTRODUCTION

As humanity faces tides where seashores are blurred to be seen, they struggle more to break their fears to adjust in the predicaments brought by its impact. As such, Novel coronavirus disease 2019 (COVID-19) pandemic surged the seabed of people across the globe. It brought sudden turn of events affecting people's daily activities and has influenced the healthy well-being of many. In December 2019, the world has been so stable in its usual demeanors unprepared of the coming of the unseen enemy, COVID-19. Since its unsensational start in Wuhan China, every state, every country, developed or underdeveloped ones has caught in its weakest awareness of 'going through' and 'fighting through' to save human lives. This has shaken every country's health system and pandemic response for its 'longing to survive' populace.

The call for responsive actions specifically in times of unfathomable conditions can be equated with the call for very stable pandemic response plan, one that upholds mental health. This cannot simply be described as one's ability to react on things, how one controls his/her emotions, how one copes with tons of stress, how one accepts life's vicissitudes, but it is one's ability to continue life and take active parts despite uncertainties.

New Normal has been the catchy phrase, mandatory wearing of face masks in public places, at workplace even at home to avoid wider spread of the virus, physical distancing, and regular and proper handwashing have been part self-care system of everyone. At drastic effects are the laborers and contract workers who lost their hand-to-mouth survival income for their families, even businessmen local and abroad have been affected. Overseas Filipino Workers (OFWs) have suffered from repatriations.

To note, reported by Onenews as of June 7, 2020, a total of 55,859 Filipinos from different countries had returned to the Philippines – 17,419 of whom were land-based while 38,440 were sea-based. Of these figures, 43,143 have been released from facility quarantine (1,094 land-based and 32,049 sea-based). A total of 1,376 (1,047 land-based and 329 sea-based) returning Filipinos were confirmed to have been infected with COVID-19. Out of this number, 623 are currently admitted (434 land-based and 189 sea-based), 267 have recovered and one died. These figures were reported in the Department of Health (DOH)'s COVID-19 Situationer No. 41 issued on June 8, 2020.

With these presented data, the numbers of affected OFWs have families and children or have relatives who have started losing dreams because of the pandemic. Further, in the August 8, 2020 Learners Enrollment and Survey online data reveals that in one of the City Schools divisions in the Philippines alone there have been 22,577 and 9,912 unemployed fathers and mothers due to community quarantine, while 14,387 and 50, 146 parents are not totally working due to restrictions.

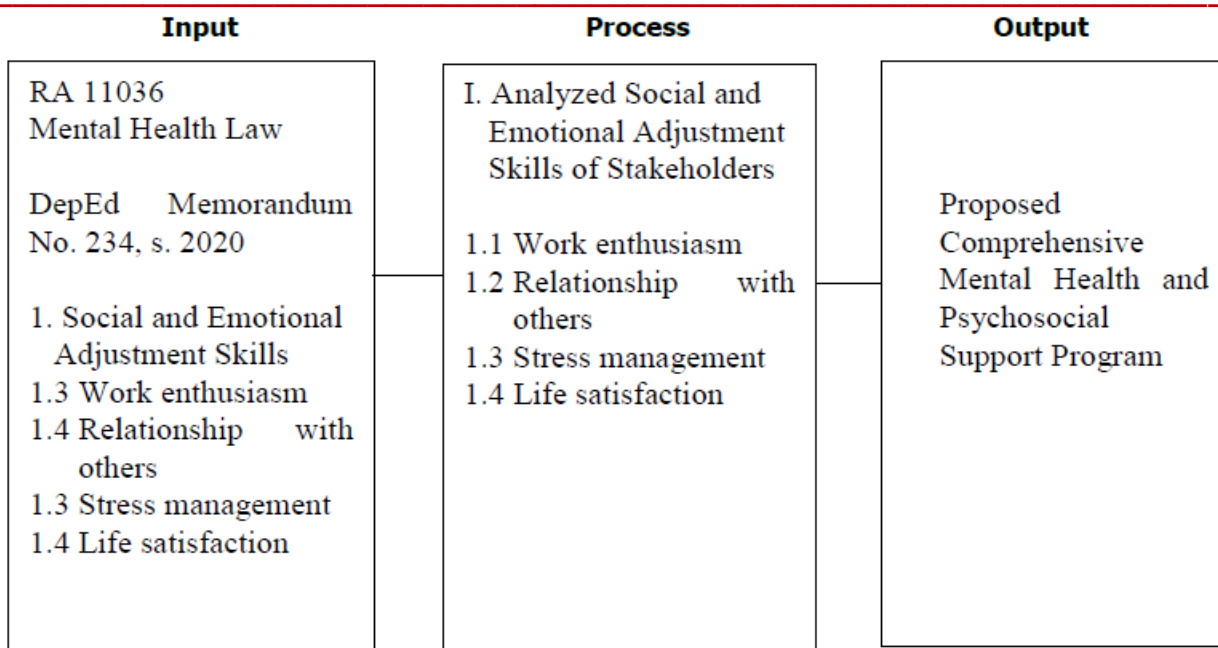
The economic fallout and business closures has wreaked havoc for people across the globe, especially those who were already facing a structurally vulnerable workforce and employment system before the pandemic (Miller, 2020). Indeed, we are faced with gigantic change in our society due to pandemic and the utilization of technology advances in every home in each family has been a primary escape to communicate. This has fueled educators in the Department of Education to reach out every individual, parents, and children, to help them meet the necessary adjustments in facing new normal learning set up in k-12 education.

In one of the City Schools divisions in the Philippines the primary action done by the DepEd personnel is to promote appropriate adjustment skills among the stakeholders like learners, parents, and teachers equipping them with mental health and psychosocial support through the series of webinars and conferences. These aim to help them become resilient in facing ambiguities. DepEd personnel work passionately with the stakeholders to help them realize the importance of digital technologies in their learning environment and recognize the value of technology and the opportunity it presents in their daily lives. It is believed that stakeholders should not merely use technology but should adjust to the complexities of technology experiences in meeting the demands of distance education (Creighton, 2018). Relative to this, Boyle, et al. (2020) explained that uncertainties of the pandemic and the economic downturn have affected schools that requires partnership with families, persistence, and planning. This caught the attention of the researchers to evaluate the social and emotional skills of the stakeholders of the said City Schools Division in order to provide appropriate and timely services for them amidst health crisis.

The concept of distance education is presented to the stakeholders for them to choose between synchronous and asynchronous learning modalities. Thus, accepting the challenge in facing new normal set-up require them to become well-adept individuals who see its potentialities as aid to the dilemma nowadays because the pandemic has indeed affected every learner and teachers (Kim & Bostwick, 2020). Further, the said scenarios have dominantly affected the mental stability of the stakeholders, young or old, professional, or blue-collar workers, regular or contractual employees, parents and learners have been doomed in a situation where everyone cannot still responsibly adjust in the new normal set-up.

In lieu of the foregoing, the researchers believe that there is a dire need to evaluate the adjustment skills of the stakeholders in the Department of Education. Specifically, the study sought answers on how the social and emotional adjustment of stakeholders in terms of work enthusiasm, relationship with others, stress management, and life satisfaction be described, and be the basis for proposed comprehensive mental health and psychosocial support in one of the City Schools divisions in the Philippines this school year 2020-2021.

Figure I illustrates the conceptual framework in the study. In this figure, variables are group into input, process, and output.



It can be seen in figure (1) that input comprises the social and emotional adjustment skills of stakeholders such as work enthusiasm, relationship with others, stress management, and life satisfaction. These social and emotional adjustment skills serve as basis for proposed Comprehensive Mental Health and Psychosocial Support Program in the Department of Education.

2. MATERIAL AND METHODS

2.1 Design and Population

The study used quantitative research method through descriptive research design in assessing the social and emotional adjustment skills of stakeholders such as work enthusiasm, relationship with others, stress management, and life satisfaction. There were 495 stakeholders (165 learners; 165 parents; 165 teachers) who participated in the study. They were selected using simple random sampling technique.

Table 1
Respondents of the Study

Level	No. of School	Respondents			Total
		Teachers	Parents	Learners	
Primary	35	105	105	105	315
Secondary	20	60	60	60	180
Total		165	165	165	495

2.2 Instruments

To determine the social and emotional adjustment skills of stakeholders, researcher-made survey questionnaire was constructed by the researchers and validated by the selected guidance counselors through face and content validations. It measures stakeholders’ work enthusiasm, relationship with others, stress management, and life satisfaction in new normal learning set-up in K-12 education. It consists of 40-item covering four domains of social and emotional adjustment skills. It was rated using the five-point Likert Scale ranging from not true of me (coded as 1), less true of me (coded as 2), sometimes true of me (coded as 3), likely true of me (coded as 4), to very likely true of me (coded as 5).

2.3 Statistical Treatment

In analyzing the social and emotional adjustment skills of the stakeholders, frequency counts, weighted means, and percentage were utilized.

3. RESULTS

3.1 Weighted Mean Results

Table 2 shows the grand summary table of stakeholders’ social and emotional adjustment skills. Work enthusiasm got the grand total mean of 4. 22. This means that majority of the stakeholders have “Highly Sufficient” work enthusiasm where majority of learners answered that they devotedly do their best in accomplishing their

assigned tasks, many parents expressed that they cheerfully initiated actions that they think would benefit others, and teachers collaborated with their colleagues when needed.

Relationship with others garnered the highest mean score of 4.41 among the adjustment skills. It explicates that majority of the stakeholders have very good relationship with others despite of health and economic crises due to COVID-19 pandemic that shutdown many business establishments and brought quarantines in the entire country. Learners gave common responses during their stay at home they more understand others' feelings/emotions, while majority of parents and teachers indicate to their answers that they respect their colleagues/others amidst health crisis.

Stress management had a total mean score of 4.37 which indicates that majority of the stakeholders could successfully manage their own stresses especially during quarantine period. Learners expressed that they care for others as how others care for them, while majority of parents and teachers shared their perception to their work as a responsibility.

Life satisfaction obtained the total mean of 3.99, which was verbally interpreted as highly sufficient. Learners expressed that they believed that their whole life is a huge gift but majority of them shared that they less agreed that their family has been happy and free from arguments while they are staying at home. Further, parents illustrated to their common responses that they believed that there many things to thank to their life amidst pandemic, but they supported learners' answers that their family is not free from arguments and cannot interpret as happy during their stay at home. Teachers as one of the stakeholders also explicates to their point of views that their life in new normal is indeed a gift but majority of them found difficulties in keeping themselves physically fit and healthy.

In lieu of the foregoing, the social and emotional adjustment skills of stakeholders garnered a grand mean of 4.25 which was interpreted as highly sufficient. This explains that learners, parents, and teachers are socially and emotionally adjusted despite of health crisis due to COVID-19 pandemic.

Table 2
Grand Summary of Stakeholders' Social and Emotional Adjustment Skills

Stakeholders' Social Emotional Adjustment Skills (Learners, Parents, Teachers)	Total Mean	Interpretation
Work Enthusiasm	4.24	Highly sufficient
Relationship with others	4.41	Highly sufficient
Stress Management	4.37	Highly sufficient
Life Satisfaction	3.99	Sufficient
GRAND MEAN	4.25	Highly sufficient

3.2 Proposed Comprehensive Mental Health and Psychosocial Support Program

The findings of the study were used to propose the Comprehensive Mental Health and Psychosocial Support Program in the Department of Education.

RATIONALE

There are increasing needs of our stakeholders like learners, parents, and teachers to adjust in new normal amid pandemic. Together with the existing pressures of economic falloff and business closures added to stakeholders' dilemmas. As we are faced with an enormous challenge in embracing this new normal, schools need to step up to help assist the stakeholders to adjust and adapt.

To safeguard their psychological well-being, school authorities should dwell to different areas of health program and provide practical and evidence-based activities that will build resiliency in facing different psychological stimuli that may affect their rational thinking. Stakeholders are challenged to achieve necessary adjustments to become resilient individuals in today's dilemma. The role of policy makers to engage stakeholders into proactive activities, projects, and program cannot be underestimated. The Department of Education should help them acquire necessary adjustment skills that will equip them to become well-adjusted and adaptive organizational members whose work enthusiasm, relationship with others, stress management, and life satisfaction are fully observable. But these cannot be attained unless there are prepared comprehensive program that will address all these adjustment skills expected from them.

This mental health and psychosocial support program will benefit stakeholders and their main support system of every school. It is expected to be clear and specific in its objectives. It will help them sustain or increase their adjustments skills amidst pandemic. Program for stakeholders involve best design that incorporate active engagement, encourage collaborative and discussion, provide introspective reflection, and achievable in a sustained duration of time. It aims to produce desired outcomes with the support of adequate resources, including curriculum and governance, and needed materials funded by the Department of Education. In this program, participants like learners, parents, and teachers shared their vision and work together to identify the mission to be accomplished. It is done through proper planning and implementation of mental health law per 11036 and other plans that will improve adjustment skills of stakeholders.

Moreover, to consider continuum of the adjustment skills of stakeholders, this MHPSS program encompasses topics behooved to their needs based on the findings of the study. To provide effective and efficient services, this program is necessary.

Having these in mid, the researchers, in order to cater the needs of stakeholders, presented the program as the subject of this proposal. It was hoped that it would meet the demands of new normal learning set-up in the public schools in the Philippines.

OBJECTIVES

1. Maintain or increase stakeholders’ adjustment skills.
2. Intensify the mental health and psychosocial support services.
3. Deepen stakeholders’ adjustment skills in adapting into new normal and actively engage them into a proactive DepEd services intended for them.
4. Provide stakeholders clear insights about their role and functions in planning and implementing school programs intended to promote mental health and psychosocial support services.
5. Help stakeholders realize and understand their adjustment skills.
6. Aid stakeholders eliminate their distorted thinking that might affects their adjustment in new normal.
7. Provide data to the Board of Department of Education for their fuller understanding of mental health and psychosocial support program where they will gain a more defined rationale for inclusion of social and emotional adjustment skills in school system especially in time of new normal learning set-up in K-12 education.

Comprehensive Mental Health and Psychosocial Support Program

Areas of Concerns	Project Activities	Objectives	Persons Involved	Time Frame	Logistics	Expected Outcome
Social and Physical Environment	Whole School Environment	-Create an environment that will strengthen mental and emotional well-being and positive social interactions.	DepEd Personnel & stakeholders	October	-Laptop, Speaker, Internet	-100% of stakeholders were oriented to the school mental health and psychological support program.
	-Online webinars and orientation through official DepEd Facebook page and other platforms					
	-Conduct of online physical examinations to learners, teachers, & DepEd Personnel	-Ensure that stakeholders are physically healthy and aid them with their necessary health assistance.	-DepEd medical officers, school nurses and health coordinators, stakeholders	All year round	-Laptop, Speaker, Internet, Medical supplies	-100% of learners and teachers who need physical assistance were assisted.
	- Telebehavioral Counseling/ Online Counseling	- supports stakeholders with stress and anxiety to live and participate in the community.	-MHPSS team	All year round	-Laptop, Internet, Cellphone, Load, Informed Consent Forms	100% of stakeholders who need assistance were addressed promptly.
		-Provides tele counseling and online counseling to those who				

		need psychological assistance.				
Teaching and Learning	<p>Online Health Forum on Cancer Prevention, Signs and Symptoms of Mental Wellness</p> <p>-Mental Health and Psychosocial Support Service: Resiliency Toolkits</p> <p>-Remote Psychological First Aid (PFA)</p>	<p>-Enhance Awareness on the prevention and care on the reproductive health issues and strategies in maintaining one's mental health.</p> <p>-Help stakeholders to know how to cope with stress and anxiety.</p>	DepEd Personnel & stakeholders	All year round	Laptop Speaker Internet	100% of the stakeholders were exposed and facilitated through various mental health and psychological support services.
Healthy School Policies	<p>-Mental Health: Coping with Stress and Anxiety during pandemic for learners, teachers, school heads, and DepEd personnel</p> <p>-Conduct of TEApanang San Joseno</p>	<p>-Evaluate stakeholders' coping strategies with stress and anxiety amidst pandemic</p> <p>-Ensure that existing policies are up-to-date, appropriate, consistent, and aligned with program goals through open and active communication among leaders.</p> <p>-Creating a sense of belonging to the school</p>	DepEd Personnel & stakeholders	All year round	Laptop Speaker Internet	100% of the stakeholders were exposed to various DepEd services that helped them cope in new normal.
Partnerships and Services	<p>Partnering with Families and Learners</p> <p>-Harmonized</p>	<p>- Represent partnerships between school staff and</p>	DepEd Personnel & stakeholders	All year round	Laptop Speaker Internet	100% of DepEd stakeholders were successfully

	MHPSS Training	community mental health program staff that allow schools to integrate student mental health into education -Engage families in developing services and procedures, assisting with evaluation design, and communicating about the program -Engage students and families in program's advisory group				engaged to mental health and psychological support services.
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4. DISCUSSION

The salient findings of this research revealed that Work Enthusiasm got a total mean of 4. 22. This means that majority of the stakeholders have "Highly Sufficient" work enthusiasm where majority of learners answered that they devotedly do their best in accomplishing their assigned tasks, many parents expressed that they cheerfully initiated actions that they think would benefit others, and teachers collaborated with their colleagues when needed. Relationship with Others garnered the highest mean score of 4. 41 among the adjustment skills. It explicates that majority of the stakeholders have very good relationship with others despite of health and economic crises due to COVID-19 pandemic that shutdown many business establishments and brought quarantines in the entire country. Learners gave common responses during their stay at home they more understand others' feelings/emotions, while majority of parents and teachers indicate to their answers that they respect their colleagues/others amidst health crisis. Also, Stress Management had a total mean score of 4.37 which indicates that majority of the stakeholders could successfully manage their own stresses especially during quarantine period. Learners expressed that they care for others as how others care for them, while majority of parents and teachers shared their perception to their work as a responsibility. Further, Life Satisfaction obtained the lowest mean score of 3.99 among the stakeholders' adjustment skills. Learners expressed that they believed that their whole life is a huge gift but majority of them shared that they less agreed that their family has been happy and free from arguments while they are staying at home. Further, parents illustrated to their common responses that they believed that there are many things to thank to their life amidst pandemic, but they supported learners' answers that their family is not free from arguments and cannot say that they family is totally happy during their stay at home. Teachers as one of the stakeholders also explicates to their point of views that their life in new normal is indeed a gift but majority of them found difficulties in keeping themselves physically fit and healthy.

These data explicates that majority of the stakeholders were socially and emotionally adjusted in new normal, they are capable to adapt and manage their life amidst pandemic. They specified that they still have active communication with others and highly respect people. However, stakeholders expressed to their common answers that they were less likely to stay at home because their families were not free from arguments and cannot interpret as totally happy. They further indicated to their answers that they found difficulties in staying healthy and fit while staying at home or under work from home scheme in new normal. This means that stakeholders believed that the physical health and needs must be addressed properly in new normal.

Therefore, the researchers concluded that all stakeholders have very high social and emotional adjustment skills despite of pandemic. Their adjustment skills in terms of establishing or maintaining good relationship with others was found out to be the highest or strength of the stakeholders. However, majority of learners and parents reported that they were less likely to stay at home because their families encountered unnecessary arguments which indicate that stakeholders were less satisfied to their life in new normal. Further, teachers expressed that they found difficulties in maintain their physical health and becoming fit during their work from home scheme. Therefore, the

assumptions that mental health and psychosocial services are contributory factors to the social and emotional adjustment skills of the stakeholders in the transition of new normal must be considered by the DepEd policy makers per RA 11036. Thus, the collaborative effort of the stakeholders helped them maintain their good social and emotional adjustment skills.

Based on the findings and conclusions of the study, the following recommendations were set particularly for the public schools in the Department of Education. Stakeholders should maintain their positive social and emotional adjustment skills, learners and parents should attend webinars on psychosocial support system that will strengthen their interpersonal relationship while staying safe at home, teachers should engage themselves in physical wellness activities to help them become physically healthy amidst pandemic, continue the implementation of mental health and psychosocial support program in the public schools, and the proposed mental health and psychosocial support program as the product of this study may be implemented.

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