

STRESS AND COPING STRATEGIES DURING PANDEMIC AMONG ELEMENTARY SCHOOL TEACHERS

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ABSTRACT : The COVID-19 pandemic caused a rapid shift to remote learning, placing significant stress on elementary teachers as they adapted to new instructional methods and technologies. This study explored the stress levels and coping strategies of elementary teachers in the District of Gandara 1, Schools Division of Samar, during the pandemic using a quantitative approach with survey questionnaires. Results showed widespread teacher stress, with education level having a weak correlation to stress. Other factors like age, gender, and attitude toward stress management programs showed no significant impact on stress levels, suggesting the pandemic presented common challenges to all teachers. Personal characteristics, including age, civil status, education, and experience, had minimal to moderate influence on coping strategies, but these were not strong predictors. Gender, performance ratings, and attitudes towards stress management had little impact on coping mechanisms. The study also found a weak connection between specific stressors (e.g., preparing modules, fear of contracting the virus) and coping strategies, indicating other factors influenced stress management. Overall, the findings suggest that broader elements, such as workload or administrative support, may significantly affect teacher stress and coping during crises like the pandemic.

KEYWORDS - Teacher Stress, Coping Strategies, Remote Learning, Stress, Pandemic

I. INTRODUCTION

Teaching is frequently identified as a highly stressful profession, a claim supported by recent research from [1] and [5]. And being a public elementary school teacher triggers its own unique challenges. Responses to the COVID-19 pandemic have created a long list of new stressors for teachers to deal with, including problems caused by the emergency shift from the traditional face-to-face classroom instruction to distance education, in the form of either modular, online, and/or blended teaching and learning modalities.

The typical days for teacher around the world were stressful enough, given their typically heavy workloads, time pressures, and difficult juggling roles [3]. The sources of teacher stress have multiplied with the advent of the pandemic. Workloads that were once perceived as substantial have been complicated by a rapid conversion to remote instructional delivery for which many teachers had not been prepared but whose effects seem likely last for years to come.

Balancing personal and professional roles is a challenge for many teachers [6]. But the new mode of instructional delivery to learners, with work-at-home protocols and ubiquitous digital work-related activities creates a lack of physical, temporal, and/or psychological boundaries between school and home. In particular, the nature of the global pandemic brings a set of COVID-19 difficulties to the mix: health concerns for oneself and loved ones, social and physical distancing, travel restrictions shortages of daily necessities, restricted services, and uncertainty as to when life will return to normal. There is no denying that life with COVID-19 has suddenly and unavoidably become more difficult and complicated for everyone including teachers.

Stress is an excessive physical and mental demand on the capabilities of one's mind and body [4]. Stress is not something strange to our daily life. Everyone may feel stressed when he is facing certain difficult or challenging situation. The typical consequences of teacher stress include low morale, job dissatisfaction, absenteeism, negative health effects, lower productivity and turnover, among others. Teacher stress in particular is a complex and multifarious phenomenon. In general, stress is the person's inability to cope with surrounding environment. It is the human's body response to the negative demands of the environment. Whenever a person encounters any environmental stressor perceived as a threat to survival, the feeling being stress is experienced [2].

The World Health Organization (WHO) reported that more than 60 percent of the educators worldwide are experiencing high and moderately high levels of stress. The predominant stressors were uncertainty about the consequences of the pandemic, work overload, and inadequate environment.

In the Philippines, the pandemic which resulted to temporary school closures and dramatic disruption in the delivery of education and health services created a variety of anxiety and stress among teachers. The pandemic brought so many changes in the state of education at all levels. There was an emergent shift in the delivery of instruction from the traditional face-to-face classes to distance education.

Just like other public elementary schools in the country, the modular method of teaching and learning is the most preferred by parents and is being implemented by the Department of Education, including the schools in the District of Gandara.

This preference for modular instruction is in consideration of the inadequate digital facilities among learners in the rural barangays making it hard for them to participate in online teaching. Many teachers, however, experienced varied stressful conditions that affect the quality of the teaching-learning process during the pandemic.

In the District of Gandara I specifically, the situation mirrors these findings. Local reports indicated that teachers have faced immense pressure transitioning to modular and online teaching formats without adequate training or resources. The increased workload, coupled with concerns for their own and their families' health, has significantly contributed to their stress levels.

Furthermore, within the district, it was found that 88 percent of teachers reported difficulties in managing their mental health during the pandemic, with many citing long hours spent preparing modules and conducting remote classes. The Department of Education's shift to modular distance learning, while necessary, has added to the teachers' burdens, requiring extensive preparation and frequent communication with students and parents.

In view of the foregoing scenario, the researcher is prompted to conduct this particular study with the hope that the findings may pave way to improved teachers' reaction to job-related stress and help them choose the best coping strategies for better adaptation to pressures and tensions during the time of the pandemic.

II. RESEARCH QUESTIONS

This study determined the level of stress and coping strategies of elementary teachers in the District of Gandara I, Schools Division of Samar during the pandemic. Specifically, it sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 number of years in teaching;
 - 1.5 position/ designation;
 - 1.6 latest IPCRF rating; and
 - 1.7 attitude toward stress management program?
2. What is the level of stress experienced by the respondents during the pandemic in terms of:
 - 2.1 preparing modules;
 - 2.2 delivering modules to students;
 - 2.3 retrieving students' output;
 - 2.4 evaluating students' learning outputs; and,
 - 2.5 fear of contracting the virus?
3. To what extent do the respondents utilize stress coping strategies in terms of:
 - 3.1 social support;
 - 3.2 physical exercise; and,
 - 3.3 leisure/relaxing activities?
4. Is there a significant relationship between the profile of the teacher- respondents and the level of stress they experienced during the pandemic?
5. Is there a significant relationship between the stress coping strategies and the following:
 - 5.1 teacher-related variates; and
 - 5.2 level of stress experienced?
6. What intervention program can be derived based from the findings of the study?

III.CONCEPTUAL FRAMEWORK

Figure 1 portrayed a detailed schematic of our study's conceptual framework, capturing the vital components crucial to achieving our outlined objectives. At the heart of the inquiry lies the respondents and locale of the study – the elementary teachers within the District of Gandara 1, Schools Division of Samar, for the School Year 2022-2023. This partnership was symbolized by an upward-pointing arrow, denoting the convergence of various research elements.

The study appraised the personal variates of the teacher respondents in terms of age and sex, civil status, highest educational attainment, number of years in teaching, position/ designation, latest IPCRF rating, and attitude toward stress management program.

The study investigated the level of stress experienced by the respondents during the pandemic as to preparing modules, delivering modules to students, retrieving students' output, evaluating students' learning outputs, and fear of contracting the virus. These elements are outlined in the upper right quadrant.

Moreover, it analyzed the extent in which the respondents utilize stress coping strategies according to social support, physical exercise, and leisure/relaxing activities. This aspect was positioned in the lower right quadrant. The framework facilitated correlation analyses, linking these segments through double-headed arrows to explore the interrelationships between teacher profiles, level of stress experienced, and the extent in which the respondents utilize stress coping strategies given several parameters. Primary data collection occurred through a structured research questionnaire.

Ultimately, the research findings and their extensive implications, depicted in the third tier, were pivotal in shaping a targeted intervention program showcased in the fourth tier. This program was central to the mission of enhancing the stress management program, symbolized by the apex in the schema.

Feedback mechanisms, represented by broken loops on either side of the larger frame, continuously assessed and refine these efforts, ensuring the successful achievement of the research aims.

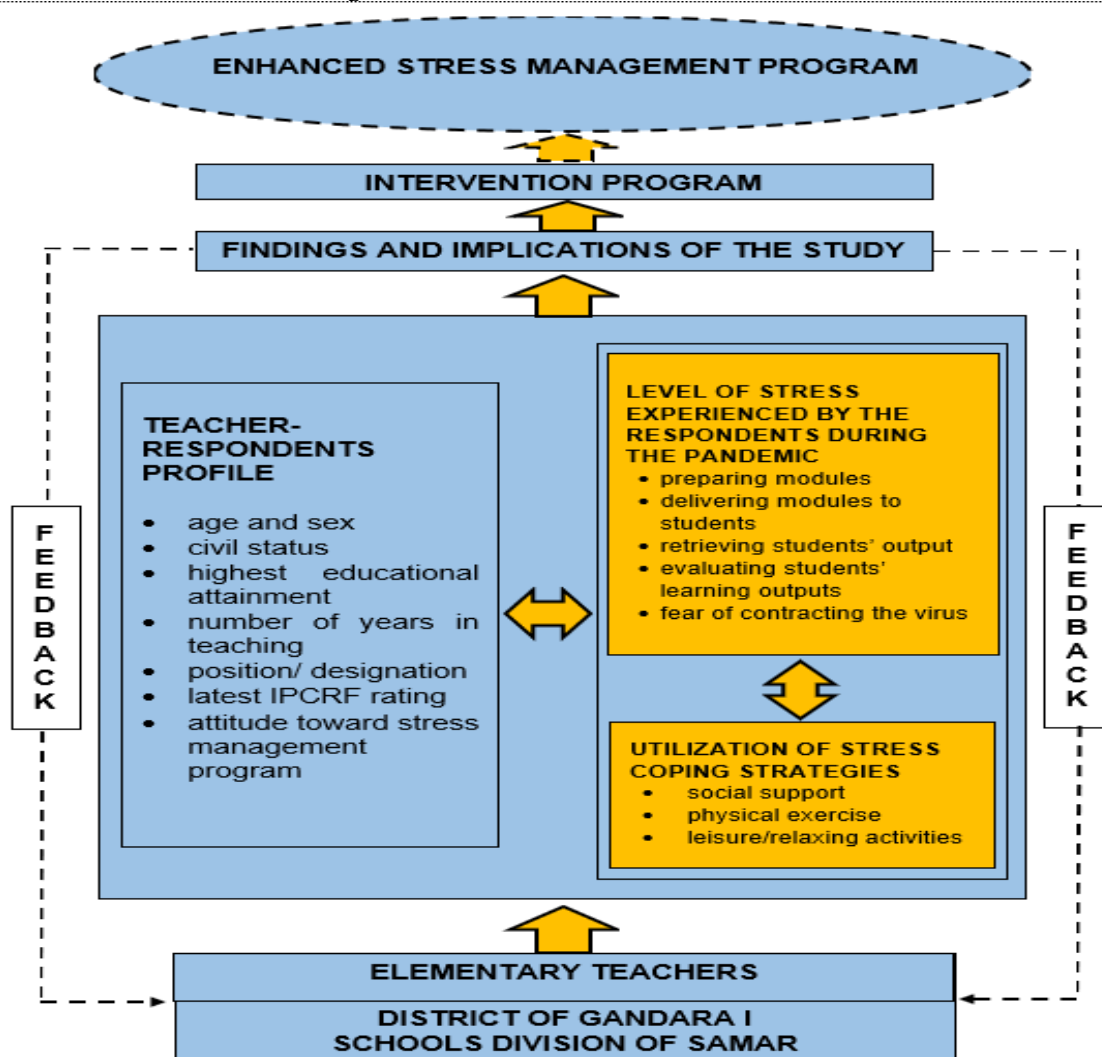


Figure 1. the paradigm of the study

IV.METHODOLOGY

Research Design

The study employed a quantitative approach utilizing descriptive-correlation research design to determine the level of stress and coping strategies of elementary teachers in the District of Gandara 1, Schools Division of Samar.

The profile of the teacher-respondents in terms of the variants of age and sex, civil status, highest educational attainment, number of years in teaching, position/ designation, latest IPCRF rating and attitude toward stress management program were described in this study using the descriptive research design.

In addition, the level of stress of the teacher-respondents was determined along the following indicators: preparing modules; delivering modules to pupils; retrieving pupils' outputs; evaluating pupils' learning outputs and fear of contracting the virus. Likewise, coping strategies utilized by the teacher respondents were also determined, along the following indicators: social support; physical exercise; and leisure, relaxing activities.

Moreover, correlational analysis was undertaken to determine the relationship between the profile of the teacher respondents and the level of stress they experienced during the pandemic.

In a similar way, correlational analysis was also conducted to determine the significant relationship between the profile of the respondents and the extent to which the respondents utilized the strategies to cope with their stress during the pandemic.

Locale of the Study

Figure 2 showed the map of the locale of the study, the District of Gandara 1, Schools Division of Samar. The research was conducted in the different public elementary schools in the District of Gandara I, Schools Division of Samar. These schools included Arong ES, Balocawe ES, Beslig ES, Buao IS, Bunyagan ES, Burabod 1 ES, Camparangasan ES, Caugbusan ES, Carmona ES, Casab-ahan ES, Concepcion ES, Elacano ES, Gandara I Central ES, Hinayagan ES, Jasminez ES, Jiaboc ES, Luguib ES, Macugo ES, Nacube ES, Nalihugan ES, Napalisan ES, Natimonan ES, Palanas ES, Purog ES, Rawis ES, Samoyao ES, San Antonio ES, San Francisco ES, San Isidro ES, Santa Elena IS, Sidmon ES, Tagnao ES, and Tambongan ES.



Figure 2. the map showing the locale of the study

Instrumentation

This study utilized a survey questionnaire in collecting pertinent data which is being further discussed below.

A survey questionnaire was used as the principal instrument in this study. There was only one set of questionnaires since the teachers were the only respondents of this study. The survey questionnaire consisted of three parts: Part I was designed to determine the teacher-respondents profile relative to their age and sex, civil status, highest educational attainment, number of years in teaching, position/ designation, and latest IPCRF rating. The respondents were instructed to put a checkmark on the box that correspond to their answer or provide the necessary information being asked by writing it down on the space provided.

Part II elicited responses on the attitude of teacher-respondents regarding stress management program. They were provided with ten (10) attitudinal statements and instructed to put a checkmark on the box that best represent their answer using a five point Likert-scale where 5 meant “Strongly Agree”, 4 meant “Agree”, 3 meant “Uncertain”, 2 meant “Disagree”, and 1 meant “Strongly Disagree”

Part III of the questionnaire elicited responses on the level of stress felt by the teacher-respondents during the pandemic in terms of preparing modules composed of eight (8) statements, delivering modules to pupils with eight (8) statements, retrieving pupils’ output with eight (8) statements, evaluating pupils’ learning outputs with eight (8) statements, and fear of contracting the virus with eight (8) statements. Teacher-respondents were instructed to put a check mark on the box that corresponds to their answer using a five point Likert scale where 5 meant “Extremely Felt (EF)”, 4 meant “Highly Felt (HF)”, 3 meant “Moderately Felt (MF)”, 2 meant “Slightly Felt (SF)”, and 1 meant “Not Felt (NF)”.

Part IV of the questionnaire determined the extent to which the respondents utilized the strategies to cope with the stress they felt during the pandemic along the following indicators: social support with five (5) statements, physical exercise with five (5) statements, and leisure/relaxing activities with five (5) statements. Respondents were instructed to put a checkmark on the box that best represent their answer using a Five-point Likert Scale of where 5 meant “Extremely Utilized (EU)”, 4 meant “Highly Utilized (HU)”, 3 meant “Moderately Utilized (MU)”, 2 meant “Slightly Utilized (SU)”, and 1 meant “Not Utilized (NU)”.

Validation of Instrument

To ensure the reliability and validity of the data collection tool, the researcher followed a rigorous process of expert validation, pilot testing, and dry runs. Initially, the questionnaire was developed by the researcher and subsequently submitted for expert review. This involved feedback from the researcher’s adviser, the Schools Division Superintendent of Samar Division, and other experienced researchers, who provided valuable suggestions for refinement.

After incorporating the recommended changes, the finalized questionnaire was prepared for a pilot test in the District of Gandara I. The pilot testing involved administering the questionnaire to the same group of respondents twice, with a three-day interval between the two administrations. The first test was conducted on October 23, 2022, followed by the second on October 26, 2022.

The responses, particularly those measured on a five-point Likert scale, were meticulously recorded, tallied, and processed for both rounds of testing. To evaluate the consistency of responses, the Spearman Rank Correlation Coefficient was calculated, comparing the results from the two test administrations. This coefficient was then analyzed using Ebel’s Table of Reliability (Ebel, 1965:262) to determine the questionnaire’s reliability. teacher-respondents, total enumeration was applied, which meant that all elementary teachers in the District of Gandara I, Schools Division of Samar served as respondents to this study regardless of current position.

The total number of the teachers in the District of Gandara I is 160. They came from the 33 public elementary schools in the district and were utilized as respondents of the study.

Data Gathering Procedure

The researcher diligently obtained approval from key stakeholders for the distribution of questionnaires and facilitated smooth data collection. Permission was secured from the Schools Division Superintendent of Samar Division, as well as from district and school heads, ensuring proper authorization for engaging teacher-respondents. Additionally, the researcher sought a recommendation from the Dean of Graduate Studies at Samar Colleges, his alma mater, to bolster support for his data collection efforts.

To maintain control over the data collection process and facilitate additional investigative methods as needed, the researcher personally distributed the questionnaires. This hands-on approach allowed for on-the-spot observation and unstructured interviews. This technique was particularly valuable for clarifying vague responses and validating information directly with respondents, ensuring data accuracy.

Throughout the data collection period, which spanned from the first week of October 2022 to the first week of November 2022, the researcher actively monitored the retrieval of responses from teacher-respondents. This enabled the assessment of response rates and ensured a comprehensive dataset for analysis.

Drawing from real experiences, the researcher was able to navigate logistical challenges and adapt data collection strategies to suit the dynamic nature of the research environment. This hands-on approach not only enhanced the validity of the data but also fostered a deeper understanding of the research context. As responses were gathered and quantified, the researcher applied previously discussed instrumentation methods to interpret the data effectively, ensuring consistency and reliability in analysis.

V.SUMMARY OF FINDINGS

1. The majority of teacher-respondents fell within the age range of 27-31 years old (25.63%). There was a significant concentration of teachers in their younger years. There was a strong female dominance in the teaching profession among teacher-respondents, with 134 female teachers compared to 26 male teachers.

2. The majority of the teacher-respondents (71.88%) were married, suggesting marriage was fairly common among this group. However, a substantial portion (26.88%) remained single, indicating that single teachers were also well-represented. Interestingly, there was only one respondent classified as widowed and living with someone (live-in), making this category negligible compared to the others.

3. Over half (53.13%, or 85 respondents) fell under the category of "Master's Degree Level or Unit Earner." This suggested that many teachers were either actively pursuing a Master's degree or had completed some coursework towards it. Additionally, a significant number (41.88%, or 67 respondents) already hold a Master's degree. In conclusion, a combined total of 85% (152 out of the total number of respondents, which was not provided) possessed either a Master's degree or were actively working towards one, highlighting a high level of educational attainment among these teachers.

4. The data on teacher-respondents' years of experience revealed that a substantial portion (31.88% or 51 teachers) had been teaching for 16 to 20 years. This was the largest group among the teacher-respondents. Another significant group (21.88% or 35 teachers) consisted of those with 11 to 15 years of experience. Teachers with 21 or more years of experience made up a smaller portion (16.88% or 27 teachers). The data on years of experience shed light on the composition of the teacher workforce in this sample. The largest group (31.88% or 51 teachers) had 16-20 years of experience, indicating a substantial number of mid-career teachers. This suggested a core group of experienced educators providing stability to the workforce. There was also a noteworthy presence (16.88% or 27 teachers) with 21 or more years of experience, bringing valuable knowledge and expertise. Additionally, the combined percentage of teachers with 11 to 20 years of experience (53.76%) was quite high. This could signify recent growth in the teacher population, possibly due to school expansions or increased student enrollment.

5. Teacher I is the most common position, held by a substantial portion (41.25% or 66 teachers). This suggested a large number of educators in the early stages of their careers. Teacher III was another well-represented group (36.25% or 58 teachers), indicating a sizeable number of teachers with more experience. Teacher II positions were held by fewer respondents (16.25% or 26 teachers). It was followed by a small number of Master Teachers I (3.75% or 6 teachers) and Master Teachers II (2.5% or 4 teachers).

6. The teacher performance ratings painted a very positive picture of this educator group. A whopping 78.13% of teachers received "Very Satisfactory" ratings, highlighting a strong standard of teaching across the board. This was further bolstered by a sizeable group (11.88%) who achieved the prestigious "Outstanding" rating, indicating a level of excellence beyond expectations. While a smaller group (10%) received "Satisfactory" ratings, signifying they met expectations, the overwhelming majority (almost 90%) performed at a very high level.

7. The grand weighted mean of 3.53 fell within the "agree" range for teacher-respondents' attitude toward stress management program. This survey results revealed a positive attitude among teachers towards stress management programs. The highest weighted means, indicating the strongest agreement, were for these statements: "Social and recreational activities can help teachers cope with stress in the workplace" (4.11), "I believe that counseling sessions are an important part of a stress management program" (3.96), "Exercise programmes like fitness training and exercise breaks can help teachers to manage stress" (3.70), and "I encourage the support of the family to ensure the implementation of stress management program" (3.69).

8. The grand weighted mean of 3.66 fell within the "agree" range for the level of stress experienced by elementary teachers during the pandemic while preparing modules. This suggested that module preparation caused some difficulty or strain for most teachers, but it was not necessarily overwhelming. However, there were specific aspects that caused more stress than others. The statement with the highest weighted mean (4.56) was "Too many modular learning materials to be printed every week." This indicated strong agreement and highlighted that the sheer volume of printing required was a major stressor. On the other hand, the statement with the lowest weighted mean (2.83) was "Difficulty in encoding of modules," falling within the "undecided/uncertain" range.

9. Elementary teachers faced a significant level of stress when it came to delivering modules to pupils during the pandemic. This was evident in the grand weighted mean of 4.19, which fell within the "agree" range on the survey. This suggested that module delivery caused more stress than module preparation (previously mentioned at 3.66). There were specific aspects of delivery that caused even greater stress. The statement with the highest weighted mean (4.68) was "Some parents/guardians do not get the learning module on time." This strong agreement highlighted that unreliable delivery of learning modules to parents was a major source of stress for teachers. The remaining statements, though still within the "agree" range, received lower weighted means, indicating less stress compared to the issue of late deliveries. "No personal vehicle to be used for the delivery of modules to pupils' residences" (3.65) and "The school does not provide financial support to deliver the learning modules" (3.77) suggested that while lack of personal transportation and financial support for delivery were stressors, they were not as significant as late deliveries to parents.

10. Elementary teachers encountered a moderate level of stress (grand weighted mean of 4.03) while retrieving pupils' completed learning materials during the pandemic. This fell within the "agree" range on the survey, suggesting that retrieving outputs caused some difficulty for most teachers, but it was not necessarily the most overwhelming task. However, similar to delivering modules, specific aspects contributed more to stress than others. The statement with the highest weighted mean (4.61) was "Some parents/guardians do not submit

pupils' accomplished learning materials on time." This strong agreement highlighted those late submissions by parents were a major stressor for teachers, mirroring the situation with delivering modules. The statement with the lowest weighted mean (3.28) was "Carrying retrieved pupils' outputs is very heavy for my age," falling within the "undecided/uncertain" range. This suggested that the physical weight of the materials was not a significant source of stress compared to late submissions by parents.

11. Evaluating pupils' learning outputs during the pandemic emerged as a significant source of stress for elementary teachers. This was reflected in the grand weighted mean of 4.40, which fell within the "agree" range on the survey. Compared to other tasks like preparing modules (3.66), delivering modules (4.19), and retrieving outputs (4.03), evaluating outputs appeared to have caused the most stress. There were specific factors that heightened this stress. The statements with the highest weighted means (indicating the strongest agreement) were: "Some learning materials have no answers leading to difficulty in evaluation" (4.55), and "Parents or siblings are the ones answering the learning materials causing unreliability of results" (4.51). These findings highlighted that a lack of answer keys and the possibility of unreliable results due to parents or siblings completing the work were major stressors for teachers when evaluating learning.

12. Elementary teachers faced a significant level of stress (grand weighted mean of 4.20) due to fear of contracting COVID-19 during the pandemic. This fell within the "agree" range on the survey, indicating a substantial concern for their own safety. The data revealed specific aspects that caused even greater fear. The statements with the highest weighted means (indicating the strongest agreement) were: "Experiencing anxiety to do school work by the thought of the virus on the premises" (4.53) and "Feeling afraid for the safety of my family and relatives due to the deadly virus (4.51)". These findings highlighted that teachers were not only anxious about their own health at school but also worried about their families potentially getting infected because of their work. The fear was present during interactions with parents as well, but to a lesser extent. While statements like "Being upset when parents or guardians visiting the school have no face masks" (3.61) and "Some families do not follow suggested COVID-19 health protocols so that I might get infected during home visitations (3.66)" still fell within the "agree" range, their lower weighted means suggested these concerns caused less stress compared to the overall fear of the virus itself and its impact on their families.

13. The results of this survey suggested that teachers generally agreed that the coping mechanisms listed (social support) helped them manage stress during the pandemic. On a scale where a higher score indicates extremely felt, the average score was 4.25, which fell within the "highly felt" range. Talking to family members about stressful situations was the most common coping strategy, with a score of 4.63. This meant that teachers found this to be a particularly helpful way to manage stress. Interestingly, seeking advice from the school principal received the lowest average score (3.71) but still fell within the "highly felt" range. This suggested that while teachers found talking to their principal helpful, it was not the most common strategy they used.

14. Teachers on average agreed (with a score of 3.92) that the coping mechanisms listed (physical exercise) helped them manage stress during the pandemic. Looking at specific exercises, brisk walking received the highest score (4.35), suggesting teachers found it most effective in managing stress. Biking, on the other hand, received the lowest score (3.39) and fell into the moderately felt range. This meant teachers were unsure whether biking helped them deal with stress. This highlighted a potential need to explore and introduce a wider variety of physical activities to help teachers manage stress more effectively.

15. The results suggested that teachers generally agreed (grand mean of 4.32) that the coping mechanisms listed (leisure/relaxing activities) helped them manage stress during the pandemic. Two strategies rose above the rest: going to church to pray (4.73) and watching TV/movies (4.70) had the strongest agreement among teachers. The high ratings for praying and watching TV/movies highlight the potential benefits of incorporating these aspects into teacher well-being programs. Interestingly, reading favorite novels (3.38) scored the lowest, falling even into the moderately felt range. This meant that teachers were less sure about the effectiveness of reading for stress management compared to other activities.

16. The research focused on several variables, including a teacher's highest level of education, age, gender, and even their attitude towards stress management programs. Interestingly, the only factor with a connection to stress was education level, but this connection was very weak. The other factors investigated, while showing some variation in correlation strength, ultimately did not have a statistically significant impact on teacher stress. These findings highlighted the possibility that the pandemic transcended individual differences, creating a common set of challenges for all teachers.

17. This study investigated how teachers coped with stress during the pandemic. It examined how various factors related to the teachers themselves influenced their coping mechanisms. The findings revealed that factors like age, civil status, education level, teaching experience, and current job title had a somewhat minimal to moderate influence on their coping strategies. Interestingly, the study found that gender, recent performance evaluations, and attitudes towards a stress management program had little to no significant connection with how teachers dealt with stress. Overall, the research suggested that personal characteristics played a more prominent role in shaping teachers' coping mechanisms during the pandemic compared to other factors.

18. The survey results showed an interesting relationship between the stress teachers experience in various aspects of their pandemic teaching and the ways they cope with that stress. There seemed to be a connection between stressors like preparing modules, delivering modules to students, evaluating students' learning outputs, fear of contracting the virus. This connection, however, was not very strong. It means that while these factors likely influence how teachers manage stress, the impact was mild to moderate. One interesting finding from the study was the lack of a clear connection between stress related to retrieving student work and the coping mechanisms teachers use during the pandemic. This correlation was described as very weak, meaning there was practically no relationship between the difficulty of getting assignments back and how teachers manage their stress. This suggested that even though other pandemic teaching challenges seemed to influence coping strategies, the struggle to collect student work might not be a significant factor in how teachers deal with overall stress.

19. The survey results revealed a key finding: the overall stress teachers experienced during the pandemic was connected to the coping strategies they used, but this connection was fairly weak. In other words, while there was a link between teacher stress and how they manage it, the strength of that link was not very strong. This suggests that other factors, besides the specific stressors measured (like preparing materials or grading), might also play a significant role in how teachers cope with the challenges of pandemic teaching.

VI. CONCLUSION AND RECOMMENDATION

1. The majority of teachers were young to mid-career females with a Master's degree or were actively pursuing one.

2. Teachers exhibited a high standard of performance and a very positive attitude towards stress management programs.

3. Module preparation caused moderate stress, with the biggest burden being the sheer volume of printing required.

4. Delivering and retrieving modules caused significant stress, with unreliable parental delivery and late submissions being the top stressors.

5. Evaluating learning outputs emerged as the most stressful task due to a lack of answer keys and the possibility of unreliable results.

6. Fear of contracting COVID-19 was a significant stressor, with teachers being most worried about their own health and the safety of their families.

7. Social support, particularly talking to family, was the most common coping strategy for stress management.

8. Physical exercise, particularly brisk walking, helped manage stress.

9. Leisure activities like praying and watching TV or movies were highly rated for stress reduction.

10. Teacher stress was widespread. The research focused on several variables, including a teacher's highest level of education, age, gender, and even their attitude towards stress management programs. Interestingly, the only factor with a connection to stress was education level, but this connection was very weak. This suggested that regardless of whether a teacher had a higher degree, their stress levels during the pandemic were fairly similar. The other factors investigated, while showing some variation in correlation strength, ultimately did not have a statistically significant impact on teacher stress. These findings highlighted the possibility that the pandemic transcended individual differences, creating a common set of challenges for all teachers.

11. Personal characteristics had a moderate influence on teachers' coping strategies during the pandemic. While factors like age, civil status, education level, teaching experience, and current job title had a somewhat minimal to moderate influence on teachers' coping strategies, they were not the strongest predictors of coping mechanisms. Interestingly, the study found that gender, latest performance rating, and attitudes towards a stress management program had little to no significant connection with how teachers dealt with stress.

12. There was a significant connection between the specific challenges teachers faced or stressors (preparing modules, delivering modules to students, evaluating students' learning outputs, and fear of contracting the virus) and the coping strategies they used. However, this link was generally weak, suggesting other factors also influenced how teachers managed stress.

13. The overall stress teachers experienced during the pandemic is connected to the coping strategies they used, but this connection is fairly weak. This suggests that other factors, besides the specific stressors measured (like preparing materials or grading), might also play a significant role in how teachers cope with the challenges of pandemic teaching.

14. The studies highlighted that factors beyond those measured, such as overall workload or administrative support, might have a significant impact on teacher stress and coping mechanisms during a crisis like a pandemic.

The paper recommends the following:

1. Utilize online platforms for module delivery or explore cost-effective printing options.
2. Consider offering workshops or resources on efficient module creation to minimize the workload.
3. Develop clear communication strategies with parents regarding module delivery and deadlines.

4. Explore alternative submission methods to address unreliable parental delivery (e.g., online submissions).
5. Invest in creating and providing standardized answer keys for assessments.
6. Explore alternative assessment methods that may require less subjective evaluation (e.g., online quizzes with automated grading).
7. Prioritize teacher health and safety by following public health guidelines and offering access to support services (e.g., mental health counseling).
8. Develop and offer stress management programs tailored to teachers' needs, considering the positive response in this study. These programs could incorporate techniques mentioned in the study, such as social support groups, physical activity initiatives, and mindfulness practices.
9. Facilitate opportunities for teachers to connect and share experiences with colleagues, fostering a supportive school environment.
10. While the study suggested personal characteristics have a moderate influence, consider offering a variety of coping mechanisms and resources to cater to individual preferences.
11. For further research, conduct studies to explore the impact of factors beyond those measured, such as overall workload and administrative support, on teacher stress and coping mechanisms.
12. For further studies, investigate the effectiveness of different stress management programs and coping strategies for educators.

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