



## Stress Experiences and Coping Mechanisms of Public School Elementary Teachers of Tagudin District During Covid-19 Pandemic

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**STRESS EXPERIENCES AND COPING MECHANISMS OF PUBLIC SCHOOL  
ELEMENTARY TEACHERS OF TAGUDIN DISTRICT  
DURING COVID-19 PANDEMIC**

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## **Chapter I**

### **INTRODUCTION**

#### **Background of the Study**

Teaching is known as the noblest and most challenging profession. It is a career that develops and shapes people's thoughts where learning processes take place under the direction of a teacher. Moreover, it can drive the growth of the country by promoting literacy, where citizens become competent to stir up economic activity that plays an important factor in one's fiscal status and society.

With the vast expectations of a teacher and considering the status of the Philippine educational system, presumably, teachers will continue performing their solemn duty. Shaping and developing each learner's potential in the cognitive aspect and even in other domains makes teaching more challenging. These challenges post some concerns whereby, the well-being of teachers is a primary consideration which can be affected by a lot of workloads and other responsibilities in different aspects (e.g., family, community). The several roles of a teacher may result in stress.

The onslaught of the COVID-19 pandemic, a lot of instances where teachers are placed in a position of highly stressful responsibilities. Add on to this is the burden of choosing the right learning activities that would



lead to the attainment of the educational goals. In January 2020, there has been a worldwide outbreak of Corona Virus – 19, also known as COVID-19. It first spread in China having the first recorded infection in February and was classified as pandemic in March by the World Health Organization (WHO). With this pandemic, the country has faced several challenges and problems. Companies began to close, level of unemployment began to rise, local transmissions have been recorded and even the education sector has been affected which resulted in postponement of classes. This situation has brought to the emergence of alternative learning delivery modalities in education.

It was also stated by UNESCO (2020) that because of the pandemic, governments all around the world have closed educational institutions to flatten the curve and limit the coronavirus's spread. As of May 2020, 1.2 billion students, or approximately 70% of the world's student population, has been impacted by closing schools. Depending on where students are located throughout the world, most educational institutions have moved away from face-to-face instruction and toward alternative modalities, blended modalities, or either synchronous or asynchronous distant schooling. According to DepEd standards, content can be distributed via live lessons, technologically streamed educational information, or television. However, contrary to expectations, parents are the ones working on students' output, which has a significant impact on learning rate in



addition to the ongoing problem of resource accessibility, which may result in no learning at all. In this arrangement, parents will facilitate the sharing of content and knowledge. Furthermore, it's important to recognize that not all pandemic pedagogy is provided equally because not all students have access to technologies that permit distant learning. Students are having very varied educational experiences as a result during the pandemic. The COVID-19 pandemic's effects, when combined with economic downturns, are a formula for stress, marginalization, attrition, and other negative effects on the educational profession (Masters et al., 2020). A variety of factors and circumstances that, in one way or another, have a negative impact on the standard of education provided in schools could account for the significant increase in stress, including (Greenberg, et al., 2016).

According to Nicomedes et al. (2020), when the imported and localized transmission of COVID-19 was reported, the Philippine authorities saw it as a threat to the country's security. As a result, on March 16, 2020, the Philippine government enacted the Enhanced Community Quarantine (ECQ) to stop the virus's spread. However, due to the increase of COVID-19 cases in the Philippines, ECQ category was extended until April 30, 2020, and the changes in the lives and environment with an increase of people affected by the virus have altered lifestyles but also the enthusiasm to carry out work-related activities.



Having right and enough amount of motivation is essential for teachers to implement the Modular Distance learning because of the complexity of instruction required to overcome problems in the challenging days during the pandemic.

As early as June 1, 2020, DepEd began the enrollment of learners using Learner Enrollment and Survey Form. Teachers conducted enrollment using the following: Google Forms, Facebook, and Messenger, call and text, and face-to-face modality. On the later part of the survey form, parents were asked to choose what distance learning modality they prefer for the learner, such as online learning, TV-based instruction, radio-based instruction, modular learning, or combination of face-to-face with other modalities. It has been found out that modular learning is the most preferred modality that parents have chosen for the learners. This scenario is far different from the usual set-up of enrollment process due to the pandemic. That is why the delivery of quality instruction amidst the challenge of the pandemic became the primary concern of teachers. With modular distance learning, teachers had undergone webinars and trainings in the creation and preparation of instructional materials since the development of these materials requires time, effort, and focus. Teachers were also tasked to author Self-Learning Kits aligned with Most Essential Learning Competencies (MELCs) to be used by learners for



School Year 2020-2021. A teacher must align the instructional objectives with the context of teaching in a new learning environment.

This foregoing information was strongly supported by the responses of the researcher's interviewee (e.g., principals in the District of Tagudin, and Guidance Coordinator), stating that teachers on the school where they are member are experiencing stress due to the sudden change or transition on the learning modality. In addition, the principal also reiterated that even the way on how to communicate and the medium of communication itself came out to be one of the factors causing stress to teachers, they encountered difficulty in dealing with parents, the learners and even their colleagues. Furthermore, even if teachers were given opportunities to attend different webinars still, it became difficult for teachers to develop IM's because not all webinars they attended were relevant on the preparation of the teaching and learning process in the new normal. Lastly, the main problem mentioned by the principal and the Guidance Coordinator was the deficiency in the availability of resources. Since supplemental materials were still being prepared by teachers it aggravates their stress considering their preparation period and how they can address various needs of the learners. Thus, managing stress is important situations to allow teachers to succeed and maximize productivity.

With the preceding circumstances and potential effects of stress towards the teachers and considering how they are coping, the researcher



came to investigate the Stress Experiences and Coping Mechanisms of Public School Elementary Teachers of Tagudin District during COVID-19 Pandemic which will be open for recommendations, suggestions, and changes.

### **Framework of the Study**

Theories are presented to further support the study. It includes the Transactional Model, the Health Realization Model and Social Cognitive Theory.

Stress management was established and founded on the notion that stress is not a direct response to a stressor but rather one's resources and ability to deal mediate the stress response and are amenable to modification, allowing stress to be regulated. Lazarus and Folkman's Transactional Model (1984) claimed that stress can be thought of as occurring when "pressure surpasses one's perceived ability to cope" or when "demands exceed one's perceived resources." According to Paul et al. (2019), to create a stress management program that works, it is first important to pinpoint the main causes of someone's inability to manage their stress and the intervention strategies that can most successfully address these causes. He added that the transactional model, which focuses on interactions between people and their environment, is how Lazarus and Folkman interpret stress. The stressful scenario that teachers





in institutions are believed to experience is more about their resources and capacity to control the stress response than it is about the existence of a prospective stressor. Because of how a stressor is evaluated and how a person evaluates their resources to deal with the stressor, the model conceptualizes stress. The concept suggests that stress may not always follow the presence of a possible stressor if stressors are regarded as good or challenging rather than as a threat, and if the stressed individual is certain that they have adequate rather than insufficient coping mechanisms. According to the model, stress can be lessened by assisting stressed individuals in altering their views of their stressors, giving them coping mechanisms, and boosting their self-assurance in their capacity to do so. Therefore, if the experts can give the teachers sufficient understanding of stress management techniques and help them view possible stressors positively, they will view stress as a challenge rather than a danger. Additionally, they concluded that when coping behavior is effective, stress levels are typically low or declining. However, there is a tendency for stress to be high or to keep rising if the person has poor coping mechanisms.

The Transactional Model Theory simply implies that all stress experiences that are indicated in the study can all be converted into positive stressors as long as the respondents are willing to cope up positively with the situation. Since, teachers are already in school, they



cannot get rid of all the stress experiences, instead they can manage and simply find ways to handle the stress by adapting effective and feasible ways of coping with it.

The premise that stress does not always follow the presence of a prospective stressor is also evident in Larimer's (2008) Health Realization or Innate Health Model of stress. The health realization model asserts that, in contrast to the transactional model, which places more emphasis on how an individual evaluates alleged stressors in relation to his or her coping mechanisms, it is ultimately a person's thought processes that determine how they will react to potentially stressful external circumstances. The thought or the mindset of the teachers determines whether an event is stressful or not. This model focuses on the types of thought people have towards the possible stressors. In this model, stress results from appraising oneself and one's circumstances through a mental filter of insecurity and negativity, where as a feeling of wellbeing result from approaching the world with a quite mind, inner wisdom, and common sense. Therefore, if the teachers should joy over their work, overlook those things termed as stressors these will be of help and would serve as management strategies for them.

Individuals with high self-efficacy confidently believe in their abilities to effectively respond to the environment stimulus and to maintain self-control. Bandura's social cognitive theory (2001) considered



self-efficacy to be a dominant organizational catalyst that can help in developing actions and effective strategies (active coping strategies) for defeating or mitigating the issues caused by the pedagogic factors that affect teachers' performances.

Also, in a study entitled, *Stress and Coping Strategies Among Distance Education Students at the University of Cape Coast, Ghana*, discussed coping strategies that educational institutions can apply to manage an increased stress among its members. This aids the study in examining the recommendations to be proposed at the end of the study.

According to the theory of Gibson, et.al (2014) on stress and work. It said that for most employed individuals, work is more than a 40 hour per week commitment. Even in the actual work time, most individuals spent more hours a day in a work- related activities like hours for travel time, preparation for work, lunchtime, and so on.

Not only a lot of time spent on work-related activities, but many individuals find a substantial portion of their satisfaction and identity in their work. Consequently, work, and non-work activities are interdependent. The distinction between stresses at work spill over into a person's activities. Because of stressors experienced at work, the individual may come home irritable, short tempered, and fatigued which may result to negative behaviors leading to disagreement or arguments



with significant people at home. The resulting conflict may be a source of subsequent stress that in turn it negatively affects job performance which further the stress level. In this manner, it demonstrates the interrelation of effect of stress to different aspects of teachers lives.

A recent study examining the effects of the online learning system motivated by the pandemic found that student-teacher relations are compromised. This brings stress to both parties because mediated communication poses risks of miscommunication and weakened relationships. Considering these findings, it is important to assure permanence and conditioned learning atmosphere amongst students with the aid of the teacher. In a web-based study examining the effects of stress on faculty and students' overall psychological well-being, it was found out that adjustment by the very system is needed. It is to have a fully functioning and healthy learning environment. This means that the study proposes that systematic reform fully encompasses effects of stress (Gustiani, 2020). In addition to this is a study examining the effect of online learning on communication between instructors and students during COVID-19 pandemic of Alawamleh et al. (2020) found that students and teachers tend to have increased stress levels, which prohibits them from functioning correctly. It entails that the mode of learning has a correlational relationship with the stress intensity within educational systems. In a comprehensive study done in the country, "stress" and



"mental state" revealed as important factors influencing the overall preparedness of students and educators to integrate online learning in the new normal.

According to Granthorn (2020), teachers in Philippines are mostly and adamantly stressed due to lack of budget. It was revealed that teachers are in distress in looking for ways to ensure that it will be given attention by their local governments executives to meet the needs of all learners. On the official website of the Philippine Government (2020), it showcased the coping guideline designed to help educators to cope with the shift and transition to the new normal. To address psychoemotional needs, guidance and counseling services are virtually available to assist students and teachers who are affected and disturbed by the pandemic.

In relation to the present study, a local study by Talidong et al. (2020) showed at how instructors handle anxiety and analyzed the pandemic's impact through the eyes of education indicated that teachers are neither psychologically nor skillfully equipped for the county's abrupt shift in learning patterns. Nevertheless, despite these restrictions, substantial changes in the way teachers were trained had been made. Despite the sparse exchanges, this helped teachers feel closer to their students.



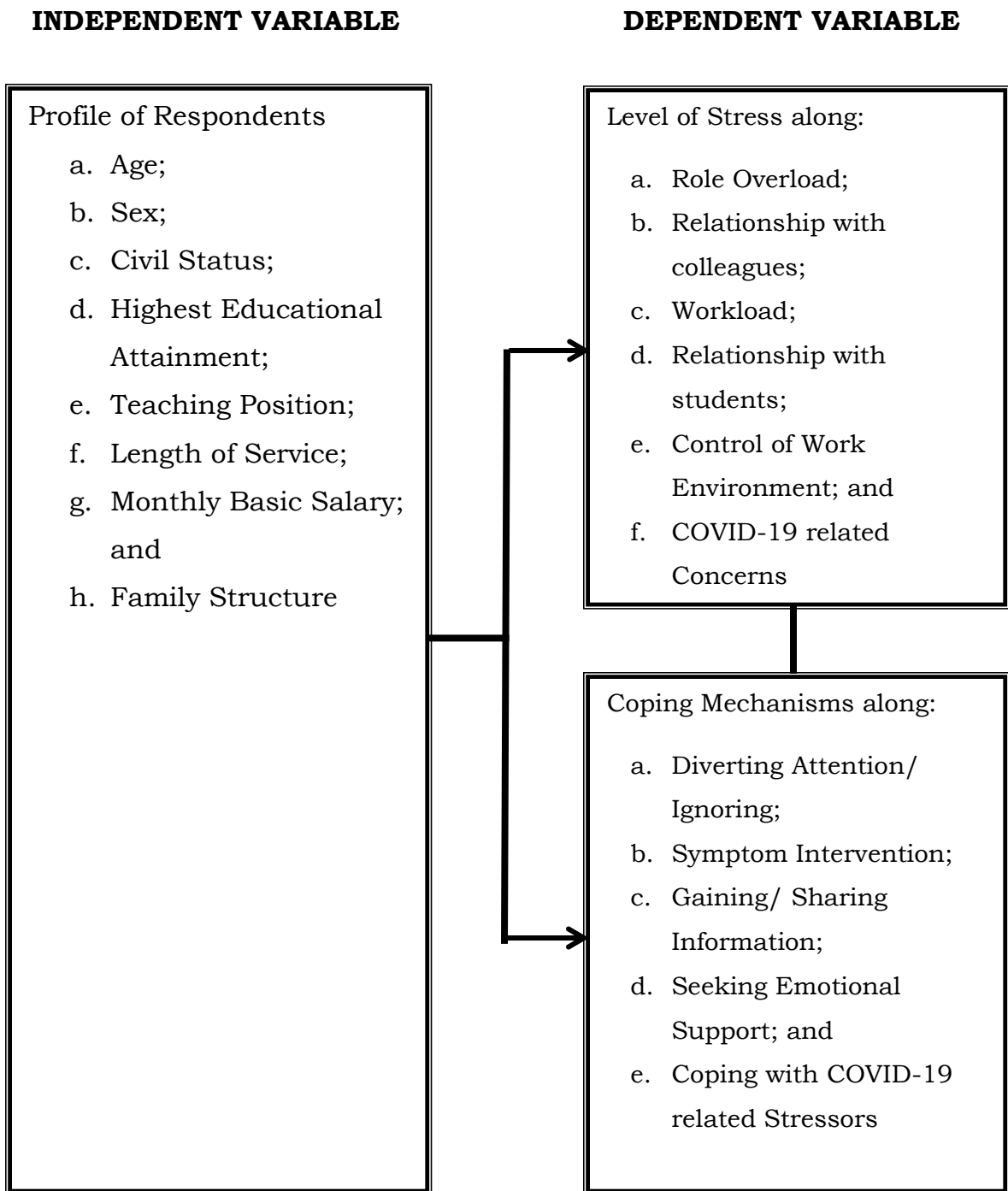
Furthermore, Rosenbaum (1990) presented a theory of learned resourcefulness that suggested that individuals who are rich in resourcefulness can cope better with stress than those who are poor in resourcefulness and that they achieve this result by minimizing the negative consequences of stress. He defined learned resourcefulness as an individual's cognitive skills that can be used to generate internal response (most often emotional or cognitive) that intervenes and makes it possible to achieve a smooth execution of the targeted behavior.

Stress profiles as stated by Katsantonis (2020) were based on dated information and did not present an accurate reflection of gender specific stress. Therefore, there is a need for additional research on gender difference and the effectiveness of self-development programs to aid female educators in developing coping skills. By keeping stress at bay, educators will be better equipped to do their jobs and communicate their needs. However, there is still dearth of research studies demonstrating how needed to manage the predictable stressors in the everyday life and job duties of an educator. More importantly it is imperative to develop coping strategies to help manage stress and achieve balance in their lives. People should be able to find new equilibriums and responses in their reactions to unexpected events under normal circumstances. Stress is not necessarily a negative phenomenon, and it would therefore be a mistake to concentrate only on its pathological effects.



A related study by Ross et al. (2012) also suggested that teachers' capacity to manage various degrees of stress had a significant impact on their general well-being. Additionally, a certain amount of teacher stress is a regular occurrence in classrooms. In today's schools, excellent teaching and learning must be maintained in a world that is always changing and posing challenges for teachers, the schools and families they serve, as well as sustained monitoring of health and well-being by teachers and active professional support for instructors.

The above-mentioned theories and concepts relative to stress and coping mechanisms find their essence in the conduct of the present study. Thus, based on the posited theories and concepts, the research paradigm was conceptualized as shown in Figure 1 with the Independent Variables-Dependent Variables (IV-DV) Model. The model showed the independent variables as to profile along age, sex, civil status, highest educational attainment, teaching position, length of service, monthly basic salary, and family structure while the dependent variables are level of stress along the following dimensions; role overload, relationship with colleagues, workload, relationship with students, control of work environment, and COVID-19 related concerns and coping mechanisms along diverting attention/ ignoring, symptom intervention, gaining/sharing information, seeking emotional support, and coping with COVID-19 related stressors.



**Figure 1. The Research Paradigm**





### **Statement of the Problem**

Primarily, this study will determine the stress experiences and coping mechanisms of Public School Elementary Teachers of Tagudin District during COVID-19 Pandemic.

Specifically, it sought to answer the following questions:

1. What is the profile of the teacher respondents along:
  - a. Age;
  - b. Sex;
  - c. Civil Status;
  - d. Highest Educational Attainment;
  - e. Teaching Position;
  - f. Length of Service;
  - g. Monthly Basic Salary; and
  - h. Family Structure?
  
2. What is the level of stress experienced by of the Public School Elementary Teachers of Tagudin District during COVID-19 Pandemic along:
  - a. Role Overload;
  - b. Relationship with colleagues;
  - c. Work Load;
  - d. Relationship with students;
  - e. Control of Work Environment; and



f. COVID-19 related Concerns?

**3.** What is the level of coping mechanisms employed by the public school elementary teachers of Tagudin District during COVID-19

Pandemic along:

- a. Diverting Attention/ Ignoring;
- b. Symptom Intervention;
- c. Gaining/ Sharing Information;
- d. Seeking Emotional Support; and
- e. Coping with COVID-19 related Stressors

**4.** Is there a significant relationship between the profile of the public school elementary teachers and the stress level experienced by the teachers?

**5.** Is there a significant relationship between the profile of the public school elementary teachers and the coping mechanisms employed?

**6.** Is there a significant relationship between the level of stress experienced by the teachers and the coping mechanisms employed?

### **Hypotheses**

**1.** There is no significant relationship between the profile of the public school elementary teachers and the level of stress experienced by the teachers.



2. There is no significant relationship between the profile of the public school elementary teachers and coping mechanisms employed by them.
3. There is no significant relationship between the level of stress experienced and the coping mechanisms employed by the teachers.

### **Scope and Limitation of the Study**

This study is limited in determining the profile of respondents; the level of stress experienced by the public school elementary teachers of Tagudin District as perceived by themselves; and the level of coping mechanisms employed by the teachers during COVID-19 Pandemic.

### **Importance of the Study**

This study will benefit the following:

**Public School Teachers.** This study serves as a guidepost for self-awareness to the level of stress as experienced by teachers especially in this time of COVID-19 pandemic.

**Administration/Head.** This study provides reference for awareness on policymaking and implementation of stress management program or related activities towards the fulfillment and realization of delivering quality instruction even in this time of pandemic.



**Researcher.** This study intends as a self-realization for the implication of stress to one's life; thus, this will be a big help in managing and coping with stress with the current situation.

**Future Researchers.** This study proposes an indication on the conduct of further studies with regards to stress management and coping mechanisms and stress-related programs.

### **Definition of Terms**

To ensure understanding and clarity, the following terms are defined operationally as they will be used in this study:

**Profile of respondents.** This refers to the respondent's data on age, sex, civil status, highest educational attainments, academic rank, length of service and monthly basic salary.

**Age.** This pertains to the respondent's age in years at the time this study will be conducted.

**Sex.** This shows if the respondents are classified either male or female.

**Civil Status.** This shows if the respondents are classified as single, married, widow or widower, separated or annulled or divorced.



**Highest Educational Attainment.** This shows if the respondents are classified as bachelor's Degree holder, with MA/MS units, Master's Degree holder, with EdD/PhD units or Doctorate Degree holder.

**Teaching Position.** This shows if the respondents are classified as Teacher I-III, and Master Teacher I-III by the time this study will be conducted.

**Length of Service.** This pertains to the number of years the respondents have served as a public school teacher.

**Monthly Basic Salary.** This refers to the monthly compensation for the services paid to the respondents on a regular basis.

**Family Structure.** This refers to the type of family the teacher has in relation to the different members that the family comprise of.

**Level of Stress.** This pertains to the degree as to how often stress is being experienced by the respondents in this time of pandemic which will be described as very much stressful, much stressful, averagely stressful, low stressful and not stressful.

**Role Overload.** This concept pertains to incompatibility between work demands and the time available to fulfill the demands of a teacher.



**Relationship with Colleagues.** This refers to the social and working transactions with others on the job.

**Workload.** These is the amount of work performed or capable of being performed usually within a specific period.

**Relationship with students.** This refers to the connections created by teachers to students via module distance learning during the pandemic.

**Control of Work Environment.** It pertains to the physical surroundings and instances that contribute to a pleasant work environment.

**COVID-19 related concerns.** These are the fearful perceptions of the teachers during the Modular Distance Learning in the time of Pandemic.

**Level of Coping Mechanisms.** It pertains on how often coping strategies are being employed by teachers to adapt and manage their stress whether it is always, often, sometimes, rarely, and never.

**Diverting Attention/ Ignoring.** It pertains to an act of refusing to take notice and rejecting someone or a situation.

**Symptom Intervention.** These are acts that help someone to treat a condition caused by the stress.



**Gaining/ Sharing Information.** It pertains to the act of exchanging or initiating conversation to get rid of the problem.

**Seeking Emotional Support.** These are verbal expressions or physical gestures that shows genuine encouragement and compassion.

**Coping with COVID-19 related Stressors.** These are management acts to avoid stress during COVID-19 pandemic.

### **Review of Literature**

The following are reviewed related literature that provides support on the conceptualization of the present study.

### **Profile of the Respondents**

Teachers must be aware of the various demands of their students; thus, it is crucial to assess those needs and learn about their demographics, including age, sex, civil status, greatest level of education attained, teaching position, monthly wage, and the number of family members. A profile is a useful tool for efficient planning. Understanding teachers' backgrounds and demographics might help administrators decide whether the modular distance learning programs are suitable for their needs (Dembereldorj, et al., 2021).



According to the survey in the study entitled “Stress Among Public School Teachers” by Alson (2019), personal sources of stress emanate primarily from a lack of financial security. Teachers perceived their salaries to be insufficient for their needs, despite the claim from the government agency that salaries of teachers are above the poverty level. Teachers work long hours in a relatively hot environment that eventually deprives them of quality time with their families. This is compounded when they are obligated to bring their work at home, which eventually leads to conflict with the working spouse.

Alson (2019) referenced research showing that among dual-earner couples, work-related stress predicts work family conflict. However, single instructors seemed content with their families' support for their chosen professions despite bringing schoolwork home. Many of them publicly voiced their happiness at not having to help with chores around the house like their parents and siblings did. Job satisfaction relates to stress at work, while marital contentment is correlated with stress at home. The association between home-related stress and personal and social support from friends, coworkers, and family is moderated, but marital contentment has a direct correlation with life and job satisfaction. Emotional pressures caused moderate stress for teachers. At the end of the day, they occasionally felt tired, apprehensive, concerned, furious, irritated, and emotionally spent. They had mood swings and limited vitality, which





prevented them from being sexually interested. Less parental support and overworked administrators are the causes of this. Younger instructors often seem to lose their minds quickly at work because they are afraid of the future.

Teachers at secondary schools reported low personal stress while experiencing moderate levels of stress connected to their jobs and their emotions. Their professional performance was impacted by their perception of being overworked while under the close supervision of school authorities, as well as by financial inadequacies. The best determinants of job happiness and professional performance, in their opinion, are organizational practices, financial sufficiency, and a feeling of emotional stability. Age, gender, and civil status don't seem to have much of an impact on how stressed-out instructors are. Teachers who are male, over 35, and married are more likely to experience stress from their jobs, their emotions, and their personal lives. These strains were made worse by the expanding family responsibilities in a patriarchal society as well as the uncertainty brought on by aging with only modest annual wage increases. In contrast to the findings among secondary teachers, this study revealed no significant differences between male and female teachers in terms of the amount of stress they experienced and in terms of the coping mechanisms they chose. (Nwimo et al., 2015 as cited in Alson, 2019).



In the same study, teachers, regardless of gender, used occasional eating-out together as bonding moments to discuss situations that interested them and cope with job strains. Although male teachers tend to cope with the dysfunctional environment by using humor and cracking jokes in the faculty room, female teachers adopt a range of coping strategies and tend to assume a functional role with their families. Also, teachers feel that to encourage and enhance collaboration between the Philippine Health Insurance and professional health service providers, civil society leaders and educational officials should collaborate. It is further argued that educational policymakers should address appropriate pay to match task assignments to reduce workplace stress. (Alson, 2019).

On the other hand, Alhija (2014) explained that experienced teachers, however, felt lower levels of emotional stress since they have strong abilities in letting go of certain things and develop a strong feeling that there are a lot of important things in this world that must be dealt with that need focus and enthusiasm.

### **Level of Stress**

According to Smith (2012), stress has an adverse effect on classroom achievement, teachers' sense of fulfillment at work, and teacher attrition. The world is under stress. There are many places where it can be found, including the home, the office, the school, and even the community. It



cannot be prevented, so it is inevitable. Each person experiences stress for different reasons. For one person, something upsetting may not even be necessary. Because of this, the school is among the locations where various people frequently gather. In fact, stress is inevitable when people get together. When there is a low enrollment turnout, a teacher shortage, or a need to raise more money to pay for significant construction expenditures, services, and the like, stress in schools is more likely to arise. The people closest to every aspect of the school, the teachers and staff, may be under the most stress. These stressors can come from work pressure, which can include curriculum changes, grades and exams, excessive paperwork, meeting deadlines, and service delivery; environmental pressures, which can include support from the administration, colleagues, and students; and personal pressures, which can include ways to handle work pressures, personal problems, family problems, financial worries, and even social problems.

Teacher stress is characterized as unpleasant negative feelings including anger, irritation, worry, despair, and anxiousness that teachers feel as a result of some aspects of their jobs as to the study of Kyriacou (2016) It is well known that teaching is a difficult and stressful career. When demands of their jobs surpass their capacity to handle them, teachers may become stressed. Several academics even claim that the high levels of job-related stress that teachers encounter and are unable to



manage are to blame for the huge turnover rates among teachers in some regions of the world. According to research, instructors are stressed out by a variety of things. Teaching uninspired kids, maintaining classroom discipline, demanding a workload, being exposed to frequent changes, being evaluated by others, going through unpleasant or challenging interactions with coworkers and administrators, and working in inadequate surroundings are some prevalent causes. It is observed that the stressors that one teacher encounters are distinct and dependent on the relationship between the teacher's character, values, capabilities, and environment. Additionally, a variety of elements—including coping mechanisms and tactics, personality qualities, and environmental characteristics—can interact to influence how stressful a scenario appears to a teacher.

In a study by Quansah et al. (2022), it was investigated how teachers felt about the security of the learning environment in the midst of the COVID-19 pandemic. The results highlighted the importance of teachers' workplace safety amid COVID-19 since their level of safety affects their anxiety level and further influences their decision of coping mechanisms. According to the study's findings, the COVID-19 epidemic caused teachers to experience moderate to severe anxiety, particularly because they felt insecure in their classrooms. The study's conclusions recommended that those involved in the provision of educational services try to create and



maintain a secure learning environment because doing so would encourage productivity. Additionally, insurance coverage must be offered to teachers who contract the disease while working in their field. This strategy will encourage educators to give their all-in order to improve student results. Additionally, the Ghana Education Service's Central Regional Education Directorate ought to take improved teacher preparation and ICT integration into the teaching profession into consideration. This could lessen teacher angst as instructional activities transfer entirely to online platforms or are added to more conventional in-person teaching techniques. In order to strengthen teachers' resilience and facilitate successful instruction delivery, educational institutions are encouraged to support interventions (such as social emotional learning).

In their study titled "COVID-19 associated occupational stress in teachers in Ireland," Minihan et al. (2022) used the Copenhagen Burnout Inventory as the primary outcome measure to investigate the occupational stress levels during COVID-19 among a national sample of 245 teachers in Ireland. It was discovered that 82 percent (n = 202) of the sample indicated moderate or high levels of personal burnout, while 79 percent (n = 193) reported moderate to high levels of work burnout. Teachers reported negative effects of COVID-19 on their physical (43%) and mental (67%) health, as well as a decline in their ability to eat, sleep, and use alcohol (33 percent ). 100 participants (42%) reported feeling unable to stay safe



at work. There were low levels of job satisfaction (66%) and a negative correlation between burnout scores ( $r_s = -0.405$ ,  $p.01$ ). 142 instructors (58%) had given significant thought to leaving their employment in the six to twelve months prior. Therefore, it was advised that urgent interventions aimed at improving the working environment and resources for teachers be included in plans for kids' continued access to education. This is required to avoid the damaging effects of employee burnout on teachers' wellbeing, as well as to lessen the risk of higher staff turnover, early retirement, and detrimental effects on teaching quality related to employee burnout.

Instructors experienced a moderate amount of COVID-19 produced job stress and emotional tiredness, according to Lagat's study from 2021, which also determined the level of COVID-19 induced job stress and emotional exhaustion among teachers. Baby boomers or those in their late 50s showed the highest levels of job stress when respondents were classified by generational age, while respondents in generation X and generation Y (e.g., 30–40 years old) showed lower levels of job stress. Given the pressures placed on them by the pandemic and the length of time elderly instructors spend serving the students, it is likely that this disparity is brought about by the natural deterioration of their bodies. Consequently, compared to Generation X and Y, baby boomers had greater emotional weariness as a result of COVID-19. Given the age gap, younger



teachers may have various interests that serve to allay their worries about the potential health danger posed by COVID-19. Additionally, it should be highlighted that when respondents are divided by gender, women have reported higher levels of COVID-19-related occupational stress than men. Due to the expectation that they will support the family, women likely have many worries. It was determined that male respondents reported a higher level of emotional weariness than female respondents in terms of emotional exhaustion. It is a fact that men have few outlets for their emotions, particularly in the setting of the Philippines, where "machismo" thinking is still prevalent. The idea that Filipino men should act manly and keep their emotional outbursts to a minimum is strongly ingrained. These difference in stress reaction may post some problem considering that high level of job stress and emotional exhaustion of teachers are associated with counterproductive behaviors, low job satisfaction, negative physical and mental well-being (Atmaca et al., 2020; Khan et al., 2012; Wangui et al., 2013). In turn, all these affect the achievements and well-being of students under the teachers' care.

Jakubowski et al. (2021) concluded that being stressed out at work can lead to unpleasant feelings including anger, anxiety, tension, irritation, and sadness. Additionally, it is possible to define teacher stress in terms of current risk and protective factors; it manifests when risk factors are not balanced out by protective elements. Although each teacher



faces unique stressors, certain ones tend to crop up frequently, including workload/time pressure, low student motivation and discipline issues, role ambiguity and conflict, pressure to introduce curriculum changes, low salary, relationships with the principal and other teachers, and unprofessional assignments.

Moreover, the study of Castroverde et al. (2021), "Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic," identified the difficulties teachers faced when using the modular distance learning modality in the face of the pandemic and how they overcame these difficulties. It was discovered that teachers face a variety of difficulties when implementing the modular remote learning modality. These issues were noted based on how instructors planned and prepared the modules, delivered the lessons, gathered data on student performance, checked and evaluated students' outputs, and gave feedback to students. Time management, creative teaching methods, adjusting to the new normal trend in education, flexibility, offering backup plans, optimism and patience, and arming oneself with the necessary skills are some ways that teachers overcome the difficulties they face in the modular distance learning modality. The researchers advise teachers to create backup plans for various situations that can come up while they are engaged in the teaching process. Making good use of your time can help you complete a variety of school-related responsibilities. To guarantee that





parents and teachers are informed of what to do and to keep everyone safe from the COVID-19 pandemic's impacts, the school authorities must also create a system for the delivery and retrieval of modules. Conducting webinars to provide teachers with the most up-to-date information on new norms in education also aids educators in adjusting to the pace of change. These actions will assist our nation's educational system in delivering high-quality instruction to students who are seen as the future of society. The researchers suggest that additional research be done on how teachers are now faring with the adoption of the new normal education.

In the study "Teachers' Experiences of Stress and Their Coping Strategies during COVID-19 Induced Distance Teaching," it was found that the level of stress experienced by teachers was medium to high during the pandemic. Teachers in the higher positions posed more workload to their students. This system may lead to disengagement from instruction, which denotes that teacher are less motivated (Klapproth et al., 2020). Most teachers considered lack of adequate computer equipment, alongside with low internet connectivity, as major barriers for successful teaching. This result mirrors complaints that diverse agents in society have made years ago (Harwardt, 2020). Thus, teachers faced technological problems that were already known, but during the lockdown they became visible. Furthermore, teachers felt constrained by excessive student workload and their low motivation for doing schoolwork at home. When teachers



experienced that their students were overstrained by distance teaching and learning, they may have feared a tendency for them to employ a surface learning approach, which in turn might prevent them from reaching the learning goals.

Additionally, according to Michie (2012), the "Alarm reaction" and "Adaptation" of two protective physiological mechanisms determine the level of stress that is felt. When faced with a threat to one's safety, a mechanism is referred to as having an "Alarm reaction"; the initial reaction is physiological arousal, which causes the muscles to tense, the respiration to quicken, and the heart rate to rise. Threats in the modern era are typically psychological in nature, like an unwarranted verbal attack by a supervisor at work. This falls under the category of forceful communication because "fight or flight" is typically not a socially acceptable response and a different way of expressing the resulting emotional and physical energy is needed. The second mechanism is called "Adaptation," and it enables us to stop reacting when we realize that environmental stimuli no longer endanger our safety. For instance, when a person first lives in a home close to a railway line, his reaction to the speeding trains is to be shocked, as previously mentioned. His response wanes with time. He would finally pass out from physical exhaustion and mental exhaustion if this process failed.



Stress is felt when either of these mechanisms isn't working effectively or when it's challenging for us to transition between them in the right way. Individual approaches to stress management are built on this. A person's assessment of; a determines their capacity to avoid or lessen stress. threat present in the environment (primary evaluation), and b. the evaluation of his or her capacity to respond to that threat (secondary appraisal). These evaluations have been formed by prior experiences dealing with stress, which in turn affects future behavior and evaluations. Thus, the relationship between behavior, appraisal, and stress is ongoing, and reducing stress can be accomplished by altering how the issue is perceived (using cognitive strategies) or dealt with (behavioral or cognitive techniques).

### **Level of Coping Mechanisms**

People are typically capable of finding fresh compromises and reactions to novel situations (Quansah et al., 2022). Focusing just on stress' harmful effects would be a mistake because stress is not always a bad thing. A dynamic adaptation to new circumstances can be accomplished with the help of a reasonable amount of stress, which can also be a significant motivating force. Stress is a component of health as a dynamic equilibrium. Without interacting with other people and the environment, there can be no health. Stress may only become pathological in excess. Therefore, both at work and outside of it, some stress is both



normal and required. But when stress is excessive, ongoing, or recurrent, a person is unable to manage it, or there is a lack of support, stress turns into a harmful phenomenon that can cause medical sickness and psychological illnesses. It frequently leads to poor societal and interpersonal adjustment at work as well as subpar performance. Workplace stress was defined as "other harmful physical and emotional reactions that occur when the needs of the job do not meet the talents, resources, or demands of the worker" by the Occupation Health Safety Organization in 2006.

Participants were asked to describe the coping mechanisms they used during the instructional delivery while the COVID-19 pandemic was ongoing, according to the study of Quansah et al. (2022). This goal also looked at whether there were any notable differences between the teachers in how they used each coping mechanism. The findings demonstrated that, depending on the type of coping technique, different teachers utilized different amounts of them. All paired comparisons yielded a significant result when using the Sidak multiple comparison methodology, a method for dealing with numerous comparisons. For instance, the teachers' use of religion as a coping mechanism differed significantly from their use of emotional support as a coping mechanism. The teachers' use of behavior disengagement coping was similar in that it was not as extreme as their use of active coping. The study found that instructors mainly turned to



religion as a coping strategy to deal with the difficult situations brought on by the COVID-19 pandemic. After then, there was behavior disengagement coping, followed by emotional support coping, and finally active coping.

Further, Brooks et al. (2022) investigated the stated consequences on a personal and professional level by looking at the character of the experiences of three education staff members in one primary school. The results showed that the emotional toll experienced by participants was further exacerbated by the added stress brought on by the pandemic-induced fear of the "unknown." These emotional reactions included feelings of remorse for giving kids the finest education possible, concern over the potential effects on education, and annoyance at the lack of communication and inconsistent decision-making by those in positions of authority. Future studies are necessary to investigate the essential elements needed to foster excellent teacher wellness, coping, and professional resilience. Effective leadership teams that prioritize teacher wellness and offer the necessary support to teachers during a crisis and beyond help mitigate teacher stress and potential burnout during environmental stresses like the COVID epidemic.

The lived experiences of public school teachers during the COVID-19 epidemic were investigated by Robosa et al. in 2021. The majority of teachers have substantial challenges due to a lack of resources, the



management of pupils, and the workloads and submissions that increase stress and burnout. The advent of the digital age constrained the majority of teachers in public schools. Given the lack of resources, they scarcely manage to carry out specific activities for the students electronically, offer a productive learning environment, and interact with students. Teachers in public schools manage by using the appropriate communication and comprehension for their situation. Despite their stress and burnout, teachers acquire positive experiences, which include their passion, the development of relationships, and the performance of their duties. Researchers advise the government to support and fund education. It's not just for the private schools; it's also for the public schools that lack the resources to adequately support the teachers and pupils, such as those with a meager internet connection or data plan and those without the modules, tools, and equipment required by the new educational system.

Despite the epidemic, instructors and students will still be able to have a successful educational system thanks to this support or fund. Public schools will feel more confident as a result that they won't fall behind. Despite the challenges of proximity and communication, teachers must be more encouraging and committed to their students' education. In the context of learning, this will support the development and maintenance of positive relationships that encourage persistence, significance, and optimism. Students and teachers must engage in active learning. This



could facilitate good communication, understanding, and the development of a relationship. Future scholars might therefore use these results to support their possible studies, particularly in regard to the firsthand experiences of public school teachers during a pandemic.

In their study "Teachers' Experiences of Stress and Their Coping Strategies during COVID-19 Induced Distance Teaching," Klapproth et al. (2020) used an online questionnaire to measure the level of stress that teachers felt during the lockdown of schools in Germany, their coping mechanisms, and external and internal barriers to distance learning. It was revealed that instructors were under moderate to high levels of stress. More than half of the participating teachers engaged in remote teaching for more than four hours each day, and these teachers were considerably more stressed than those who engaged in teaching activities for less hours each day. As a result, found in the study, training programs have to be designed and be implemented. Teachers should also be provided applications they need for online instruction by schools or local governments. to deliver quality instruction amidst the challenges brought by the pandemic. The psychological elements that influence instructors' willingness to employ technologies for remote instruction during and after the epidemic require more study, according to experts.

In order to fully adapt to the viral epidemic changes, teachers in the new normal would have to use new practices and management methods



on both a professional and emotional level. The paper offered an organized timeline for reaction management, including direction, making use of technology, and developing online leisure activities (Wyman, 2020).

In the study of Marten (2017) on “The Mediating Effect of Eustress and Distress on the Relation between the Mindset towards Stress and Health” he cited and agreed to (Demerouti et al., 2001) that an extended response that goes beyond the emergency stage causes the body's systems to become chronically over tense, which is directly related to disease states including obesity, hypertension, and high blood cholesterol. As a result, not all tension is unhealthful or undesirable. Distress is a term used to describe unhealthy or negative stress, while eustress is a term used to describe healthy or pleasant stress. Distress and eustress both result in similar physiological reactions to stress. Even though stress causes a rise in heart rate and sweating, these effects only last for a short while. The repetitive ringing of the physiological stress alarms in a body in distress may cause harmful repercussions to be produced in the body.

In the same study, when the body perceives a threat, a fire alarm is pulled in our system. The same stimulus may result in good stress for one person and bad stress for another. An example is of waiting until the night before a deadline to complete a major project or assignment. One individual may consider this a great motivator because they believe they work and perform better under pressure. Impending deadlines may





produce traumatic results in another individual because of a tendency to panic under pressure. Each individual handles stress differently, and it is suggested that one should understand their body's response to stress and determine how to navigate to life's storms. Stress is a natural part of life and will be induced in both good and bad situations. It is agreed that stress is a stimulus for action and growth. Individuals with too little stress may not put their best foot forward or perform to their potential. On the other hand, too much stress can lead to a loss of focus and a lack of efficiency and inability to be an effective leader. The major difference between eustress and distress is the damaging effects to the body. The body's emergency system is easily triggered by a threat and must be regulated, or problems related to overall health will continue to increase throughout life.

### **Work-related Stress and Coping Strategies**

According to the study of Sokal et al. (2020), the analyses regarding factors affecting teachers' stress and resilience during a pandemic revealed a wide range of findings. The correlational analyses showed that the attitudes toward technology, attitudes toward change, and efficacy of instructors were substantially connected with their resilience and level of burnout.

The study "Teacher stress, anxiety and depression at the beginning of the academic year during the COVID-19 pandemic" of Santamaria et al.



(2021), explored the adverse psychological symptoms shown by teachers after 6 months of school closure due to COVID-19. With regards to levels of stress, anxiety and depression, the study shows that there is a high percentage of teachers who show adverse psychological symptomatology. First, 32.2% of the teachers showed a certain degree of depressive symptomatology. This symptomatology was mainly mild, with women showing more symptoms than men. Those older than 36 years have more depressive symptoms than their younger counterparts, although these differences were not significant. These figures are somewhat lower than those found in a study conducted in Northern Spain during the state of emergency (OzamizEtxebarria et al., 2020), but higher than those found in a study carried out with health professionals during the pandemic (Dosil Santamaria et al., 2020). According to studies carried out before the pandemic, the perceived lack of control of events and changes in work are associated with depressive symptomatology among teachers. These factors along with other variables of the pandemic that could influence psychological state such as social distancing, could explain these levels of depression among teachers (Hickie, 2020).

The effect of work-related stress is influenced by the negative perceptions of the nature of stressors (Tuckey et al., 2015). Due to greater demands in today's competitive workforce, work related stressors are unique to numerous occupations. Working in different environments can



cause similar occupations to be affected by various work-related stressors such as heavy workload, conflicts with other colleagues, lack of reward, poor working environment, and management support. Thus, neglecting these work-related stress issues can result in low job satisfaction, psychological stress, poor mental and physical well-being, high absenteeism, rates of change and intentions to quit, accidents and errors, and burnout. All of these impact on the overall functioning and profitability of the organization. Even though work-related stress cannot be eliminated from everyday life, appropriate ways of coping with stress can be practiced reducing it. Through an efficient coping mechanism with work-related stress, it not only improves employees' quality of life but also decreases the cost of healthcare and productivity of the organization. In fact, by definition, coping refers to a person's dynamic cognitive and behavioral attempts to control both internal and external stimuli that are thought to be beyond their capacity. Lazarus and Folkman (1984) stated that coping strategies are classified into two dimensions, namely problem-focused and emotion-focused coping. It is advised to adopt problem-focused coping if a person can make responsible changes to their surroundings, such as managing a stressful situation. The emotional discomfort of people in a stressful situation can be lessened with the use of an intervention that is emotions focused.



## **Chapter II**

### **METHODOLOGY**

This section will discuss the research methods employed and followed in the study. The research design is discussed and explains the applicability of the chosen design. It will further provide information on the respondents, the criteria for inclusion in the study, and the sampling technique. Included are the instrument used for data collection, which was described, and the procedures that were followed to carry out this study. Lastly, the researcher also discussed the methods and statistical techniques used in the analysis of the data.

#### **Research Design**

The researcher used the descriptive-correlational research design. Descriptive research was used because it involved observing behavior to describe attributes, objectively and systematically. On the other hand, it also employed the use of correlational research because it described and predicted how variables are naturally related in the real world, without any attempt by the researcher to alter them or assign causation between them, since it helped in comparing two or more entities or variables, which was used to explore the extent to which two variables in a study are related.



In the correlational research method, the research examined the differences between the two characteristics of the study group. Leedy et al. (2001) stressed that it is crucial to observe the extent to which a researcher discovers statistical correlation between two characteristics, depending to some degree on how well those characteristics have been calculated. Hence, validity and reliability are important components that affect correlation coefficients. Bold (2001) noted that the purpose of a correlational study is to establish whether two or more variables are related. Creswell (2002) defined correlation as a statistical test to establish patterns for two variables. The statistical analysis of the research question can be conducted through a progression or sequence of analyses using a standard test for correlation that produces a result called “r.” The r coefficient is reported with a decimal numeral in a process known as the Pearson Correlation Coefficient (Cooper and Schindler, 2001).

### **Population and Locale of the study**

The respondents of the study were the 202 public school elementary teachers in the Tagudin District. Total enumeration of the respondent was used in the study.



## **Research Instrument**

In this study, the researcher used the questionnaire adopted from previous study of De Asis, et.al (2015) relating on the level of stress and level of coping mechanism of teachers. However, for the COVID-19 related concerns, the researcher constructed questions based on the interviews with schoolheads, which had undergone validity and reliability tests.

The instrument was given to seven experts; four guidance counselors, two guidance coordinators, and one psychologist in the DepEd Division of Ilocos Sur, to ascertain the content validity of the instrument. Thus, checking the suitability of each item in terms of the language used. They went over through the structured questionnaire, objectives of the study, research questions and research hypotheses were provided to enable the validators to determine whether the contents were in line with the objectives of the study. The final version of the questionnaire was produced, taking into consideration the comments and suggestions of the validators.

To determine the reliability of the instrument, the questionnaire was administered to a sample of twenty public elementary school teachers from Sta. Cruz District. The internal consistency of the instrument was computed using Statistical Package for Social Sciences (SPSS) Software.



To gain access to the respondents, a letter of permission to conduct was secured from the Dean of the Graduate School, ISPSC Tagudin Campus and approved by the Schools Division Superintendent of DepEd, Ilocos Sur.

### **Treatment of Data**

For the analysis and interpretation of data, the following statistical tools were used: Frequency count and Percentage were used to determine the profile of the Public School Elementary Teachers; Mean Value was used to determine the level of stress experienced by the teachers along the indicators experienced and level of coping mechanisms employed; correlation coefficient was used to determine the significant relationships on the profile and level of stress experienced and profile and level of coping mechanisms employed; and Pearson  $r$  was used to determine the significant relationship between the level of stress and coping mechanisms of public school elementary teachers using the Statistical Package for Social Sciences (SPSS) Software.

### **Data Categorization**

To categorize the level of stress experienced by the public school elementary teachers of Tagudin district along; Role Overload, Relationship with colleagues, Relationship with students and Control of Work Environment as perceived by them, the following was used:



<b>Point Value</b>	<b>Statistical Range</b>	<b>Descriptive Equivalent Rating (DER)</b>
5	4.21-5.00	Very High in Stress (VHS)
4	3.41-4.20	High in Stress (HS)
3	2.61-3.40	Average in Stress (AS)
2	1.81-2.60	Low in Stress (LS)
1	1.00-1.80	Very Low in Stress (VLS)

To determine the level of coping mechanisms employed by the public school elementary teachers, the following was used:

<b>Point Value</b>	<b>Statistical Range</b>	<b>Descriptive Equivalent Rating (DER)</b>
5	4.21-5.00	Always (A)
4	3.41-4.20	Oftentimes (O)
3	2.61-3.40	Sometimes (S)
2	1.81-2.60	Rarely (R)
1	1.00-1.80	Never (N)





### **Chapter III**

## **RESULTS AND DISCUSSIONS**

This chapter will present the data and information gathered to answer the specific problems of the study. It also presents the results and findings, and their interpretations and implications.

### **Profile of the Teacher Respondents**

As shown in the table below, 65 or 32.18 % of the teacher respondents belonged to the age bracket of 38-44 years old while 2 or 0.99 % are 59-65 years old age bracket. In general, there are more teachers belonged to younger generation. This implies that most teachers are in the adulthood stage where peak of career is observed and manifested by the stamina and vigor to teach learners of varied educational background and personality. Teachers belonging to this age group are matured enough to face work-related stress. Thus, teachers who belong to the adulthood bracket as stated by Burgmans et,al. (2011), unlike older adults who are generally thinks of retirement, adults commonly maintains enthusiasm and can work fulltime. This finding supports the study of Ilagan (2018) where adult group shows better and higher suppression resulting to negative path from stress to their well-being.



Table 1 shows the profile of the Public School Elementary Teachers of Tagudin District.

Table 1. Profile of Teacher Respondents

<b>PROFILE</b>	<b>Frequency</b>	<b>Percentage</b>
<b>A. Age</b>		
59-65 years old	2	0.99
52-58 years old	22	10.89
45-51 years old	47	23.27
38-44 years old	65	32.18
31-37 years old	47	23.27
24-30 years old	19	9.41
<b>Total</b>	<b>202</b>	<b>100</b>
<b>B. Sex</b>		
Male	26	12.87
Female	176	87.13
<b>Total</b>	<b>202</b>	<b>100</b>
<b>C. Civil Status</b>		
Single	38	18.81
Married	159	78.71
Widow/Widower	3	1.49
Separated	2	0.99
Annulled/Divorced	0	0
<b>Total</b>	<b>202</b>	<b>100</b>
<b>D. Highest Educational Attainment</b>		
Bachelor's Degree	17	8.42
With MA/MS Units	140	69.31
Master's Degree	23	11.39
With Doctoral Units	21	10.40
Doctorate Degree	1	0.50
<b>Total</b>	<b>202</b>	<b>100</b>
<b>E. Teaching Position</b>		
Teacher I	44	21.78
Teacher II	17	8.42
Teacher III	122	60.40
Master Teacher I	14	6.93
Master Teacher II	5	2.48
Master Teacher III	0	0
<b>Total</b>	<b>202</b>	<b>100</b>
<b>F. Length of Service</b>		
35-42 years	1	0.50
28-34 years	10	4.95
21-27 years	25	12.38
14-20 years	52	25.74
7-13 years	57	28.22
0-6 years	57	28.22
<b>Total</b>	<b>202</b>	<b>100</b>
<b>G. Monthly Basic Salary</b>		
20,000 to 30,000	170	84.16
31,000 to 40,000	15	7.43
41,000 to 50,000	17	8.42
51,000 to 60,000	0	0
61,000 to 70,000	0	0
71,000 to 80,000	0	0
More than 80,000	0	0
<b>Total</b>	<b>202</b>	<b>100</b>
<b>H. Family Structure</b>		
Nuclear	183	90.59
Extended	13	6.44
Joint	5	2.48
Blended	1	0.50
<b>Total</b>	<b>202</b>	<b>100</b>



Moreover, as implied in the theory of Erikson, he categorized the stage 7- Generativity vs Stagnation denotes those teachers under this age bracket can commit to their career and work is considered as important along with the family. For this stage, their success leads to feelings of usefulness and accomplishment.

In terms of sex of the teachers' respondents. There are more females with a frequency of 176 or 87.13% while male respondents comprise of 26 or 12.87 %. The findings yield that teaching profession is well dominated by females. More women are teaching in schools in relation to the idea of understanding child nurturing and rearing along their growth and development. This showed that that teaching profession is a female-dominated profession. Female teachers were patient and motivated to interact with learners and were less aggressive with children according to the study of Ramachandran et al. (2012). Also, Rajagopal (2021), stated that female teachers contribute to better school quality and most male teachers felt that female teachers were better. Furthermore, Ullah et al. (2013) justified that teaching is the best and most "suitable job for women as it resonates with the stereotyped view of women being the ones who are responsible for young children and homemaking."

Along with civil status of teachers' respondents, 159 or 78.71% of the teacher respondents are married, 38 or 18.81 % are single, 3 or 1.49% are widow/widower, and 2 or 0.99% were separated from their espouse



while none were annulled or divorced. Findings revealed that married teachers have higher satisfaction in their job. This finding was made in the study by Ayeop (2017), where married teachers were seen more responsible than the unmarried ones because they already have families on their own whom they rely, share responsibilities, and provide needs. Thus, married teachers work hard for their partner and family.

In the highest educational attainment factor, most of the teachers have earned Master of Arts/Master of Science units with a frequency of 140 or 69.31% while only 1 or 0.50% earned a Doctorate degree and a few were bachelor's degree holder, with MA/MS Units and with Doctorate Units. The findings implied that majority of teacher respondents are pursuing their master's degree. Since completing a master's degree is not a requirement to enter in the Department of Education, perhaps, respondents are not fully motivated to complete their degree. According to Harris et al. (2011), there was a correlation between middle school students' achievement in mathematics and instructors' holding postgraduate degrees during their teaching careers. Additionally, Phillips (2015) discovered that children' reading achievement improvements were positively correlated with subject-specific graduate degrees in elementary or early-childhood education using data from the United States' Early Childhood Longitudinal Study (ECLS-K).



Furthermore, Ibong (2017) confirmed from her research that teachers with MA/MS units choose to seek higher level education in order to develop effectively and efficiently, leading to the pursuit and achievement of excellent education. And possibly this will increase responders' interest in pursuing higher education so they can become more knowledgeable and specialized in their field.

As to teaching position, teacher respondents occupied a Teacher III position, 122 or 60.40%. This It only implies that teachers can still perform their job even if they do not occupy the highest position. Gemora (2016) revealed from her study that teachers holding this position can be characterized as able keen, vigorous, futuristic, and still open to find new ways. Teachers in this position view things in different perspective positively. They possess characteristics of love, endurance, and security associated into working relationships that are lasting and meaningful.

Along the length of service most of the respondents belong to the bracket with 0-6 years of teaching which has 57 respondents and a percentage of 28.22 %, the same through with the respondents that have 7-13 years of teaching experience with 57 respondents or 28.22% while the least number of respondents belong to the bracket under 35-42 years of experience, which noted that only one teacher respondent has rendered long years in service. The findings imply that most can still effectively perform their job even if they have rendered less than and more than 5



years in teaching. This was supported by the study of Oshagbemi (2017) indicating that greater levels of satisfaction among employees with 10 years of experience and experience increases with each additional decade of experience. As to the study of Mazo (2015) on the Effects of Rank, Tenure, Length of Service, and Institution on Faculty Attitudes Toward Research and Teaching: The Case of Regional State Universities revealed that older workers or who rendered long years in service are resistant to change, unable to learn new work methods, less physically capable, and less creative than younger employees. Job performance, memory, learning and problem-solving ability may decline with advancing age.

On the same table, it shows the monthly basic salary of teacher respondents. The highest percentage was 84.16 with 170 teacher respondents fell under the bracket of 20,000 to 30,000 as the monthly basic salary while 7.43% or 15 teacher respondents were under the monthly basic salary of 31,000 to 40,000. From the finding, it implies that with the teacher respondents monthly basic salaries, they can perform their responsibilities as teachers. This is supported by the claim of Oshagbemi (2017) where salary is presumed to be a noteworthy return to employees for the purpose of motivating their behavior to continue to pursue the goals of the employer.

Lastly, the table presents the family structure of the teacher respondents. The highest reported percentage of teacher respondents was



183 or 90.59% respondents are living in a Nuclear family, followed closely by 13 or 6. 44% teacher respondents are part of an extended families and 5 or 2. 48% of the teacher respondents are residing in joint families while respondents with a blended family structure reported the least number of 1 or 0.50% making it the last on the list. The findings implied that teacher respondents are living with their partner together with their children. In general, it was reflected from the result that this family structure is an ideal or dominant arrangement of family among the teachers in the district. In the study by Muthoni (2013) stated that the family backgrounds have been highlighted as of great important in shaping the performance in schools worldwide. Although the term “family background” is a collective term but this still covers the structure of family. The family structure and the essentials that the family should accomplish vary in every societal setting. It was also believed that family structures affect their performance, so, it greatly affirms the ideas of Taroja (2013) that the feeling of being connected to the families is very strengthening that it proves mental and intellectual wellness of an individual. She added the idea of Filipinos as family-centered and closely-knit. On her survey, almost a hundred percent agreed that family is very important to their lives especially on the cognitive aspect.



### Level of Stress Experiences of Teacher Respondents

Table 2 shows the stress experiences of teacher respondents along Role Overload.

Table 2. Level of Stress Experiences of Teacher Respondents Along Role Overload

<b>EXPERIENCES</b>	<b>MEAN</b>	<b>DER</b>
Completing forms, survey, and paper works	3.83	HS
Helping students with personal problems	3.11	AS
Dealing with individual differences	3.15	AS
Meeting deadlines	3.96	HS
Providing help to colleagues	3.00	AS
Lack of public appreciation for “I do” as a teacher	2.97	AS
Managing extra-curricular activities	3.23	AS
<b>Sub Mean</b>	<b>3.32</b>	<b>AS</b>

Legend: HS – High in Stress; AS – Average in Stress

Along Role Overload, “Meeting deadlines” registered the highest stress experienced by teachers with a mean of 3.96 described as “High in Stress” while “Lack of public appreciation for “I do” as a teacher” marked the lowest stress experienced with a mean of 2.97 described as “Average in Stress”. This resulted to sub mean of 3.32 described as “Average in Stress”. It implies that teachers become less productive if exposed to a lot of deadlines, too much pressure caused by deadlines would ruin the eagerness of the teachers to accomplish work, hence allowing teachers to not to finish work. It also implies that meeting deadlines would delay completion of teachers’ work considering that teachers have multiple responsibilities, they must attend to other urgent clerical duties. This means that the time allotted to accomplish their intended tasks is being





divided and used for other assignments, this is a reason why teachers time to complete their official school tasks dwindles because of various responsibilities causing them to be stressed out by the pressure placed on deadlines. In addition, teachers were also required to be in school even on non-school days just to attend to school activities. Many works were left undone leading to the delay in meeting the deadlines. Role overload, according to Duxbury et al. (2018), involves employees having a lot of work to do in order to fulfill a tight deadline. Employee stress results from having too much work with pressing deadlines. Role ambiguity is the absence of distinct and certain information in a role's requirements. Employees that experience role ambiguity feel as though they are in a difficult situation since there are no clear expectations for them. In addition to reducing innovation, role ambiguity causes employees to be unsatisfied with their jobs. These situations lead to tension among employees. As further evidenced by Schwabe et al. (2012), the impact of stress on memory is strongly influenced by the timing of exposure to the stressful stimulus. Depending on the timing of the imposed stress, memory can either improve or deteriorate, which will affect teachers' ability to complete their tasks effectively.

Manola (2017) asserted that deadlines are an integral component of our professional lives. It's difficult to envision how a workplace would operate without them. They do, however, have a menacing tone to them. A



deadline, after all, represents the pressure to accomplish a task by a specific day and time. According to the findings, Fadia Nasser-Abu Alhija (2014) said that teachers felt their performance as professionals was impacted by being overworked under intense supervision by school officials and having insufficient financial resources.

Table 3 shows the stress experiences of teacher respondents along Relationship with Colleagues.

Table 3. Level of Stress Experiences of Teacher Respondents Along Relationship with Colleagues

<b>EXPERIENCES</b>	<b>MEAN</b>	<b>DER</b>
Lack of Cooperation and participation of other staff members	2.87	AS
Working with competitive colleagues	2.59	AS
Disagreeing on how a task is to be done	2.61	AS
Lack of communication between the school and the central office	2.56	AS
Being accountable for the others	2.77	AS
Lack of well-defined goals and objectives on common task	2.76	AS
Lack of opportunity to interact with peers	2.77	AS
<b>Sub Mean</b>	<b>2.71</b>	<b>AS</b>

Legend: AS – Average in Stress

As to the stress experiences of teachers along Relationship with Colleagues, “Lack of Cooperation and participation of other staff members” was the highest stress experienced by teachers with a mean of 2.87 described as “Average in Stress”. On the other hand, “Lack of communication between the school and the central office” marked the lowest stress experienced with a mean of 2.56 described as “Average in Stress”. This resulted to a sub mean of 2.71 described as “Average in



Stress”. The findings implies that the teacher respondents can get along with their colleagues however factor such as cooperation, competitiveness, and miscommunication can contribute to their stress. When each person relies on input or task completion from others and one is uncooperative, the entire process slows down causing negativity and strained relationships in some environments. Teachers became stressful by then because instead of completing the tasks together, the time leads to addressing behavior of uncooperative members which then results to an antagonistic relationship which encourages other members to avoid cooperation and create conflict.

Due to increased expectations in today's competitive workforce, work-related stressors are specific to many vocations, according to the study by Kamarulzaman et al. (2017). Similar jobs can be influenced by a variety of workplace stresses, including a severe workload, disagreements with coworkers, a lack of job management, job insecurity, and a lack of compensation, depending on the setting in which they are performed. Low job satisfaction, psychological stress, poor physical and mental health, high absenteeism, rates of change and intention to resign, mistakes and accidents, and burnout are the results. The International Journal of Mental Health Systems went on to explain how important it is for people to preserve their social networks and connections. The participants stated that they found it stressful and that it had an impact on their relationships



with their peers. This suggests that a lack of good working relationships causes stress, low morale, low job satisfaction, and a lack of commitment on the part of the subordinate, as a result, performance decreases.

In the study of Dinh (2020), how coworkers interact with one another has a big impact on employees. Employees who have bad working relationships with their managers and coworkers experience more stress because they find it difficult to delegate tasks or offer assistance. Teachers' interpersonal interactions are influenced by their workplace and learning environment. Due to the negative effects of a bad working relationship, an atmosphere may cause individuals to not give their best effort at work. Additionally, it was claimed that stressed out workers are more likely to lack job stability. Employees may also experience stress if they are required to undergo numerous pointless performance reviews. Stress might be brought on by workplace frustration at not being promoted.

Table 4 reflects the stress experiences of teacher respondents along Workload.

Table 4. Level of Stress Experiences of Teacher Respondents Along Workload

<b>EXPERIENCES</b>	<b>MEAN</b>	<b>DER</b>
Lack of breaks	3.87	HS
Lack of opportunity to interact with peers	3.52	HS
Lack of school facilities	3.57	HS
Lack of resources	3.42	HS
Insufficient salary for work done	3.49	HS
Lack of clerical help	3.30	AS
Lack of opportunity for promotion	3.09	AS
<b>Sub Mean</b>	<b>3.47</b>	<b>HS</b>

Legend: HS – High in Stress; AS – Average in Stress



Along Workload, “Lack of breaks” registered the highest stress experienced by teachers with a mean of 3.87 described as “High in Stress” while “Lack of opportunity for promotion” marked the lowest stress experienced with a mean of 3.09 described as “Average in Stress”. This resulted to a sub mean of 3.47 described as “High in Stress”. The findings imply that resources must be made accessible to assist instructors' productivity as well as the need for time to recharge their batteries. Employers should start encouraging staff to take breaks frequently during the workday because of this. These breaks are crucial for allowing workers to unwind and recharge for the remainder of the workday. Taking regular breaks might also increase your level of job satisfaction. Although the advantages of work breaks have gotten less emphasis in the literature than those of rest after work, they nonetheless give employees time to think about and engage in activities unrelated to their jobs. The positive impacts of work breaks are proven to be crucial for employee health as well as for reducing stress and weariness from the workplace. According to research by Kim et al. (2018), microbreak activities (respite voluntary activities in between a sequence of tasks) can lessen the adverse impacts of accumulating job expectations after work.

According to the study of Kamarulzaman et al., (2017) all of those, result in low job satisfaction, psychological stress, poor mental and physical well-being, high absenteeism, rates of change and intentions to



quit, accidents and errors, and burnout due to greater demands in today's competitive workforce, work related stressors such as heavy workload, conflicts with other colleagues, lack of job control, job insecurity, lack of reward, poor working environment, and management support.

Table 5 reflects the stress experiences of teacher respondents along Relationship with Students.

Table 5. Level of Stress Experiences of Teacher Respondents Along Relationship with Students

<b>EXPERIENCES</b>	<b>MEAN</b>	<b>DER</b>
Dealing with slow learners (children with learning difficulties)	3.96	HS
Undisciplined students (response towards the teacher)	3.59	HS
Unmotivated students (non-compliance to modules, activity sheets, attendance to online encounters)	3.74	HS
Dealing with students' individual differences and multiple intelligences	3.41	HS
Student Vandalism	3.31	AS
<b>Sub Mean</b>	<b>3.60</b>	<b>HS</b>

Legend: HS – High in Stress; AS – Average in Stress

As to the Relationship with Students, the highest stress experienced by teachers pointed to “Dealing with slow learners (children with learning difficulties)” with a mean of 3.96 described as “High in Stress” while the lowest stress experienced pointed to “Student Vandalism” with a mean of 3.31 described as “Average in Stress”. This resulted to sub mean of 3.60 described as “High in Stress”.



The study implies individual variations actually affect how stressed out teachers are based on how they behave, how they react, and how they treat their teachers. The diversity of the student body is one factor that led to teachers being subjected to a lot of stress. Teachers cannot accommodate all students with varied backgrounds and interests in their classroom and help them thrive and grow intellectually and personally because they cannot give all slow learners enough time and support. The teacher truly had a hard time and struggled a lot on how to strategy and establish positive attitude towards behavior and learning. Slow learners' behavioral and learning issues should be dealt on two levels, namely, academically and emotionally. Also adding up to the stress of the teachers is the limited knowledge and professional practice on how to enrich learning experiences for those kinds of students.

According to the earlier study by Hoglund et. al (2015), stressed-out teachers have a tendency to cut off social interactions with their students. In addition, compared to teachers who are not under as much stress, they feel less effective about their teaching jobs and inadequate in terms of offering pertinent help to their pupils. On the basis of this, it is plausible to anticipate that different student groups are impacted by instructors' stress to varying degrees. It is reasonable to assume that children who perform well academically and/or who have strong parental support are less likely to be impacted by instructors' stress levels than students who



are having difficulty in school and are in more need of their support and assistance. Relationships or Relations are a broad issue that can be discussed and have a significant impact on numerous facets of an individual's life. Relationships refer to the way people are related to one another, and these connections can be made by blood, marriage, adoption, and other formal processes like registration and neutralization for a nation. This tie that is formed between people can occasionally become a burden for them, causing other people to become the targets of relationship abuse.

Table 6 shows the stress experiences of teacher respondents along Control of Work Environment.

Table 6. Level of Stress Experiences of Teacher Respondents Along Control of Work Environment

<b>EXPERIENCES</b>	<b>MEAN</b>	<b>DER</b>
Poor lighting and ventilation	3.44	HS
Home to school distance	2.49	LS
Theft or damage to personal property	2.86	AS
<b>Sub Mean</b>	<b>2.93</b>	<b>AS</b>

Legend: HS – High in Stress; AS – Average in Stress; LS – Low in Stress

As to Control of Work Environment, “Poor lighting and ventilation” marked the highest stress experienced by teachers with a mean of 3.44 described as “High in Stress”. On the other hand, “Home to school distance” marked the lowest stress experienced with a mean of 2.86 described as “Lows in Stress. This resulted to a sub mean of 2.93 described as “Average in Stress. The results simply imply that having a conducive





work environment can more likely motivate and reduce teachers' stress. The problems of work environment including working conditions, physical conditions, and psychological conditions, are issues always highlighted as the contributing factor to the poor performance of teachers to deliver lessons and involve students in learning. The conducive work environment can provide comfort and security for teachers in carrying out the instructional works and other duties. It helps teachers to do their job and obligations well. Proper lighting at workplace will help improve work efficiency. It creates a positive environment at work. It also promotes a conducive ambiance where you can work well and where all tasks can be completed.

According to Oludeyi (2013) an organization's physical environment can affect the employee's behavior in the workplace. Workplace interpersonal relations encompasses level of cooperation among workers, backstabbing, rumor mongering, alienation, trust or mistrust, sabotage and so forth. As to Eldor (2018), poor working conditions significantly result from working stress among employees. It entails the physical; job surrounding, including low or high lighting, noise, poor ventilations, and poor odor alongside any stimuli negatively affecting employees' senses, mood, and mental state. Likewise, El Sayed, et.al (2019) stated that a poorly designed office can also cause stress among employees since it can



hinder effective communications, thereby causing poor working conditions.

Table 7 shows the stress experiences of teacher respondents along COVID-19 Related Concerns.

Table 7. Level of Stress Experiences of Teacher Respondents Along COVID-19 Related Concerns

<b>EXPERIENCES</b>	<b>MEAN</b>	<b>DER</b>
1. Work from home scheme	3.31	AS
2. Sudden shift from face to face to modular distance learning resulting to: Anxiety	3.61	HS
a. Loss of Interest	3.85	HS
b. Loss of Productivity	3.64	HS
c. Lack of Control	3.55	HS
d. Challenges on Time management (Imbalance on the school related tasks performed at home)	3.67	HS
3.Challenges on Knowledge and skills required in delivering distance teaching and learning Gadgets		
a.1. Use of Cellphones	3.59	HS
a.2. Use of Tablets	3.50	HS
a.3. Use of Laptops	3.33	AS
Platforms		
b.1. Use of facebook/messenger	3.24	AS
b.2. Use of e-mails	3.34	AS
b.3 Use of Zoom conferencing	3.55	HS
b.4 Use of Google Meet	3.69	HS
Internet Connectivity	4.24	VHS
Challenges on beating the deadlines and requirements set by the school administrators	4.13	HS
Challenges on establishing a network of communication among stakeholders such as parents for support at home	3.54	HS
Challenges on Checking and evaluating students' output submitted using different platforms if not submitted personally	3.66	HS
Inability to resume research activities	3.22	AS
Difficulty on giving instructions and responding to queries through varied online platforms.	3.48	HS
COVID-19 Pandemic Threats		
You experienced dealing with someone with a confirmed COVID-19 case	3.33	AS
Your family member is suspected of having COVID-19	3.68	HS
Your colleague is diagnosed of having COVID-19	3.78	HS
Someone you know have COVID-19 like symptoms	3.65	HS
You heard others about the severity and contagiousness of COVID-19	3.86	HS
<b>Sub Mean</b>	<b>3.27</b>	<b>AS</b>

Legend: VHS – Very High in Stress; HS – High in Stress; AS – Average in Stress

Along COVID-19 Related Concerns, “Internet Connectivity” marked the highest stress experienced by teachers with a mean of 4.24 described as “Very High in Stress” while “Inability to resume research activities”



marked the lowest stress experienced with a mean of 3.22 described as “Average in Stress”. This resulted to a sub mean of 3.27 described as “Average in Stress”. This means that what contributes a lot on teachers’ stress is the condition brought about by the pandemic. Since there is a shift in the modality, most of the teachers lost their interest in doing their academic and clerical works.

More so, due to the COVID-19 danger, teachers' performances are also suffering. This was reinforced by research by Kotowski, et al. in 2021, which found that even though the teaching profession was already known for being one of the most demanding, the COVID-19 pandemic brought about new expectations and anxieties while posing previously unimaginable obstacles. Over 137 countries closed their schools by the end of March 2020, affecting more than 1.5 billion pupils worldwide. With barely a few days' notice, teachers were compelled to switch from traditional face-to-face instruction to online instruction due to the unexpected closure of schools. Online teaching is not necessarily more difficult than traditional teaching, according to pre-COVID-19 studies, but the abrupt change, which sometimes came with little to no training, caused stress and demanded more time to prepare. Many teachers accomplished this change while also taking care of their own physical and mental well-being, providing care for ailing family members, and homeschooling their own kids. Teachers were also unsure about the



duration of the closures because to the frequently changing statements from their local and federal governments.

Table 8 presents the Summary of Level of Stress Experiences of Teacher Respondents.

Table 8. Summary of Level of Stress Experiences of Teacher Respondents

<b>Indicators</b>	<b>SUB MEAN</b>	<b>DER</b>
A. Role Overload	3.32	AS
B. Relationship with Colleagues	2.71	AS
C. Workload	3.47	HS
D. Relationship with Students	3.60	HS
E. Control of Work Environment	2.93	AS
F. COVID-19 Related Concerns	3.60	HS
<b>Grand Mean</b>	<b>3.27</b>	<b>AS</b>

Legend: AS – HS – High in Stress; Average in Stress

In this table, the indicators “Relationship with Students” and “COVID-19 Related Concerns” obtained the highest sub mean of 3.60 with a descriptive equivalent of “High in Stress” while “Relationship with Colleagues” is regarded as the indicator with the lowest sub mean of 2.71 described as “Average in Stress”. This resulted to a grand mean of 3.27 described as “Average in Stress”.

This finding implies that the Public School Elementary Teachers of Tagudin District were highly and averagely exposed to different stress experiences during the Pandemic. In addition, psychological stress adds up to the emotions of the teachers. They got disturbed with the situation as long as the possibility of being infected once they report to school or if they are required to report in school. Their exposure to their colleagues



and even people who they encounter during transactions in school will contribute to their stress. More of the COVID-19 concerns are those that involve infection from other individuals and the thinking that you might also be infected anytime. This claim can be supported by the study on the Level of Work-Related Stress among Teachers in Elementary Schools where in several studies have indicated the comparatively stressful nature of teaching. There are numerous studies that support the claim that teachers are more stressed than many other professionals. For instance, Pithers (2013) notes that the teaching profession is one of the most stressful in comparison. According to Kyriacou (2014), when compared to people in other occupations, teachers experienced the highest levels of work-related stress. Teachers reported the highest levels of stress compared to lawyers, nurses, engineers, insurance agents, and doctors, among subjects from six different occupations. Growing worried has been expressed about the costs and effects of teacher stress that are steadily rising. More focus must be given to this escalating epidemic if we are to lessen the harmful consequences that stress has on teachers.

There hasn't been much research done yet on the main stressors that teachers in the Republic of Macedonia experience at work. The only research in the area to yet is a comparative publication by Eres et al. (2015) that looks at the problem of work-related stress among teachers in Turkey and Macedonia. According to their research, stress levels are low among



Turkish instructors and moderate among their Macedonian counterparts. The report contends that reforms have been ongoing in Macedonia's educational system. Accordingly, the study contends that the stress levels among teachers in Macedonia are mostly a result of the new circumstances and responsibilities they must adapt to as well as the high demands placed on them by their superiors. This is comparable to the situation that we had in the Philippines, the shift into new teaching and learning situations led to the increase of teachers' stress from low to average.

**Level of Coping Mechanisms of Teacher Respondents**

Table 9 reflects the coping mechanisms of teacher respondents Along Diverting Attention/Ignoring.

Table 9. Level of Coping Mechanisms of Teacher Respondents Along Diverting Attention/Ignoring

<b>MECHANISMS</b>	<b>MEAN</b>	<b>DER</b>
I refuse to believe that problem has happened	3.29	S
I divert myself by giving more attention to my duties and responsibilities	4.26	A
I act as though there are no problems	3.86	O
I try to help those who have the same problems as I have	3.85	O
I tell myself that worrying will not solve a problematic situation	4.01	O
I divert my attention from my problems by going out with friends	3.91	O
I see other people who are in a worse situation than I am	3.10	S
I try to forget the event and tell myself that tomorrow is another day	4.16	O
I convince myself that my happiness should not depend on other people	4.40	A
I indulge in an exercise and other worthwhile activities to fill my time	4.30	A
<b>Sub Mean</b>	<b>3.91</b>	<b>O</b>

Legend: S – Sometimes; O – Oftentimes; A - Always



Along diverting attention/ignoring, “I convince myself that my happiness should not depend on other people” marked the highest coping mechanism employed by teachers with a mean of 4.40 described as “Always” while “I see other people who are in a worse situation than I am” marked the lowest coping mechanism employed with a mean of 3.10 described as “Sometimes”. This resulted to sub mean of 3.91 described as “Oftentimes”. The findings implied that not paying much attention to the problem will eliminate stress. The more you get rid of the problem, the more you don’t think of it, the more you become happy and will allow you to socialize more with friends and other people. By diverting one’s attention to other things such as giving more attention to duties and responsibilities and doing worthwhile activities can help teachers cope up with stress.

Acting as a form of psychological avoidance, denial, and self-deception aid the person in temporarily erasing the memories, according to the study *Victims' Response to Trauma and Implications for Interventions: A Selected Review and Synthesis of the Literature*. The deliberate obliteration of memories and emotions as a coping mechanism for debilitating emotions was also covered. Additionally, it was discovered that people frequently embellish their memories to paint a more favorable and understanding picture of themselves. It was also mentioned that those who employ avoidant coping mechanisms to deal with trauma are more prone to downplay or reject their inner suffering. Although these methods



might prevent people from seeking assistance, they might also lessen the initial distress. They also concurred and pointed out that, even though avoidance tactics are typically associated with more serious issues, they may also be adaptive in aiding the victim in overcoming the initial trauma. The results suggested that a method of reducing stress is to convince yourself that you are still fortunate in comparison to individuals who have experienced significant hardship. To uplift oneself, one must have a good outlook. According to a study by Achat et al. (2012), there are two main advantages of thinking positively under stressful circumstances. One benefit of positive thinking is that it will help the person manage. The second is that thinking positively makes a favorable result more likely. More self-reported vitality, better mental health, and less depression have all been linked to optimism.

Table 10 shows the coping mechanisms of teacher respondents along Symptom Intervention.

Table 10. Level of Coping Mechanisms of Teacher Respondents Along Symptom Intervention

<b>MECHANISMS</b>	<b>MEAN</b>	<b>DER</b>
I take additional action to try to get rid of the problem	4.24	A
I concentrate my efforts on doing something about it	4.37	A
I do what must be done, one step at a time	4.42	A
I indulge in productive activities or hobbies to improve my self	4.41	A
I do something to improve myself physically and intellectually	4.44	A
I try to involve my peers to let him/ her know that something is wrong	4.16	O
I keep an open verbal communication with my clinical instructor so we can openly discuss the problem	3.70	O
I write notes to my Head Teacher/ Principal for her to know how I feel	2.30	S
<b>Sub Mean</b>	<b>4.00</b>	<b>O</b>

Legend: S – Sometimes; O – Oftentimes; A - Always





Along Symptom Intervention, “I do something to improve myself physically and intellectually” registered the highest coping mechanism employed by teachers with a mean of 4.44 described as “Always” while “I write notes to my Head Teacher/ Principal for her to know how I feel” pointed as the lowest coping mechanism employed with a mean of 2.30 described as “Sometimes”. This resulted to sub mean of 4.00 described as “Oftentimes”. The findings implied that there must be other recreational activities that must be done routinely to cope up with stress. Keeping the mind and body healthy is a good way of eliminating the stress. Recreational activities which involve improving physical health and mind is a must to cope up with stress. Exercise is important for sustaining mental health because it can lower stress. Studies have shown that it works wonders for boosting general cognitive function, boosting alertness and focus, and lowering weariness. This can be especially useful if stress has made it difficult for you to focus or have much energy. The remainder of the body is impacted by stress because of the brain's extensive network of nerve connections. So, when the body feels better, your mind would follow too.

As supported by the study of Beauvais (2016), structured recreation negatively affects the long run socio-emotional development of adults, also involvement in interpersonal recreation activities affects an individual's future civic competence and affects the quality of democracy, participation



at levels sufficient to support their human and civic development is negative and adequate recreation and arts activities relates to the inadequacy of existing public systems dealing with recreation.

Table 11 shows the coping mechanisms of teacher respondents along Gaining/Sharing Information.

Table 11. Level of Coping Mechanisms of Teacher Respondents Along Gaining/Sharing Information

<b>MECHANISMS</b>	<b>MEAN</b>	<b>DER</b>
I ask people who has similar experience what they did	3.87	O
I try to get advice from someone about the problem	3.97	O
I talk to someone to find out more about the situation	4.37	A
I read books to learn more about the problem	3.82	O
I share experiences with someone similarly situated as I am so we can learn from each other	4.06	O
I consult an expert to help me sort out my problems	2.78	S
I confide my problems with confess or and seek spiritual advice	4.08	O
<b>Sub Mean</b>	<b>3.85</b>	<b>O</b>

Legend: S – Sometimes; O – Oftentimes; A - Always

Along Gaining/Sharing Information, the highest coping mechanism employed pointed to “I talk to someone to find out more about the situation” with a mean of 4.37 described as “Always” while the lowest coping mechanism employed pointed to “I consult an expert to help me sort out my problems” with a mean of 2.78 described as “Sometimes”. This result led to a sub mean of 3.85 described as “Oftentimes”. This implies that teachers must also spend time communicating their feelings towards friends, family, or “run to” persons. It is also better if teachers also allot some time for them to socialize and deal with people outside their workplace. Having their friends and family with them, gives them the feeling of being heard whenever they are already stressed. This was



supported by the study of Lambert, et.al (2012) on the examination of the relationship between stress, job satisfaction, and coping shows that when teachers have a supportive coping resource within the job, they can devote more time to classroom professionalism. Dedicating time to design lesson plans that will engage and challenge students and attending enhancing seminars and workshops allow teachers to give more of their time to assist students. The less the teacher feels stressed, the more attention will be given to the students as opposed to if the teacher is more concerned about themselves and their health needs.

Ferguson et al. (2017) connected to supportive coping resources through social support, finding that teachers who engage in communication and seek social support among their colleagues with positive content had lower levels of burnout, which buffers the effect of stress.

Table 12 shows the coping mechanisms of teacher respondents along Seeking Emotional Support.

Table 12. Level of Coping Mechanisms of Teacher Respondents Along Seeking Emotional Support

<b>MECHANISMS</b>	<b>MEAN</b>	<b>DER</b>
I talk to someone about how I feel	3.74	O
I try to get emotional support from friends or relatives	3.80	O
I discuss my feelings with someone	3.74	O
I get sympathy and understanding from someone	3.75	O
I read the Bible for comfort and inspiration	3.76	O
I ask God in my prayer and meditation to give me solace	4.18	O
I take comfort of the love of my siblings and friends	4.22	A
I seek support from my friends and relatives	3.76	O
I seek comfort by keeping a journal of my problem and feelings	3.79	O
<b>Sub Mean</b>	<b>3.86</b>	<b>O</b>

Legend: O – Oftentimes; A - Always



Along Seeking Emotional Support, the highest coping mechanism employed by teachers pointed to “I take comfort of the love of my siblings and friends” with a mean of 4.22 described as “Always” while the lowest coping mechanism employed pointed to “I talk to someone about how I feel” and “I discuss my feelings with someone” with a mean of 3.74 described as “Oftentimes”. The findings imply that spending time with family and friends and knowing that you have people close by who are ready to listen and comfort you during trying times and stressful times are the best ways to deal with problems and stress at work. Giving someone emotional support entails showing them that you care and have compassion for them. It could either be spoken or not. It can mean offering a friend who is crying a hug or helping someone make a phone call to a therapist.

A person who receives emotional support can better manage their feelings and experiences and realize they are not alone. The impact on someone's happiness and health might be significant. Making someone feel connected and less alone can be accomplished by providing emotional support. Additionally, emotional support can offer empathy, connection, and occasionally even solutions to issues. This is not a promise, and offering answers is not the supporter's job. Instead, the objective of emotional support should be to create a sense of respect, worth, and concern for the other person. Emotional support can be beneficial even if



the challenging situation persists, for instance by keeping the person's distress from worsening. A technique to demonstrate concern and compassion is through offering emotional support. Although it cannot take the place of therapy or medical care, it significantly improves wellbeing. Emotional support can take many different forms, such as active listening, emotional validation, and reassuring others. However, each situation and person require a different strategy. People who want to provide emotional support for someone else need to consider everything they know about that person, including their needs and feelings. According to the study of Davies (2016), socializing with people that one would often "run to" for stress relief has been found to be useful. It is, however, focused especially on the effectiveness of expressing difficulties with others.

Table 13 shows the coping mechanisms of teacher respondents along Coping with COVID-19 Related Stressors.

Table 13. Level of Coping Mechanisms of Teacher Respondents Along Coping with COVID-19 Related Stressors

<b>MECHANISMS</b>	<b>MEAN</b>	<b>DER</b>
I have a checklist of all the things that I must do to choose which to accomplish first	3.90	O
I set own deadlines to be able to comply with the requirements ahead of time	4.09	O
I spend time with my family to lessen the stress that I experience from remote teaching/learning	4.14	O
I do things that can make me happy like planting, watering our plants, playing with our dogs, watching movies	4.20	O
I take a short break for at least fifteen minutes from time to time when I am too tired	4.25	A
I train myself to regain focus every time I seem to lose one so that I will not be left behind	4.26	A
When I feel down and tired, I think of positive thoughts to uplift myself	4.09	O
I always pray to God and just keep that faith that everything will be fine soonest.	4.43	A
I get cautious every time there are face to face encounters in school, in the community and even at home	4.16	O
<b>Sub Mean</b>	<b>3.86</b>	<b>O</b>

Legend: S – Sometimes; O – Oftentimes; A - Always



Along Coping with COVID-19 Related Stressors, “I always pray to God and just keep that faith that everything will be fine soonest” marked the highest coping mechanism employed with a mean of 4.43 described as “Always” while “I have a checklist of all the things that I must do to choose which to accomplish first” marked the lowest coping mechanism employed with a mean of 3.90 described as “Oftentimes”. This resulted to sub mean of 3.86 described as “Oftentimes”. The findings imply that spending time with God, reading the Bible, and occasionally feeling relieved knowing that you have people close by who are willing to listen and comfort you during trying and stressful times are the best ways to deal with problems and stress at work. The pandemic and the political climate present us with many opportunities to put faith and grace into action. We start by doing little, everyday things to show God's love. Because of this pandemic, people are now more conscious of how crucial it is to take care of both our own bodies and minds as well as the bodies and minds of others. Keeping in touch with the lonely, bearing with the cranky, and speaking out when we perceive interpersonal, symbolic, and institutional injustices with love and understanding are just a few examples of how to do this. And to work together to close the gaps that are opening up between us via dialogue and curiosity rather than assumptions and antagonism.

According to Davies' (2016) research, trust-based prayer expectancies were the focus of the current study, which examined the



effectiveness of prayer as a religious coping mechanism for stress reduction. When a person has a strong relationship with God, they have trust-based expectations that God will respond to their prayers in His timing and according to His plan.

Table 14 presents the Summary of Level of Coping Mechanisms of Teacher Respondents.

Table 14. Summary of Level of Coping Mechanisms of Teacher Respondents

<b>Indicators</b>	<b>SUB MEAN</b>	<b>DER</b>
A. Diverting Attention/Ignoring	3.91	O
B. Symptom Intervention	4.00	O
C. Gaining/Sharing Information	3.85	O
D. Seeking Emotional Support	3.86	O
E. Coping with COVID-19 related Stressors	4.17	O
<b>Grand Mean</b>	<b>4.00</b>	<b>O</b>

Legend: O – Often

The highest coping mechanism employed pointed to “Coping with COVID-19 related Stressors” with sub mean of 4.17 described as “Oftentimes” while the lowest coping mechanism employed pointed to “Diverting Attention/Ignoring” with sub mean of 3.91 described as “Oftentimes”. These indicators led to a grand mean of 4.00 with a descriptive equivalent of “Oftentimes”.

These results indicate that teachers frequently used different coping mechanisms to deal with diverse stress experiences during the Pandemic. This implies that using suitable and efficient coping techniques will eventually result in stress reduction. Since then, many people have undoubtedly faced difficulties as a result of the COVID-19 pandemic and



related social limitations. Young and emerging adults are one of numerous disproportionately afflicted categories who are battling the most under the current pandemic conditions. This finding is corroborated by research by Jakovljevic et al. (2020), which found that the COVID-19 pandemic caused dread in many people not only of the viral infection but also of the abrupt change in lifestyles and social norms. The necessity for agreement and consistent behavior to better restrict the virus's transmission emerged as a concern at the beginning of the epidemic. The virus continued to spread because some individuals and groups refused to take preventive and protective measures, which led to higher levels of anxiety and sadness and a general decline in mental health.

**Significant Relationship between Profile and Level of Stress Experiences of Teacher Respondents**

Table 15 shows the Significant Relationship between Profile and Level of Stress Experiences of Teacher Respondents.

Table 15. Significant Relationship between Profile and Level of Stress Experiences of Teacher Respondents

<b>Profile</b>	<b>Role Overload</b>	<b>Relationship with Colleagues</b>	<b>Workload</b>	<b>Relationship with Students</b>	<b>Control of Work Environment</b>	<b>COVID-19 Related Concerns</b>	<b>Overall Stress</b>
Age	.198	.131	-.009	.043	-.115	.141*	.077
Sex	.034	.088	-.035	.044	-.070	.044	.022
Civil Status	.159*	.175*	.068	.060	-.114	-.001	.068
Highest Educational Attainment	-.004	-.046	-.084	-.087	.029	-.062	-.056
Teaching Position	.060	.047	-.104	.010	-.026	.016	.001
Length of Service	.163*	.067	-.052	.072	-.140*	.066	.029
Monthly Basic Salary	.076	-.017	-.095	.042	.000	.033	.009
Family Structure	.010	-.033	-.024	-.089	-.183	-.125	-.116

Legend: \* Significant at .05 level of significance





As presented in the table, at 0.05 level of significance, it was found out that the profile of the teacher respondents along “Age” and stress experiences along “COVID-19 Related Concerns” is significantly related at .141. The findings implied that the teachers’ age have an impact to the extent of work provided to teachers in terms of COVID-19 activities and concerns. Differences in age have effects on how teachers handle various work-related stressors during COVID-19 pandemic. Age differences in both the quantity and quality of COVID-19 stressors, the majority of them making predictions in favor of younger workers, are supported by the study by Santamaria, et al. (2021) titled "Teacher Stress, Anxiety, and Depression at the Beginning of the Academic Year During the COVID-19 Pandemic." For instance, the job change hypothesis argues that younger workers tend to cope with these stressors more easily because they are more inclined toward technology. This hypothesis was originally used to explain why younger workers, on average, show higher levels of job satisfaction than their younger coworkers. However, other age-related diseases also imply that older employees may suffer higher levels of stressors connected to COVID-19. One such circumstance would be that younger coworkers or the most recent trends and improvements in education brought about by the pandemic discriminate against older workers.



As to profile along “Civil Status” and stress experiences as to “Role Overload” and “Relationship with colleagues” were significantly related with a computed value of .159 and .175 respectively at 0.05 level of significance. According to the data, married people are happier than divorced, widowed, single, and cohabiting people. Given that marriage has several benefits and incentives, including a lower mortality risk, the ability to share household goods, and the potential for joint asset and wealth building, the prospect that marriage may increase life happiness over other types of relationships is not surprising. According to Stutzer et al. (2014), marriage is a good predictor of personal happiness because it offers a second source of self-worth. Married persons also have a better chance of benefiting from a supportive relationship and are less likely to feel lonely.

Profile along “Length of Service” is positively related with stress experiences along “Role Overload” with a value of .163 while it is negatively related with stress experiences along “Control of Work Environment” with a value of -.140 at 0.05 level of significance. The result implied that the longer teachers in the service the more work-related stressors they may experience. Teachers who render with the greatest number of years in the service are more exposed to stress experiences particularly on meeting deadlines and completing forms and school reports. This jives with the study of Makhbul, et.al (2013) that constant tiredness, feeling unable to cope, avoiding contact with others and difficulty concentrating were



evident to teachers categorized with the greatest number of years in teaching.

On the other hand, the length of service of teachers was inversely related with the control of work environment. This result implied that teachers with a greater number of years in service gets lower stress experiences aligned to their work environment. This means that experienced teachers do not easily affect by their external environment rather that those who are new in the service. Beginning teachers tend to experience higher level of stress when subjected to unconducive working environment.

According to the study of Ghenghesh (2013) entitled “Job Satisfaction and Motivation: What Makes Teachers Tick?”, the findings led to extrinsic factors which ranked the highest by over 50% of the beginning teachers were: students' interest in the module (70.9%), the working environment (68.9%), and recognition by one's boss and others (61.2%), sufficient positive feedback (56.3%) and pay/salary (55.3%). This suggests that teachers with lesser years in the teaching profession are more prone to be stressful to extrinsic factors particularly on the kind of working environment they have.



### Significant Relationship between Profile and Level of Coping Mechanisms of Teacher Respondents

Table 16 shows the Significant Relationship between Profile and Level of Coping Mechanisms of Teacher Respondents.

Table 16. Significant Relationship between Profile and Level of Coping Mechanisms of Teacher Respondents

<b>Profile</b>	<b>Diverting Attention/ Ignoring</b>	<b>Symptom Intervention</b>	<b>Gaining / Sharing Information</b>	<b>Seeking Emotional Support</b>	<b>Coping with COVID-19 related Stressors</b>	<b>Overall Coping Mechanism</b>
Age	.054	.067	-.025	.054	.132	.072
Sex	.086	.003	-.086	-.028	.105	.007
Civil Status	.069	-.052	-.094	-.026	.046	-.027
Highest Educational Attainment	.014	.156*	.019	.059	.001	.068
Teaching Position	.064	.107	.008	.032	.086	.075
Length of Service	.092	.100	-.025	.073	.185	.108
Monthly Basic Salary	.048	.164*	.045	.089	.140*	.132
Family Structure	-.126	-.139*	-.157*	.012	.013	-.102

Legend: \* Significant at .05 level of significance

It is presented in the table that at 0.05 level of significance, it was found out that there is a significant relationship between the respondents' "Highest Educational Attainment" with the coping mechanism on "Symptom Intervention" at a value .156. This simply implied that teachers' educational background is associated with doing something to improve oneself either physically or intellectually and indulging to productive activities that will allow them to cope more with the stress they experience at work. It was reflected that with the positive correlation result between the two variables, the higher the educational achievement of teachers, the



more they use strategies that will help them avoid, treat, or cope an experience that caused stress. The more teachers continue to grow personally and professionally through attending post graduate studies, more strategies and mechanisms they will learn to cope up with the stress they experienced. This result jives with the study, “Teachers’ Stress, Coping Strategies, and Job Satisfaction in COVID-induced Teaching Environments” of Shoulders et.al (2021) that the coping strategies (CS) most frequently used by teachers were staying busy, having stable relationships, looking for ways to make the work more interesting, planning ahead, and dealing with problems immediately as they occur is positively associated with the highest educational background of teachers. Moreover, according to the study of Aulén et.al (2021) entitled, “Teacher coping profiles in relation to teacher well-being: A mixed method approach”, teachers who are enrolled to graduate studies used more a compact amount of coping strategies and problem-focused strategies aside of emotion-focused mechanisms.

Profile along “Monthly Basic Salary” is significantly related to coping mechanism along “Symptom Intervention” at a value of .164 at 0.05 level of significance. This simply implied that teachers’ monthly basic salary supports recreational activities that will allow them to cope more with the stress they experience at work. It is supported by the principle presented by the new World bank note that school systems must protect teacher jobs



and salaries so that there is a motivated workforce ready to get students back to speed when schools reopen.

As to profile along “Monthly Basic Salary” and coping mechanism along “Coping with COVID-19 related stressors” is significantly related with a value of .140 at 0.05 level of significance. Enhancing teacher intrinsic motivation and minimizing burnout is also important. Interventions, such as the Health Minds@ Work-inspired initiative, Education for Wellbeing, in Mexico, can help teachers cultivate important aspects of well-being using simple exercises drawing upon the latest findings in neuroscience, psychology and traditional contemplative perspectives. In the long-term, specialized counselling units can support teacher well-being in both emergency and non-emergency situations.

It is also presented in the table profile along “Family Structure” is negatively related to coping mechanism along “Symptom Intervention” and “Gaining/Sharing Information” with a value of -.139 and -.157 respectively at 0.05 level of significance. The result implied that teachers with nuclear family structure and symptom intervention and gaining/sharing information as means of coping with stress were inversely related with each other. Teachers with divorced or widowed parents with married children tend to use strategies that will make them busy and productive, sharing problems with peers and colleagues, and getting advice from other people for them to cope up with the stress they experienced at work. On



the other hand, teachers belonging to nuclear family deviate from using strategies that will avoid them from the stress they experienced. This was supported by the study of Cross et.al (2012) entitled, “An ecological examination of teachers' emotions in the school context” that the findings showed that these coping strategies were deeply connected to their individual psychological biographies, specifically their external environment such as family structure and background. Using Bronfenbrenner's ecological system framework, teachers’ external environment affects how they cope up with academic stress.

### **Significant Relationship between Level of Stress Experiences and Level of Coping Mechanisms of Teacher Respondents**

Table 17 shows the Significant Relationship between Level of Stress Experiences and Level of Coping Mechanisms of Teacher Respondents.

Table 17. Significant Relationship between Level of Stress Experiences and Level of Coping Mechanisms of Teacher Respondents

Stress Level	r-value	p-value	Interpretation	Decision
Coping Mechanisms	.121	.087	NS	Accept Ho

Legend: \* Significant at .05 level of significance

As seen on the table, there is no significant relationship on the level of stress and the coping mechanisms of teachers with r-value of .121. The null hypothesis was accepted. This means that there is no significant relationship between the level of stress experiences and level of coping mechanisms employed by the teacher respondents. This indicates that the amount of coping strategies instructors used had nothing to do with the



amount of stress they experienced. The outcome is consistent with a study by Yousif et al. (2022) that found no connection between stress levels and coping mechanisms. According to the study, people can utilize a variety of coping mechanisms, but their efficacy depends on the level of stress they have been exposed to. Additionally, academic stress was not substantially connected with either active problem-solving or emotional coping strategies in the study by Joseph et al. (2021). It has been observed that the coping mechanisms used change depending on the level of academic stress encountered. Additionally, according to Antoniou et al(2013) .'s study, "Occupational stress and professional burnout in teachers of elementary and secondary education: The significance of coping strategies," academic stress was not linked to the usage of coping mechanisms. Therefore, further research is needed, and activity-based coping mechanisms should be used more frequently to help teachers cope with stress.

## **Conclusions**

Based on the findings of the study, the following conclusions were derived.

1. The Public School Elementary Teachers of Tagudin District represent a variety of profile variables like age, sex, civil status, highest





educational attainment, teaching position, length of service, monthly basic salary and family structure.

2. The level of Stress experienced by the Public School Elementary Teachers of Tagudin District during COVID-19 Pandemic along Role Overload, Relationship with Colleagues, Control of Work Environment, COVID-19 Related Concerns were all average in stress, however, stress along workload and relationship with students were high in stress

3. The level of coping mechanisms by the Public School Elementary Teachers of Tagudin District during COVID-19 along Diverting attention/ Ignoring, Symptom Intervention, gaining/ sharing information, seeking emotional support, coping with COVID-19 related stressors were all oftentimes employed towards various stressors.

4. There is a significant relationship between the profile of the respondents and the level of stress experienced by the teachers: such as Age along with COVID-19 related concerns, Length of Service with Role Overload, Civil Status with Role Overload and Relationship with Colleagues.

5. There is a significant relationship between the profile of the respondents and the level of coping mechanisms employed by the teachers: such as Highest Educational Attainment along with Symptom



Intervention, Monthly Basic Salary with Symptom Intervention and coping with COVID-19 related stressors.

6. The level of stress experienced by the teachers and the coping mechanisms they employed are not significantly related which means that various coping mechanisms do not directly cope stressors encountered during the pandemic.

### **Recommendations**

To provide a more conclusive and convincing claim on the stress experiences and coping mechanisms of Public School Elementary Teachers of Tagudin District during COVID-19 Pandemic, it is recommended that:

1. The Profile of the teacher respondents must be correlated between and among its variables to further determine which variables are significantly different and is contributing to the stress of the teachers.
2. Inclusion of more stress related variables or stressors that are experienced by the teachers during the times of pandemic.
3. Inclusion of more appropriate coping mechanisms that will address the stress experiences brought about by the pandemic.
4. Computing for the significant difference must be done after looking for the significant relationships of the profile of the respondents



and the stress levels experienced to further determine which among the profile of the teachers totally contribute to the stress of teachers.

5. Computing for the significant difference must be done after looking for the significant relationships of the profile of the respondents and the coping mechanisms employed to further examine which among the profile and coping mechanisms indicators really contribute to the welfare of the teachers.

6. Computing for the significant difference must be done after looking for the significant relationships of the profile of the respondents and the stress levels experienced to further determine which stressors must be employed with appropriate coping mechanisms to reduce stress in teachers during difficult times such as the pandemic.

7. A training program must be designed to address the need to reduce the levels of stress of the public school teachers especially those indicators that are was described to be “High in stress” and to promote various effective coping mechanisms that can be employed by the teachers to eliminate stress.

8. Further study must be conducted to determine the stress of the teachers not only in Elementary Schools but even in the Secondary and Tertiary Levels.



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