

Stress Management of Teachers at Linamon District

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Abstract: This study aimed to determine the stress management of teachers at Linamon District during the School Year 2022 – 2023. Specifically, the study sought to find out the following objectives: the demographic profiles and the work-related mental stressors of the respondents. Also, it sought the coping mechanisms relative to work-related-mental stress, the significant difference on the work-related mental stress and coping mechanisms when grouped to their demographic profile and the significant relationship between the teachers' work-related mental stress and coping mechanisms. The study used the descriptive-correlation research design. It was conducted at Linamon District with 100 teachers as respondents. This research adopted two survey questionnaires. Frequency and percentage, Mean and standard deviation, Kruskal-Wallis H test, Mann-Whitney U test, Independent T-test, Pearson r Correlation and Stepwise Regression analysis were as statistical tools. Most of the respondents belonged in middle age, were females, majority were Christians, and were married. Descriptive result showed that majority of the respondents were Bachelor degree holders and they were tenured as Teacher II and Teacher III. Based from the result, stressors were sometimes experienced by the teachers in terms of demand, control, support, relationship, role and change. Work-related stress was manifested more on younger teachers as compared to older or seasoned teachers. Thus, the null hypothesis of no significant difference on the work-related stress when grouped to their age was rejected. It also depicted that support and coping mechanisms were significantly associated; role and coping mechanisms were significantly correlated; and change and coping mechanisms were negatively correlated. Results showed that the work-related stress relative to relationship significantly predicted the coping mechanisms of the respondents. A stress management program was designed based on the results of the study.

Keyword: **Keywords: Stress Management of Teachers at Linamon District, Coping Mechanisms, Frequency and percentage, Mean and standard deviation, Kruskal-Wallis H test, Mann-Whitney U test, Independent T-test, Pearson r Correlation and Stepwise Regression analysis, Qualitative data collection, Lanao del Norte, Philippines**

I. INTRODUCTION

What your mind can conceive, your body can achieve. One's psychological well-being weighs significantly in the totality of a person's everyday activities, especially in the performance of his job. Teaching, as noble as this profession may be, is also one of the most demanding and stressful jobs. The demands would lead to psychological and physiological pressures resulting to deficiency in the quality of work he can perform. School year 2020 – 2021 was one of the most challenging times to the lives of the teachers. They are also casualties of the COVID-19 Pandemic. They experience economic crisis, feeling of isolation, fear of their health, and a considerable shift and increase in their workloads. They are still expected to perform their duties as educators while risking their lives in the exigency of such service as public servants.

Consequently, the department of education has released memorandum number 120, series of 2021 that aimed at controlling the stress of every individual in the department of education. Series of stress management and coping mechanisms webinars and workshops were tackled as to help all DepEd teachers and staff manage and cope with the work stress they would encounter this time after pandemic period.

A massive number of stressors experienced by teachers has substantial effects not only on the psychological well-being of the teachers, but on their physical health as well. When left unchecked, outcomes can be susceptibility to disease, sleep deprivation, personality disorder, and worst, depression. Since teachers are the most important workforce in the education institution, having an unhealthy mind and body will also have an important consequence on the delivery of quality service intended for enriching and empowering young minds of the society.

There is also a need to determine the personality traits of these teachers. It has been noted that a person's ability to cope with encountered stress and come up with coping mechanisms to battle this mental struggle is largely affected by his personality. According to Cooper (2018), personality types are important factors in determining stress, being thus capable of explaining how certain people manage to function for years while handling huge amounts of stress. Whereas others collapse after several months under similar amounts of stress. For example, "those who are high in neuroticism are more likely to perceive life events as highly stressful while those high in extraversion are less likely to perceive life events as stressful," (Ebstrup et al., 2018, p.23). Therefore, "neuroticism is negatively related to the use of some effective coping styles such as problem-focused and active coping, and positively associated with avoidance coping. Furthermore,

extraversion is positively related to active coping styles like problem-focused coping styles and looking for social support, and it predicts avoidance negatively,” (Afshar et al., 2018, p. 67).

Given all these scenarios, this study, therefore, aimed to determine the stress management of teachers at Linamon District during the School Year 2022 – 2023. As a teacher whose experience covered 15 years in public schools, this researcher had been a bare witness and direct victim of work-related mental stress. Her ability to endure various stress levels in two different working environments provided her with the integrity to propose and suggest personality traits and stress management programs. Thus, this can be valuable and helpful to her co-mentors in the workplace. Lastly, as a science teacher, the proponent holds the social responsibility in her school to spread awareness about the importance of properly managing stress as an effective tool for the delivery of quality education to the learners.

Theoretical Framework

This study is anchored on the following theories: Six-factor Model of Psychological Well-being Theory of Ryff (2019), Conservation of Resources Theory of Hobfoll (1989), and Transactional Theory of Stress and Coping of Lazarus (1966).

The study of the psychological component of well-being pioneered by Ryff (1989) emphasized optimal psychological functioning for the development and self-realization of the individual. Ryff claimed that happiness was a short-term affective well-being. Accordingly, to achieve sustainable well-being, one needed to shift from satisfaction with life to a sense of meaning in life and being true to one’s inner self. She proposed six multiple facets of psychological functioning which were self-acceptance, positive relations, personal growth, purpose in life, autonomy, and environmental mastery.

By assessing the personality traits of the respondents, this research aimed to show a broad spectrum of related behavioral characteristics. Each personality trait had varying patterns of thinking, behaving, and feeling and therefore would have different perceptions on happiness. In addition, distinct characteristics and personalities could also mean different meaning of what it was to live thus, required different factors to aide one’s psychological well-being.

The recently offered conservation of resources (COR) theory (Hobfoll,1989) assumed that stress occurred in any of three contexts. First, when people experienced the loss of resources; second, when resources were threatened, or when people invested their resources without subsequent gain. Four categories of resources were proposed: object resources (physical objects such as home, clothing, or access to transportation), condition resources (employment, personal relationships), personal resources (skills or self-efficacy), and energy resources (means that facilitate the attainment of other resources, for example, money, credit, or knowledge).

The respondents’ vocation as teachers was their known bread and butter and the primary source of most of their family’s daily living. The effect of the COVID-19 Pandemic especially on the country’s economic aspect like the drastic increase in the prices of goods and services had endangered their main resource. Furthermore, the sudden shift of the traditional mode of education to new learning modalities had also changed the conditions of their employment. Such situations could cause work-related mental stress and could have considerable effects on the performance of their profession as teachers.

According to this theory, stress was regarded as a relational concept. It was not defined as a specific kind of external stimulation nor a specific pattern of physiological, behavioral, or subjective reactions. Instead, stress was viewed as a relationship ('transaction') between individuals and their environment (Lazarus, 1966). Psychological stress referred to a relationship with the environment that the person appraised as significant for his or her well-being and in which the demands tax or exceed available coping resources.

Coping, on the other hand, was the cognitive and behavioral efforts made to master, tolerate, or reduce external and internal demands and conflicts among them. In most cases, coping consisted of different single acts and was organized sequentially, forming a coping episode. In this sense, coping was often characterized by the simultaneous occurrence of different action sequences and, hence, an interconnection of coping episodes.

In this study, aside from determining the respondents' mental stressors within their working environment, the research would also propose personality trait and stress management program in parallel to the data gathered herein. Each personality trait would have different coping mechanisms as a result, the program would be designed based on the varying needs of the respondents.

The schematic paradigm showed the stress management program of teachers at Linamon District. They may experience various types of stressors in relation to demands, control, support, relationship, role, and change.

Based on the gathered data on the respondents' work-related mental stressors and coping mechanisms, the researcher proposed a stress management program to alleviate the well-being of the teachers.

Conceptual Framework

In the light of these theories, the researcher conceptualized that for teachers to assess the stress management of teachers at Linamon District during the School Year 2022 – 2023. In this study, the independent variables were the profile of the teachers in the District of Linamon, Lanao del Norte. The researcher aimed to find out their demographic profile in terms of their age, sex, religion, civil status, educational level, and teacher position and the work-related mental stressors of the respondents according to demands, control, support, relationships, role, and change.

The dependent variable in this study was the assessment of teachers' coping mechanisms relative to work-related-mental stress. As an output of this study, the researcher devised a stress management program that would enhance the understanding of stress effects in the classroom. The intended audiences are the teachers and educational assistants. The rationale of the programs was also introduced with the introduction of the goals of the workshop.

Significance of the Study

Results of this study would provide information on coping mechanisms of the respondents relative to work-related-mental stress. This study would be of great importance to the following. To all teachers, whose bread and butter is their profession. They may be able to find awareness of the most probable source of stressors found in the workplace. Along with this, these educators can come up with coping mechanisms that they find most fitting with their respective personality traits.

To the learners, who are the direct contacts of the teachers, are also the direct recipients of a service founded by a psychologically well persona. Meaning to say, an educator whose mind is sound can also perform his job soundly resulting to the delivery of quality basic education to all his learners.

For school administrators, as immediate stewards of the teachers' welfare, would do their part in creating a harmonious working environment relevant in maintaining the mental health of the teachers. As leaders, aside from assuring that these educators would execute their duties and responsibilities. They may as well put considerable efforts in minimizing work-related stressors within their field.

For guidance counselors, through the findings and data gathered in this study, this would serve as their baseline in producing an effective guidance program specifically about personality trait and its relevance to stress management. Also, this would be beneficial not only for the teachers, but to the whole school system as well.

For the future researchers, this study would serve as a basis and benchmark for further similar studies undertaken along the line of psychological well-being of the teachers.

For mental healthcare practitioners, through the stress management program, this would serve as guide on managing stress on doctors and nurses. To prevent burnout, nurses and health care managers should take steps to ensure a healthy and supportive work environment. It would contribute as they are frontline workers is day-to-day job stress, particularly during a crisis.

Scope and Delimitation

This study aimed to determine the coping mechanisms of the 100 teachers of Linamon Central District during the School Year 2022 – 2023. Due to the restrictions and risks brought about by the COVID-19 Pandemic, teachers from this district were chosen as participants. Further, this is also the assigned station of the researcher. Since there were a lot of possible sources of stressors among teachers, expected responses from the respondents covered the work-related mental stress they had experienced in their field.

Definition of Terms

The following terms were defined conceptually and operationally, which were significant with regards to information and communication integration approach and were used throughout this study.

Demands. This refers to the issues such as workload, work patterns and the work environment. In this study, this pertains to the work-related mental stressors of the respondents.

Role. This refers to how much say the person has in the way they do their work. In this study, this pertains to the work-related mental stressors of the respondents.

Support. This refers to the encouragement, sponsorship and resources provided by the organization, line management, and colleagues. In this study, this pertains to the work-related mental stressors of the respondents.

Relationships. This refers to promoting positive working to avoid conflict and dealing with unacceptable behavior. In this study, this pertains to the work-related mental stressors of the respondents.

Role. This refers whether people understand their role within the organization and whether the organization ensures that they do not have conflicting roles. In this study, this pertains to the work-related mental stressors of the respondents.

Change. This refers how organizational change (large or small) is managed and communicated in the organization. In this study, this pertains to the work-related mental stressors of the respondents.

Psychological well-being. This refers to the representation of an individual's psychological health based on positive psychological function (Bradburn, 2017 as cited in Mugodas et al., 2019). In this study, it pertains to the low level of work-related mental stress experienced by the teachers.

Work-related mental stress. This refers to the response people may have when presented with work demands and pressures. These are not matched to their knowledge and abilities, and which challenge their ability to cope (WHO, 2020). In this study, this means the mental stress faced by the teachers at Linamon District with regard to the demands, control, support, role, relationships, and change that occur in their work.

REVIEW OF RELATED LITERATURE AND STUDIES

This part of the research contains various literatures and studies that delves into the personality traits and work-related mental stressors of the respondents, as well as the coping mechanisms related to their distinctive personality traits.

Psychological well-being as written by Bradburn (1969) as cited in Mugodas et al., (2019) was a representation of an individual's psychological health based on positive psychological function. Ryff (2018) as cited in Mugodas et al. (2019) revealed that psychological well-being was supported by life happiness and satisfaction. Psychological well-being meant more than being free from stress, and not having other psychological problems. It encompassed positive self-perception, positive relations with others, environmental mastery, autonomy, purpose in life a

According to Abu Alhija (2018), who referenced Kyriacou (2016), each teacher experiences different pressures. These depended on the particular interaction of the teacher's character, principles, capabilities, and environment. Additionally, a teacher's judgment of how stressful a scenario was may be affected by a variety of factors, including personality qualities, coping mechanisms, and environmental circumstances. and emotions inclined towards a healthy development (Saricaoğlu et al., 2018).

Work-related Mental Stress

Stress is a very complex phenomenon that we can define in several ways. However, if you put them together, it is basically the wear and tear of daily life. Stress management refers to a wide spectrum of techniques and psychotherapies for controlling a person's stress level, especially chronic stress. If there is effective stress management, we can help one another break the hold of stress on our lives. The essay on stress

management will throw light on the very same thing.

There was a major trend to addressing the work-related stress in educational institutions since teachers constituted the largest group of the teaching workforce. Indeed, the teachers were the most important elements in the educational process. They were also the cornerstone in the process of the professional development. They were directly responsible for the achievement of the educational targets (Oteer, 2018). However, it was one of the most stressful jobs that led to psychological and physical pressures because it was a very demanding job (Al-Shara et al., 2018 as cited in Oteer, 2018).

Likewise, Al-Abdali referred to seven major sources; six were internal, and one was external. These included work, role organization, stages of growth, environmental and climate regulations, internal relationships in the environmental regulations, higher regulations, and personality components stated by Abdali (2018) as cited by Oteer (2018).

Many of the studies confirmed the correlation between stress and performance where increasing stress levels led to poorer performance (Al-Kubaisi, 2017 as cited by Oteer, 2018). According to Mingoa (2017), the five most common sources of stress for Filipino teachers were as follows: having too much paperwork; high cost of living; insufficient salary and other money concerns; oversized classes; and being too busy (including simultaneous activities as being enrolled in school, being employed, parenting, community service).

Other most common sources of stress stemmed from monetary concerns. For the most common sources of stress, public school teachers found most stressful the problem of insufficient salary and oversized classes. The other most common sources of stress, being too busy and having too much paperwork, equally affected teachers of any age, civil status, years of experience, and whatever level or kind of school (public/private) they were teaching (Mingoa, 2019).

Today's population had made the decision to live increasingly busy lives, which was demanding mentally. Stress was a state of strain in the mind brought on by difficult, demanding, and burdensome circumstances. Stress had a bad impact on one's mental and emotional well-being as well as their physical health. When a person was under a lot of stress, a hormone called cortisol was produced into the bloodstream, which inhibited the proper functioning of one's immune, reproductive, and digestive systems. Stress management practices were essential to maintaining a healthy body and mind.

When someone was in a stressful position, stress management referred to making ongoing improvements to their life using a variety of strategies and procedures. Self-care and relaxation techniques, as well as managing one's reaction to stressful situations when they arise, were all parts of stress management. The body did not react well to stress. Stress was a survival mechanism or reaction when the body perceived danger. Because of this, one's sympathetic nervous system activated, raising heart rate and causing a burst of the energizing hormone adrenaline, which aided in handling any circumstance. The phrase "flight or fight response" also applied to this.

Coping Mechanisms

According to Admiraal et al. (2014) as stated in Abu-Alhija, teachers employed coping mechanisms that included cognitive, emotional, and behavioral techniques of soothing and adapting to the stressful environment to deal with stressful situations and to lessen feelings of distress (2018). Teachers used active, passive, or possibly both coping mechanisms after assessing the stressful experience. Cognitive, behavioral, or emotional tactics are examples of active strategies. This kind of tactic was also visible in people's bodily reactions or health-related posture. Instead, passive coping techniques like resignation, wishful thinking, and avoidance were defined by avoiding direct interaction with the stressful event in order to bring it to a successful conclusion (Abu Alhija, 2018).

Specifically, most teachers found watching television an effective way of relieving their stress; so, with window shopping at malls, watching sports on television, going to movies, and doing deep breathing and relaxation exercises. Although the method mentioned were positive, most of them were sedentary. Among the most common coping strategies teachers resorted to certain hobbies. Accordingly, many more male than female teachers and more elementary rather than high school teachers watched television. Window shopping and watching movie were mostly done by young and single teacher (Mingoa, 2019).

In order to cope with the accumulated stress at their job, teachers called for some solutions. They discussed problems with their family members, friends or colleagues (Aldrup et al., 2019). They underwent psychological counselling, taking part in training programs for personal development and resilience (Neves de Jesus et al., 2018; Sandilos et al., 2018). They also self-examination of the life style avoiding situations or

persons who generated the stress. They spent free time in nature, practiced physical relaxation exercises (Fengler, 2019). They changed jobs, ate healthy food, and took pills. They also isolated and reflected on the situation.

Among the measures considered by specialized institutions to be efficient for stress relief were the following: avoiding educational policies changes, improving work conditions, and suggesting objectives with a moderate level of accomplishment. Also, a transparent, objective assessment, increasing wage and number of teachers, decreasing the number of pupils in a classroom, orientation on clear objectives, program implementation regarding stress management at the job, mini-brakes during work hours, time keeping were also mentioned (Fengler, 2019). In addition of those measures were; an attitude full of kindness, positivism and gratitude, valuing these and the feeling of membership (Cozolino, 2018). Also, the development of the support groups and mentors for professional development establishing flow in teaching, establishing spaces for stress relief at the job and improvement of the teaching wellbeing (Aldrup et al., 2019).

Personality Traits and Coping Mechanisms

The secondary stress appraisal was positively predicted by age and conscientiousness. Extraversion served as a poor predictor. It implied that older, more devout, and introverted people had greater opinions of their capacity to handle stress. A greater sense of being able to cope may therefore be the result of one's experience-based competencies. Additionally, conscientious people demonstrated caution and duty, which served as the cornerstones for immediate corrective actions, in addition to ability (Pollak et al., 2020).

Furthermore, Afshar et al. (2018) stated that individuals with neuroticism used passive coping strategies, but extravert individuals utilized active copings. Costa et al. (2016) as cited in Afshar et al. (2018) reported that neuroticism was negatively related to the use of some effective coping styles such as problem-focused and active coping. This positively associated with avoidance coping. Furthermore, extraversion was positively related to active coping styles like problem-focused coping styles and looking for social support. It predicted avoidance negatively.

Conscientious was significantly positively associated with problem-focused coping and its various components like planning, restraint coping, and acceptance of responsibility. Agreeableness was positively associated with social support seeking, active coping, planning and positive reappraisal, and negatively associated with self-blame, avoidance, and wishful thinking. Also, there was a positive relationship between openness and active coping and positive reinterpretation, and negative correlations with avoidance coping (Afshar et al., 2018).

RESEARCH METHODS

Research Design

The study used the descriptive-correlation research design. Descriptive research was used to describe the personality traits as well as the work-related mental health stressors that the respondents had experienced. In addition, such research design was utilized in describing the coping mechanisms of the teachers towards stress. This study used correlation research since the personality traits of the respondents were correlated to their work-related mental stress levels and coping mechanisms.

Research Environment

The study was conducted at Linamon District, one of the districts under the Division of Lanao del Norte. The district has eight schools with 128 teaching personnel. It has a curriculum offering classifications of 6 elementary schools, namely – Robocon Elementary School, Purakan Elementary School, Bosque Elementary, G.P. Canoy Memorial Elementary School, Linamon Central School, Napo Elementary School, and 2 junior and senior high schools, namely – Samburon Integrated School and Linamon National High School, respectively.

Linamon is the eastern gateway to Lanao del Norte, located about 11.5 kilometres (7.1 mi) south-west of Iligan. It is bounded in the east by the Linamon River, the Larapan River and the municipality of Kauswagan in the west, municipality of Matungao in the south and facing Iligan Bay in the north.

Linamon, officially the Municipality of Linamon (Maranao: Inged a Linamon; Cebuano: Lungsod sa

Linamon; Tagalog: Bayan ng Linamon), is a 5th class municipality in the province of Lanao del Norte, Philippines. According to the 2020 census, it has a population of 21,269 people.

Respondents

The respondents of this study were the teachers at Linamon District, where the researcher was also assigned and stationed. The district currently has 128 teaching personnel for school year 2022 – 2023 wherein 15 were males and 113 were females. A complete enumeration of the respondents was used in the study. However, the researcher decided to have a total of 100 respondents only for her convenience. This manner had given convenience on the part of researcher since there were respondents who seemed not minding complying with the request. This issue was asked permission to the adviser. It was then both agreed by the proponent and adviser to only have a total of 100 respondents. Somehow, statistically this representation would be enough to treat the objectives of the study.

Research Instruments and Their Validity

This research adopted two survey questionnaires: the HSE Management Standards Indicator Tool, and the Ways of Coping Checklist (WCCL). The questionnaire was adopted from the Health and Security and Executive (HSE) Management Standards approach which covered six key areas of work design (stressors) that, if not properly managed would somehow be questioned. These key areas were associated with poor health and well-being, lower productivity, and increased sickness absence. The stressors were demands, control, support, role, relationships, and change (McLeod, 2020). Through a four-point scale where 1=never, 2=seldom, 3=sometimes, 4=always, the responses defined the characteristics or culture of the school where the risks of work-related stress were being effectively managed and controlled.

The second section, the Ways of Coping Checklist (WCCL) was based on Lazarus' transactional model of stress and coping. This model viewed stress as a relationship between the person and the environment that taxed or exceeded the person's resources and endangered his or her well-being. This questionnaire contained 30 items drawn from the existing measures with eight sub-scales. The questionnaire was modified as to suit the locales of the study. A four-point response scale was used from 1 'Not used' to 4 'Used a great deal'.

Data Gathering Procedures

The researcher personally conducted the study and facilitated the gathering of data. The data gathering process was done in this manner: After complying the protocols in asking the permission to conduct the study, the researcher proceeded to conduct the study to the respondents. The researcher randomly handed out the survey questionnaires to teachers at each school in the Linamon District and provided a considerable amount of time for the respondents to answer the instrument. With an estimate day of 5, the results were then collated and submitted to a reliable statistician to process the data gathered.

Statistical Tools

The following statistical techniques were employed to answer the different problems presented.

For problem 1, Frequency and percentage were used to describe the demographic profiles of the respondents in terms of age, sex, religion, civil status, educational level, and teacher position.

For problems 2 and 3, Mean and standard deviation was used to assess the work-related mental stressors and the coping mechanisms of the respondents.

For problem 4, Kruskal-Wallis H test was used to determine the difference on the work-related mental stressors and coping mechanisms of the respondents when grouped to their age, and teacher position. Mann-Whitney U test was used to test the difference on the work-related mental stressors and coping mechanisms with respect to sex, and civil status. Independent T-test was used to assess the difference of the work-related mental stressors and coping mechanisms with respect to educational level.

For problem 5, Pearson r Correlation was used to determine the relationship between the teachers' work-related mental stress and coping mechanisms. Stepwise Regression analysis was used to test the dependency of coping mechanisms by work-related mental stressors.

III. CONCLUSION

Muslims. The majority of respondents were married, with only a small fraction being single. Few people had completed their master's degrees, which indicated that undergraduate completion rates were greater. Fewer teachers were designated as Master Teachers in the Linamon District, where the majority of teachers had the tenured positions of Teacher II and Teacher III.

Overall, stressors were sometimes experienced by the teachers in terms of demand, control, support, relationship, role, and change. The respondent firmly believed that the various work groups wanted them to do things that were challenging to combine. The respondents had plenty of opportunities to question the chairperson and school heads while they were at work. On the other hand, they rarely talked to their heads about work-related issues and occasionally were thinking that their working hours were flexible. Findings also showed that the respondents occasionally turned to their department chairman and school leaders for assistance with work-related issues, and that their co-workers were generally prepared to listen. They occasionally felt that their connections with co-workers were tainted. Moreover, respondents do occasionally believe that they understood what was expected of them at work.

The results revealed that the majority of them regularly prayed, thought back on what was important in life, concentrated on what needed to be done next, and made promises to themselves that the next time they confronted these workplace mental demands, things would be different.

These conclusions were also supported by data in which the results of this study showed that there was a significant relationship between work-related mental stressors and coping mechanisms. These findings were specifically in terms of demands and accepting responsibility, change and self-controlling, and relationships and seeking social support. Consequently, all of these coping mechanisms fall under the category of emotion-focused coping strategy. This was very alarming. Santos (2019) claimed that the use of emotion-focused coping strategies avoided confronting the problem and had been reported to show a positive association with depression and a negative association with a satisfactory outcome. When left unchecked, this may affect not only the work outcomes expected from the teachers but also their wellness, especially their psychological well-being.

IV. RECOMMENDATIONS

Based on the analysis, findings, and conclusions of the study, the following recommendations were set forth.

1. School administrators should conduct stress management educational programs for teachers through specialized trainers and should include follow up, long term evaluation so that the impact can be maintained over an extended period of time. The findings of the study can be a good reference in gaining a better understanding of the development of the coping process by teachers.
2. With the stressors being a part of the teaching profession, teachers are encouraged to participate in stress management educational programs in order to familiarize and help themselves when coping with the variety of stressors they encounter on a daily basis.
3. Parents should be invited periodically by teachers to engage in discussions related to parental beliefs about teaching-learning. This school-related activity would help raise awareness and contribute to closer teacher-parent involvement towards better education.
4. Future researchers could further explore how the coping mechanisms identified in the present study could make a link to the demographic profile. In addition, a systematic examination of differences among teachers at different grade levels will expand the findings of this study.

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