

Cesar J. Pagulong
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Stressors and Coping Mechanisms of Teachers



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Stressors and Coping Mechanisms of Teachers

About the Author

He is a frequent participator in various professional enriching programs, a demonstrator, and a regional process observer for the entire Region VII about the P.E. and Arts Senior High School (SHS) Mass Training for Teachers (MTOT) for Academic Track (Core and Specialized Subjects) and a member of the Philippine Folk Dance Association Cebu-chapter.

Moreover, I am also one of the Research proponents of the regional research conference held at the DepEd regional office with Regional Research Committee (RRC) and Deliverables BERF 2019, and the results of my study were utilized during the in-service training of teachers. I'm also one of the writers for "Dancesports" in the validation and finalization of the development of the DepEd sports manual for CVIRAA and Palarong Pambansa.

Preface

It is in this regard that the researcher is motivated to conduct this study to assess the stressors and coping mechanisms of all Public Senior High School (SHS) Teachers of Tagbilaran City Schools Division so that recommendations and action plan can be proposed to address the necessary needs of the teachers to cope with stressors. In order to fully understand the methods by which training can be provided to teachers to help mitigate the impacts of the stress, it is important that the relationship between potential stressors and coping mechanism be determined. Being aware of the effects, they may be able to manage and deal with such obstacles in life smoothly with lesser or without affecting their social, emotional, physical and mental aspects as a teacher.

Furthermore, the findings of the study would be utilized as a basis to plan activities that may help teachers minimize the stress and guide the teachers on how to handle stress and further prevent and improve their coping mechanism.

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-The Researcher

DEDICATION

This humble piece and product, of determination and perseverance, is humbly dedicated to the researcher's ever-supportive family, friends, and to all who are in way or another have become instrumental to the accomplishment of the humble academic endeavor, and most of all to the Supreme Almighty God.

To all of you, words never suffice
to contain the researcher's
JOY AND GRATITUDE!

-Sir Cee

CHAPTER I

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale

Stress is a universal phenomenon. It can be a catalyst for positive change or it can be a source of discomfort and pain. All people experience stress; it has always been a part of life and is generated by constantly changing situations that an individual must face. Stress is a result of both positive and negative experiences. It is an internal state which results from frustrating or unsatisfying conditions. Many people experience stress on a daily basis and many of the stressors are the same for everyone. Some people are, by nature or habit, more susceptible to stress, or more likely to be stressed by something that would more easily roll off someone else's back.

One of the most challenging professions today is teaching. This is mainly because the teachers are in a position of too much responsibility. Teaching has been a profession with many rewards and with these rewards come challenges that are very stressful to tackle.

When one encounters stressors, the body's stress response is triggered, and a series of physiological changes take place to allow the person to fight or run. Sometimes when people talk about 'stress' in their life, they are really talking about stressors; stressors lead to the body's stress response, and the experience of stress. (Scott, 2018).

Educators are not exempted from stress. Many teachers deal with stress in school which can be a significant factor in the delivery of their teaching. In fact, due to stress, a surprisingly high percentage of teachers experience high blood pressure. The concept of stress is important because it provides a way of understanding the person as a being who responds in totality (mind and body) to a variety of changes that take place in daily life (Kozier, 2007).

Stress is already part and parcel of every individual's life especially those who are in the teaching field. Teachers must have preventive measures in managing stress. The simplest way to deal with stress quickly and effectively is to remove or eradicate its cause (Hambly and Muir, 1997). In the case of work stress, the cause would be the work stressors. Long hours, overwork, tight deadlines, and many more are frequent work stressors especially for teachers. There are four main aspects of stress management. First is providing information and explanation about stress; second is changing how the person sees the situation; third is resolving the cause of stress, and the fourth is cushioning the effects of stress.

Copper (1998) proposed that organizations are required to approach stress at three levels. The first level is "stress audit". This is to establish what the source of stress is arising from the working environment, how organized work is, how people's work relationship is and what the demands placed upon the employees are. Establishing stress management programs follows after which a counsel service must be established. Lastly is to cushion oneself by relaxation, breaks, social support, healthy, and leisure activities. Adopting the right attitude can convert a negative stress into a positive one (Selye, 1976).

Stress is pandemic in today's society. Work stress is combined with the stress from everyday life leading to detrimental physical and emotional outcomes for teachers and their families. According to the researcher's perception and observation, poor ventilation in certain schools and trigger asthma. This illness contributes to the absenteeism of teachers. Moreover, Fisk (2000) also found out that bacteria, viruses, and allergies contribute to teachers' disease are commonly found in schools with the poor ventilation system.

It is in this regard that the researcher is motivated to conduct this study to assess the stressors and coping mechanisms of all Public Senior High School (SHS) Teachers of Tagbilaran City Schools Division so that recommendations and action plan can be proposed to address the necessary needs of the teachers to cope with stressors. In order to fully understand the methods by which training can be provided to teachers to help mitigate the impacts of the stress, it is important that the relationship between potential stressors and coping mechanism be determined. Being aware of the effects, they may be able to manage and deal with such obstacles in life smoothly with lesser or without affecting their social, emotional, physical and mental aspects as a teacher.

Furthermore, the findings of the study would be utilized as a basis to plan activities that may help teachers minimize the stress and guide the teachers on how to handle stress and further prevent and improve their coping mechanism.

Theoretical Background

This study on the stressors and coping mechanism of teachers is anchored on the theories of Transactional Theory on Stress and Coping by Richard Lazarus (1996), Biopsychosocial Model of Stress by Ingrid Cordon (1997), and General Adaptations Syndrome Theory of Hans Selye and Code of Ethics for Professional Teachers of the Philippines (Resolution no. 435, 1997), pursuant to paragraph (e). Article II, Teacher, and the State, Section 3 & 4 of RA no. 7836 (Philippine Teachers Professionalization Act of 1994).

Transactional Theory on Stress and Coping by Lazarus (1966). Stress is regarded as a relational concept, i.e., and is not defined as a specific kind of external stimulation nor a specific pattern of physiological, behavioral, or subjective reactions. Instead, stress is viewed as a relationship ('transaction') between individuals and their environment (Krohne, 2002). Coping is a process of standpoint as an ongoing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. From the definition, coping is merely identified as cognitive and behavioral efforts to manage stress. From a measurement and research standpoint, this type of formulation emphasizes that the coping effort is independent of the outcome so that its role in influencing adaptational outcomes can be independently assessed (Lazarus, 1966).

According to Richard Lazarus and Folkman's Transactional Model as cited by Borbowski (2005), stress can be thought of as resulting from an "imbalance between demands and resources" or as occurring when "pressure exceeds one's perceived ability to cope". Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope on mediate the stress response and are amenable to change, thus allowing stress to be controllable. In order to develop an effective stress management program, it is first necessary to identify the factors that are central to a person controlling his/her stress and to identify the intervention methods which effectively target these factors. Lazarus and

Folkman's interpretation of stress as cited by Borbowski (2005) focuses on the transaction between people and their external environment (known as the Transactional Model). The model contends that stress may not be a stressor if the person does not perceive the stressor as a threat but rather as positive or even challenging.

Also, if the person possesses or can use adequate coping skills, then stress may not actually be a result or develop because of the stressor. The model proposes that people can be taught to manage their stress and cope with their stressors. They may learn to change their perspective of the stressor and provide them with the ability and confidence to improve their lives and handle all of the types of stressors.

Biopsychosocial Model of Stress as stated by Cordon (1997) stress has three components: one is an external component, second is an internal component, and the third is the interaction between the external and internal components. The external component of the Biopsychosocial Model of stress involves environmental events that precede the recognition of stress and can elicit a stress response. Most of the common stressors fall within four broad categories: personal, social/familial, work, and the environment. These stressful events have been linked to a variety of psychological and physical complaints. For example, bereavement is a particularly difficult stressor and has provided some of the first systematic evidence of a link between stress and immune functioning (Landow, 2006).

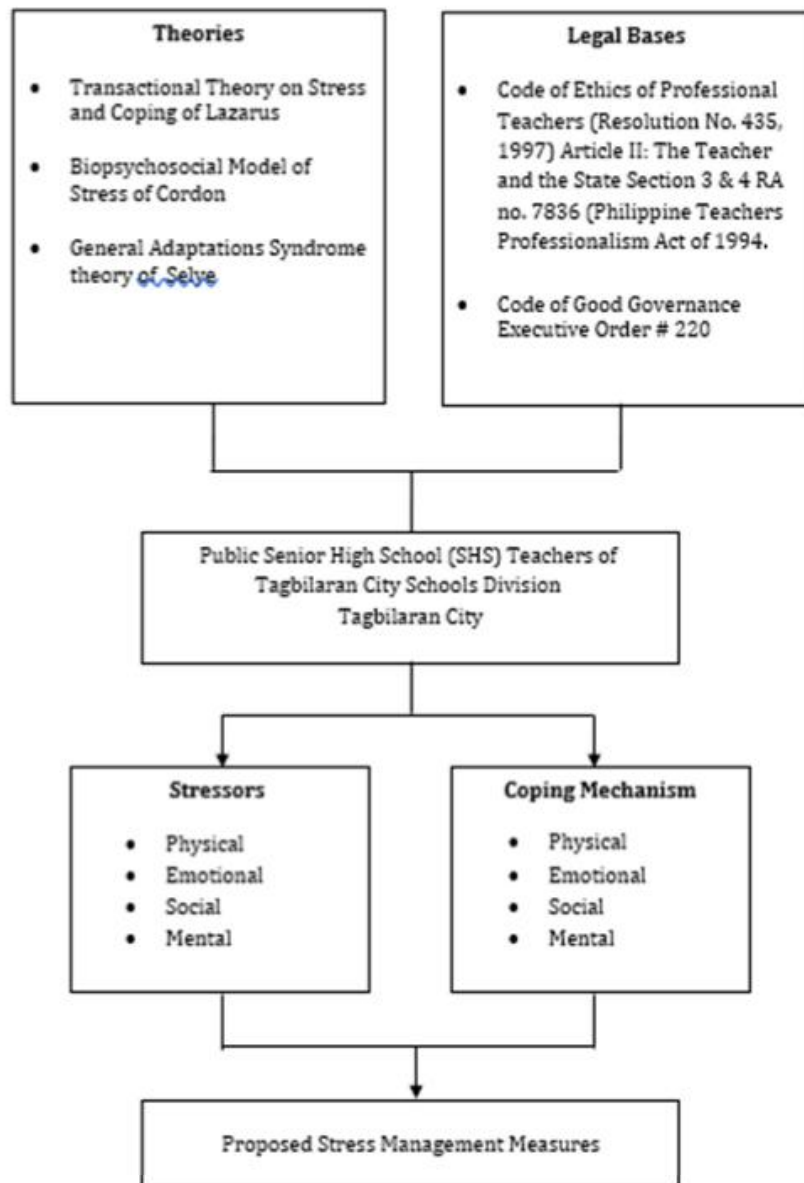


Figure 1. Schematic Diagram of the Study

Bereavement research generally supports a relationship between a sense of loss and lowered immune system functioning. Health problems and increased accidents are also associated with stressful work demands. Stressors also differ in their duration. Acute stressors are stressors of relatively short duration and are generally not considered to be a health risk because they are limited by time. Chronic stressors are of relatively long duration and can pose a serious health risk due to their prolonged activation of the body's stress response.

Stress has generally been viewed as a set of neurological and physiological reactions that serves an adaptive function traditionally; stress research has been oriented toward studies involving the body's reaction to stress and the cognitive processes that influence the perception of stress.

According to Selye 1976, as cited by Saleem (2011), an important aspect of stress is that a wide variety of dissimilar situations are capable of producing the stress response such as fatigue, effort, pain, fear, and even success. This has led to several definitions of stress, each of which highlights different aspects of stress. A stress reaction is elicited by a wide variety of psychosocial stimuli that are either physiologically or emotionally threatening and disrupt the body's homeostasis. The internal component of stress involves a set of neurological and physiological reactions to stress. Selye defined stress as "nonspecific" in that the stress response can result from a variety of different kinds of stressors and he thus focused on the internal aspects of stress.

Selye (1976) introduced the concept of general adaptation syndrome (GAS), the physiological response to stress. GAS is the same whether the stressor is actual or imagined, present or potential. In other words, physiological reactions of the body are essentially the same regardless of the source of stress. In addition to adapting globally, the body can also react locally: that is one organ or a part of the body reacts alone. This is referred to as the local adaptation syndrome (LAS). One example of LAS is inflammation. Selye (1956) proposed that both the GAS and LAS have three stages; alarm reaction, resistance, and exhaustion.

Selye, as cited by Saleem (2011), noted that a person who is subjected to prolonged stress goes through three phases: Alarm Reaction, this stage includes the complex sequence of events brought about by the activation of the sympathetic nervous system and the endocrine system – the fight-or-flight reaction. During this stage, the body is more susceptible to disease or injury because it is geared up to deal with a crisis. A person in this phase may experience headaches, indigestion, and anxiety. Sleeping and eating patterns may also be disrupted. During the stage of Resistance, with continued stress, Selye theorized that the body develop a new level of homeostasis in which it is more resistant to disease and injury than normal. During the resistance stage, a person can cope with normal life and added stress. Exhaustion, both the mobilization of forces during the alarm reaction and the maintenance of homeostasis during the resistance stage require a considerable amount of energy. If a stressor persists or if several stressors occur in succession, general exhaustion results. This is not the sort of exhaustion people complain of after a long, busy day. It is a life-threatening type of physiological exhaustion characterized by such symptoms as distorted perceptions and disorganized thinking. Selye termed this set of responses as the General Adaptation Syndrome (GAS). This general reaction to stress is viewed as a set of reactions that mobilize the organism's resources to deal with an impending threat.

This study is also anchored on the Code of Ethics for Professional Teachers of the Philippines (Resolution no. 435, 1997), pursuant to paragraph (e). Article II, Teacher, and the State, Section 3 & 4 of RA no. 7836 (Philippine Teachers Professionalization Act of 1994). In the interest of the state and of Filipino people as much as of his own, every teacher shall be physical, mentally, and morally fit. Every teacher shall possess and actualize a full commitment and devotion to duty.

This research gets its legal grounds the code of Good Governance otherwise known as Executive Order No. 220 issued by President Gloria Macapagal-Arroyo. Among its important features are: a.) the promotion and establishment of ethical awareness and competency among Filipino professionals to make them accountable to their public liability and fully fulfill their professional obligation to their clients: b.) the enhancement and maintenance of high professional, technical and ethical standards in the practice of their professions; and, c.) not only the improvement of

their technical and ethical proficiency, but also the awareness and knowledge of modern trends and technology to deliver quantitative and globally competitive professional services, and secure the safety and protection of the public.

This Code of Good Governance has specific principles of professional conduct. The specific professional conduct are a.) **Integrity and Objectivity** wherein professionals are required to undertake responsibilities with the highest sense of integrity, maintain objectivity at all times, be free of conflicts and refrain from engaging in any activity that would prejudice their abilities to carry out their duties ethically and their principle of; and b.) **Professional Competence** wherein teachers should be equipped with a certain level of competence necessary such as knowledge, technical skills, attitudes and experience to carry out professional services which they can reasonably deliver with professional services which they can reasonably deliver with professional competence (De Belen, et al., 2007).

In a journal authored by Pickering (2005), it was then found out that the workload and time constraints have a strong negative result on teachers making their stress level increase. Thus, the article emphasized to manage workloads of teachers like prioritizing tasks, longer-term lesson planning, a delegation of tasks and decreasing their involvement in some extra-curricular activities. Moreover, relationship within family members of teachers particularly teachers worrying about not spending enough time with family and friends can create an increase of stress level among them. Inadequate collegial support then affects how teachers satisfy themselves in the workplace. Providing enough time for teachers to mingle with one another and creating avenues for them to share experiences can make a positive difference to the stress felt by the teachers. Not enough classroom resources can also make a teacher's work stressful. This involves lack of materials and school supplies making it more difficult for them to stabilize.

According to Gebrekirstos (2015), the dominant sources of stress appear to be interpersonal related activities, administrative related stressors, and home-work interface in that order. Religious related coping, emotional self-control related coping, give-up coping planful coping and social related strategies are the most used coping strategies respectively. The article also recommends that there will be stress management programs and encouragement services provided to teachers. Thus, it is essential if counselors of the school and other health workers can help the educators cope with such stresses.

Stress is a reaction to a potential stressor (Roth & Cohen, 1986). A potential stressor is an event which has the potential to cause stress. When a potential stressor is encountered, each individual processes the event with coping mechanisms. Lazarus and Folkman (1984) analyzed the impact that using specific coping mechanisms had on actual stress experienced and found that the management of stress was more significant than the actual potential stressor. This explains why individuals who are faced with the same potential stressor can have a vastly different amount of stress from the event. Lazarus and Folkman continue to explain that the use of appropriate coping mechanisms is paramount to the inevitable stress that the individual experiences emotionally or physically as a result of the stressor. As people encounter potential stressors, they interact with the stressful environment and employ a variety of coping strategies to manage that stress in an effort to lessen the impacts of the stress on the physical, emotional, or psychological well-being of the individual (Dolan, 2008).

Stressors that require coping may be acute, such as a change in residence or onset of marital problems. Stressors also occur that are of longer duration, such as

chronic pain, chronic illness, or enduring financial problems. The effect of many acute stressors that occur within a relatively brief period of time may be cumulative and profound. Thus, the individual who experiences a marital separation, the death of an aging parent, and a change in his or her job within a brief period of time may find himself or herself struggling to adjust to maintain his or her physical and emotional health. Individuals may not be able to control some stressors. However, they can control the effects of stress managing stress like planning, laughing, re-channeling our energy, learning to relax and calling on our support system (Lazarus & Folkman, 1984).

According to Fisher (2007), there were two major components of stress among teachers; these were the misbehavior of students and the limitation of time given to them. Additionally, Fisher (2007) suggests that positive peer collaboration, better mentoring for new teachers, and more effective professional development must be highlighted in schools to satisfy teachers who will remain in the field of teaching in a long run. Moreover, the study of Meghaa (2017) stated that no student is afraid of the teacher, they are only afraid of the power they hold because teachers have the power to control the students' academic grades.

From the findings of the study of Austin, Shah, and Muncer (2005), the prevailing cause of stress among educators was work overload. Purposeful problem solving was the most frequently used coping strategy among the respondents. Anger management was also used to minimizing stress upon misbehavior of students in the class.

The main reasons that elevate stress among teachers include unrealistic expectations, paperwork, and administration. Schools should focus on stress management techniques reflected in seminars given to teachers. In addition, it is important to include follow-up, long term evaluation so that the impact can be maintained over an extended period of time Sprenger (2011).

Moreover, Darmody and Symth (2011) concluded that female teachers were satisfied in their job than male teachers making them cope easily with the workplace, even though gender was not significant in teacher stress. In addition, Manjula (2007), found out that teachers who happen to be in the age group of above 40 years and teachers below 30 years old experience a high level of stress.

The study conducted by Kepalaite (2013), found that teachers who experience high-stress level most often cope with the stressful situation using planful-problem solving, accepting responsibility and would prevent future occurrence of another stressor by seeking social support.

From the findings of the study of Pieras (2017), entitled *Stressors and Coping Strategies of Nurses* conducted in the selected hospitals of Tagbilaran City, more female nurses assigned in the operating room than males with age ranges from 25 to 45 years and are single and has an average of 5 years experienced in the workplace identified the major physical stressors were the malfunctioning of equipment and poor ventilation specifically the air conditioning unit in the workplace and the inability of nurses to access personal necessities. Moreover, nurses in the operating room usually cope with the physical stressors by arranging and checking the usual set-up of equipment, physical environment specifically the air conditioning unit or the ventilation of the workplace and checking the availability of supplies before and after the operation.

The study of Apalisok (2013), on job stressors, coping strategies and work efficiency revealed, that job stressors can greatly affect the work efficiency of the

nurses. High prevalence of stressors in the workplace can lead to poor efficiency. If the nurses experience job stressors, the work efficiency may deteriorate.

In another study, Ansley (2018) states that school heads or school leaders can help reduce teachers stress by cultivating working conditions that support teachers. The working conditions that lead to the most job satisfaction involve administrative and collegial support. In other words, teachers need their leaders to provide constructive feedback that helps improve their performance.

Based on the findings of the study of Bojo et al (2006) entitled *Levels of Stress Management Skills in Relation to their Degree of Utilization as Perceived by Level III Nursing Students* revealed that Level III Nursing students are proficient in the four skills being utilized: personal management skills, relationship skills, outlook skills, and self-care skills.

Among the four management skills, relationship and outlook skills have the greatest number of respondents that belong to proficient, next is the personal management skills and the last is the self-care skills in which two percent of the respondents are unskilled. Thus, there is a significant relationship between students' level of stress management skills and their degree of utilization of coping mechanisms. Based on the findings, the researchers, then concluded that if an individual possesses the cognitive preparation, this individual has the skill components to perform, in dealing with the alarm stage. One is equipped with the mental, emotional and spiritual ability to condition oneself and thereby have the internal stability in dealing with stress of life and making these come into action.

The study of Acebes (2007) which concentrated on Stress Management Skills and Degree of Utilization of third year BS Nursing students revealed that most of the respondents are young and are females. The major sources of the physical stress of third year Nursing students are studying exams with long coverage being deprived of sleep. In the personal aspect, going out with friends and doing recreational activities are used in managing stress. Taking a nap or sleep was used very often in coping physical and emotional stress and doing recreational activities were as well often used in coping personal stress. The result shows that there is a significant relationship between gender and stress management skills and its utilization.

Teachers use Lazarus' coping mechanisms daily to process potential stressors. For example, if a teacher encounters a potential stressor of a student who consistently misbehaves, he can use the coping mechanisms to deal with the potential stressor differently. A teacher using confronted coping may approach the student and request that he changes the behavior, or he may contact the administration to manage the student. If the teacher utilizes distancing, he would employ strategies to make sure that the rest of the class will not be affected by the student's behavior. Self-controlling would be the teacher managing their emotions so that he did not get too upset or lose their cool (Ugwuja, 2009).

A teacher seeking social support may ask another teacher or friend what he should do to handle the misbehavior. If a teacher employees the coping mechanism of accepting responsibility, he may believe that the student misbehaving was because they did not keep the student engaged enough, or acknowledge that the student behavior should have been corrected earlier. Escape-Avoidance would involve the teacher processing the potential stressor by ignoring the student misbehavior. If the teacher was to use playful problem solving, he may sit down and make a list of things he can do to correct the behavior, and then follow through with those actions each time the student misbehaves. He can also adjust the actions based on student's reactions.

Positive reappraisal would involve the teacher looking at the misbehaving student as a way to become a better teacher and better equipped to deal with problematic students in the future, or they may seek guidance from a religious belief or principle or pray about the solution. It is important to note that an individual quite often employs multiple coping strategies for each potential stressor (Folkman & Lazarus, 1988).

Based on the study of Mazumdar, et al., (2012) people cannot control life stress, but can manage the effect on it. Concentrating on the positive is one of the ways to reduce the stress that offers profound results. Akinboye et al. (2002) also found that stress is an unavoidable characteristic of life and work. In any job, there are a wide variety of potential causes of stress, some of which are common to both men and women and others are specific to each group.

Taylor (2004) in his study states that one of the most effective means by which individuals cope with stressful events is through social support and seeking the advice and comfort from others when facing stressors. There is substantial evidence showing the benefits of many forms of social support for both mental and physical health.

There are some issues of stress among Senior High School Teachers (SHS) namely; changing of schedules every semesters, the challenging classes, scheduling issues that need coordination, home visitations, paper works, shifting schedules, poor ventilation, lack of school facilities, and the like, on the top of the workload of Senior High School (SHS) teachers which is significantly heavier than the Junior High School (JHS) workload, and it comes with less hand-holding from students and teachers.

There are also many miscellaneous stresses that often come from a teacher's life. All teachers keep crazy hours from staying up too late to make their lesson logs, and to study, getting up early for shifting classes and trying to cram in all work and fun that can possibly fit. New teachers deal with missing their previous workplace/school and more seasoned and experienced teachers are used to it and embraced the public school system.

With the theories, related literatures and studies cited, the researcher is guided in determining the relationship between stressors experienced by SHS teachers and their coping mechanisms.

THE PROBLEM

Statement of the Problem

The main purpose of the study is to assess the stressors and coping mechanisms of Senior High School (SHS) Teachers. Moreover, it aimed to establish the difference between the stressors and coping mechanisms of Senior High School teachers in Tagbilaran City Schools Division, Tagbilaran City, Bohol, Philippines.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age;
 - 1.2. gender?
2. What is the respondents' profile in the following variables:
 - 2.1. stressors;

- 2.2. coping mechanisms?
3. Is there a significant difference in the respondents' stressors, and coping mechanisms when categorized according to:
 - 3.1. age;
 - 3.2. gender?
4. What action plan could be developed based on the findings of the study?

Statement of Hypothesis

This study hypothesized that there is no significant difference in the respondents' stressors and coping mechanisms when they categorized according to age and gender.

Significance of the Study

It cannot be denied that in every effort exerted, there is always a significant aim to be pursued. The same is true in this study. The researcher has set to pursue this piece of work with the hope of producing an output, which proves beneficial to teachers as well as other individuals operating within the education milieu. The result and findings are expected to benefit the following individuals and sectors:

Teachers. Because they play a major role in molding the student's minds, skills, and attitude, teachers need to be aware of the stressors and coping mechanism to fully teach and give a quality education to the learners especially in engaging students in the classroom. The result of this study can be used as a tool in inculcating values, facilitating quality education to the students and the developing personal worth. This study are ideas suggestive to enhance work performance through developing and application of appropriate coping mechanisms.

Department of Education. With the awareness on the existence of common stressors and coping mechanisms of Senior High School (SHS) Teachers, the administrators will be able to formulate and/or device measures to answer to the needs of the teachers and develop a supportive intervention program to allow the teachers to effectively deal with their stressors. To encourage them to support and approve school activities which will benefit the teachers' well-being. Such activities will motivate the teachers to use an approach that would lessen the level of stress that may be experienced by Senior High School teachers.

Other Professionals. This study is also beneficial to other professionals such as teachers in elementary and junior high school both in private and public schools who are having a stressful job. They will get relevant data which will help them be informed of the effects of stress and on how to overcome those.

Future Researchers. This study will serve as a reference and baseline information to further develop studies that enhance the management of different stress levels and coping mechanisms utilized by the Senior High School (SHS) Teachers.

Scope and Limitations

Keeping in mind the availability of time, budget, and resources, this study has been delimited to the administrators, teacher's designation, gender and the teaching experience of SHS teachers of Tagbilaran City Schools Division, Tagbilaran City.

The study was focused only to the Public Senior High School (SHS) Teachers of Tagbilaran City Schools Division, Tagbilaran City, Bohol on the stressors encountered, and coping mechanisms used in terms of Physical Stress, Emotional Stress, Social Stress, and Mental Stress.

The investigation was mainly focused on the respondents' perception on the stressors and coping mechanisms of teachers. No observation and validation was involved and no focused group discussion was done to validate the responses of the respondents. Moreover, the researcher is not an expert to fully validate the stressors and coping mechanisms of teachers. However, the researcher himself being a MAPEH teacher has experiences in teaching topics about stress as part of the subject's competencies; thus, he possesses satisfactory knowledge on the said topic.

Moreover, the researcher's questionnaires used by the respondents were based on foreign authors thus, the items in the questionnaires may not fit in the culture especially in the public school system.

Furthermore, the stressors and coping mechanisms of teachers were only based on the perceptions of the respondents who were gauged through questionnaires. Interview and observations were not used in this study to validate the respondents' answers.

RESEARCH METHODOLOGY**Research Design**

This study was descriptive-correlational in nature. It employed questionnaire in gathering the data to measure stressors and coping mechanism used by the respondents. This was chosen to obtain a descriptive view of the stressors and coping mechanisms of Public Senior High School Teachers of Tagbilaran City Schools Division, Tagbilaran City, Bohol. It also determined the difference between the stressors and coping mechanisms utilized by teachers.

Research Environment

This study was conducted at various schools among Public Senior High Schools Teachers (SHS) of Tagbilaran City Schools Division, Tagbilaran City, Bohol.

Dr. Cecilio Putong National High School (DCPNHS) originally the Bohol National High School or BNHS also known as Bohol High, is a public, secondary educational institution at Tagbilaran City, Bohol, Philippines. It is located along Carlos P. Garcia or CPG Avenue. It is a landmark of history and tourism of Tagbilaran City and Bohol. Having been a learning institution for 105 years, it is home to affluent leaders nationwide and currently boasts of a student populace of 3, 234 and a strong teaching workforce and administrative staff which totals to 117.

Tagbilaran City Science High School (TCSHS) is a special-science secondary school under the Interim City Schools Division of Tagbilaran City in the Philippines. It

is the first science high school established in Bohol. The TCSHS was established in June 1995. The City Government had donated a parcel of land along M. Parras Extension which became the present-day site of the school. It is located beside City East Elementary School. It has a total land area of 12, 588 square meters.

Cogon National High School Evening Class is located at San Jose Street, Cogon, Tagbilaran City, Bohol. Cogon HS Evening Class is a DepEd managed urban secondary public school located at Tagbilaran City.

Manga National High School is located at the foot of Elley Hill at the boundary of Ubuja and Manga Districts, Tagbilaran City, Bohol. The school has a population of 972 with 33 teachers, one of whom is a locally paid teacher. It is composed of 17 sections in the regular program, four sections in the Special Program for Sports (SPS) and four sections in the Open High School System. It is headed by a Principal. The school has an area of 15, 342 square meters.

Mansasa National High School is a public high school specifically located at Jimenez St, Mansasa District in the Municipality of Tagbilaran City, in the province of Bohol.

Research Respondents

The respondents of the research study were the Public Senior High School (SHS) Teachers of Tagbilaran City Schools Division, Tagbilaran City, Bohol. No sampling technique was used because total population of teachers participated in the study.

Table 1. Distribution of Respondents

Name of School	Total number of respondents
Dr. Cecilio Putong National High School	59
Tagbilaran City Science High School	12
Cogon National High School	8
Manga National High School	15
Mansasa National High School	10
TOTAL:	104

Research Instruments

The researcher used the researcher-made questionnaire based on the following authors: Ugwuja, Fidelis U. (2009) from "Preferred Stress Management Strategies adapted by the Administrative Staff of Tertiary Institutions in Federal Capital Territory (FCT); Abuja (2008) for the Physical Stressors and Coping Mechanism; Nita C. Hawk, B.S., M.S. and Dr. Barbara N. Martin, Dissertation Supervisor (2008) on Implications of Stress and Coping Mechanisms in the Superintendency" for the Mental Stressors and Coping; Jean-Pierre Brun, et al. (2012) on "Stress prevention at work checkpoints: Practical improvements for stress prevention in the workplace Geneva, International Labour Office, 2012", and Stress Questionnaire (2014) for the emotional and social stressors and coping mechanism, as the main research instrument to assess the stressors and the coping mechanism of teachers. These are formulated to find out the respondents' common stressors and the coping mechanism to stress. A draft of the instrument was shown to the adviser for content validation and the final draft

underwent pilot testing among selected teachers of Garcia Hernandez High School, in order to establish validity and reliability.

The first part of the questionnaire consists of indicators on the stressors and the second part consists of items of coping mechanism utilized by the respondents when common stressors were encountered. All parts of the questionnaires are in a checklist form.

The matrix below shows responses, quality description, and numerical value.

For Stressors:

Description	Meaning	Equivalent
Always	Experienced by the respondents 7-10 times a month	4
Often	Experienced by the respondents 4-6 times a month	3
Seldom	Experienced by the respondents 1-3 times a month	2
Never	Not experienced by the respondents	1
NA	Not Applicable	0

For Coping Mechanism:

Description	Meaning	Equivalent
Always	Experienced by the respondents 7-10 times a month	4
Often	Experienced by the respondents 4-6 times a month	3
Seldom	Experienced by the respondents 1-3 times a month	2
Never	Not experienced by the respondents	1
NA	Not Applicable	0

Research Procedure

Gathering of Data. The data gathering started with researcher's preparing a transmittal letter to the Schools Division Superintendent of Tagbilaran City Schools Division asking permission to conduct the study. After the approval of the superintendent, the researcher secured total number of SHS teachers of the identified schools of Tagbilaran City Schools Division at the Human Resource Management Office.

The researcher then visited the different school principals or schools heads of the identified schools of the division for the arrangement of the schedule of data gathering so as to let the researcher distribute the instrument during the designated time for the convenience of the respondents.

The researcher personally distributed the questionnaires to the secretary of the school principals of the different schools of Tagbilaran City Schools Division. Right after of the retrieval of the research instrument, the researcher with the help of his statistician, tabulated and collated the data. Quantitative data processing was determined to arrive at the scientific analysis and interpretation of the results.

Treatment of Data. In the analysis of the data, the following procedures were followed. The responses was collected, tallied and tabulated. To get the overall picture of the stressors and coping mechanisms by the respondents in terms of physical, emotional, social, and mental, the computation of the weighted mean was applied. The formula was:

$$WM = \frac{\sum fx}{N}$$

Where:

WM	=	Weighted Mean
\sum	=	Summation
f	=	frequency
x	=	weight assigned to each scale
N	=	Number of respondents

The computed weighted mean was interpreted using the following scale:

0.00 – 0.80	-	Not Applicable
0.81 – 1.60	-	Never
1.61 – 2.40	-	Seldom
2.41 – 3.20	-	Often
3.21 – 4.00	-	Always

To determine the analysis of variance between the respondent's stressors and coping mechanism when categorized according to gender, one-way ANOVA Analysis of Variance was computed. The formula is indicated below:

$$F = \frac{MST}{MSE}$$

$$MST = \frac{\sum_{i=1}^k (T_i^2/n_i) - G^2/n}{k-1}$$

$$MSE = \frac{\sum_{i=1}^k \sum_{j=1}^{n_i} Y_{ij}^2 - \sum_{i=1}^k (T_i^2/n_i)}{n-k}$$

Where:

F	=	variance ration for the overall test
MST	=	mean square due to treatments/groups
MSE	=	mean square due to error
Y_{ij}^2	=	an observation
T_i^2	=	group total
G	=	grand total of all observations
n_i	=	number in group
n	=	total number of observations
k	=	last number based on the given data

To determine the mean differences between the responses of two groups when categorized according to age the t-test was used. The formula is

T-test of Two Independent Samples

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1 + N_2 - 2}\right) \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

\bar{X}_1	=	mean score of first group
\bar{X}_2	=	mean score of second group
N_1	=	number of cases in the first group
N_2	=	number of cases in the second group

S_1^2 = variance of first group

S_2^2 = variance of second group

To determine the correlation between the common stressors experienced by the respondents and coping mechanisms being utilized, Pearson Moment Product Correlation Coefficient is used.

$$r = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

r = stands for the Pearson Moment Coefficient of Correlation

x = indicates the Scores of the First Variable

y = indicates the Scores of the Second Variable

$\sum xy$ = represents the sum of the products of deviation from the mean of x by the deviation from the mean of y

$\sum x^2$ = is the sum of the squares of the deviation from the mean for x

$\sum y^2$ = is the sum of the squares of the deviation from the mean for y

N = stands for the number of pairs of cases.

To prove the validity and reliability of the obtained Pearson r, it will be checked against the Table of Critical Values of the Pearson r at .05 level of significance.

DEFINITION OF TERMS

For the purpose of clarification and better comprehension, the important terms are operationally defined as follows:

Coping Mechanism

It refers to the way a teacher manages and gets himself from the stressful situation. This is the self-controlling and escape-avoidance the teacher uses to deal with stressful situation.

Emotional Stress

It refers to stressors which trigger the teacher's negative feelings such as anger, jealousy, heartache, depressions, and dissatisfaction in work.

Mental Stress

It refers to the stressors that cause strong feelings of pressure, worry or anxiety of teachers which hinder them in the decision-making process.

Physical Stress

It refers to the stressors that alter the state of the body's response to events that make a teacher feel threatened and uncomfortable at work.

Social Stress

It refers to the stressors which caused a strained relationship to others and cannot easily adjust to a new environment or to a new situation and from the social environment in general.

Stressors

These refer to the situations or events encountered in the workplace, factors causing or source of work stress experienced by the teachers.

CHAPTER II**PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter deals with the presentation, analysis, and interpretation of data based on the collected results. This includes the profile of the respondents in terms of age and gender, the respondents' stressors and coping mechanisms of teachers. Moreover, it also shows the significant difference in the respondents' stressors, and coping mechanisms when categorized according to age and gender.

Table 2. Profile of Respondents in terms of Age and Gender

Profile		Gender		Total
		Female	Male	
Age	Below 30	22	7	29
	31 - 40	38	14	52
	41 - 50	15	5	20
	Over 50	2	1	3
Total		77	27	104

Table 2 shows the profile of respondents in terms of age and gender. The SHS teachers of Tagbilaran City Schools Division are classified into age and gender. Teachers age over 50 has the least number among the groups. Only three teachers belong to the elder generation. Ages 31-40 has the most number of respondents with 52 out of the 104 SHS teachers. There are 77 females and only 27 male teachers. There were 104 total number of Senior High School Teachers of Tagbilaran City Schools Division, Tagbilaran City.

**Table 3. Stressors and Coping Mechanism
in terms of Physical Aspect**

Indicators	Female		Male		Overall		Indicators	Female		Male		Overall	
	WM	QD	WM	QD	WM	QD		COPING MECHANISM	WM	QD	WM	QD	WM
A. PHYSICAL													
1. Loud noises	3.21	A	2.96	0	3.14	0	1. Accepting that I have no control over the noise around me.	3.18	0	2.81	0	3.09	0
2. Inadequate electric connections / Poor maintenance of equipment	2.57 2.51	0 0	2.37 2.37	0 0	2.52 2.47	0 0	2. Limiting my use of electronic devices that will require recharging or electric power during the day. Identifying significant safety and health risks in the working environment by a joint walkthrough the workplace and group discussion involving supervisors and teachers.	2.88 2.66	0 0	2.52 2.59	0 0	2.79 2.64	0 0
3. Overcrowding /over population of students	3.05	0	3.19	0	3.09	0	3. Refer and seek assistance to the school principal and that can help alleviate the problem.	2.53	0	2.19	S	2.44	0
4. Poor ventilation	3.29	A	3.04	0	3.22	A	4. Seeking assistance from the administrators and the PTA to help alleviate the problem in classrooms.	2.44	0	2.33	S	2.41	0
5. Dust particles or fumes in the workplace	3.16	0	2.93	0	3.10	0	5. Wearing a face mask and avoiding allergy-causing activities.	2.26	S	2.00	S	2.19	S
6. Bringing work at home	3.16	0	2.85	0	3.08	0	6. Making sure that I still have time for family, friends, and many other interests.	3.39	A	3.04	0	3.30	A
7. Shift work / Shifting Schedules (A.M./P.M.)	1.97	S	1.67	S	1.89	S	7. Arranging my outside-work schedule so that it won't conflict with work.	2.97	0	2.41	S	2.83	0
8. No scheduled break times/mealtime	1.70	S	1.26	N	1.59	N	8. Packing my meals and snacks so I don't have to skip or delay eating.	2.79	0	1.93	S	2.57	0
9. Heavy workload & meeting deadlines	2.66	0	2.33	S	2.58	0	9. Using pocket note pads or diary for record of activities and plan the work carefully and agree on achievable deadlines or work pace.	3.00	0	2.37	S	2.84	0

10. Unfair distribution of work	1.47	N	1.67	S	1.52	N	10. Expressing to adjust the total workload of teachers taking into account the number and capacity of teachers.	2.08	S	2.11	S	2.09	S
11. Unclear directions of assigned tasks	1.71	S	1.56	S	1.67	S	11. Asking the person-in-charge for the clarifications and schedule for the re-orientation of the tasks to do.	2.43	O	2.00	S	2.32	S
12. Sleepless than 8hrs per night	2.87	S	2.81	O	2.86	O	12. Finding a quiet place and taking a power nap, no longer than 30 minutes.	2.44	O	2.44	O	2.44	O
Overall Perception	2.56	O	2.38	S	2.52	O	Overall Perception	2.70	O	2.36	S	2.61	O

Legend: **WM** – Weighted Mean

Interval Qualitative Description

- 0.00 – 0.80 – Not Applicable (NA)
- 0.81 – 1.60 – Never (N)
- 1.61 – 2.40 – Seldom (S)
- 2.41 – 3.20 – Often (O)
- 3.21 – 4.00 – Always (A)

QD – Qualitative Description

Interval Qualitative Description

- 0.00 – 0.80 – Not Applicable (NA)
- 0.81 – 1.60 – Never (N)
- 1.61 – 2.40 – Seldom (S)
- 2.41 – 3.20 – Often (O)
- 3.21 – 4.00 – Always (A)

Table 3 shows the respondents' profile in terms of stressors and coping mechanisms in physical aspect. In the physical stressors, the overall perception of the respondents which cause problems physically at work have a weighted mean of 2.52 as "often" experienced by the respondents and the overall perception of the coping mechanism used by the respondents has a weighted mean of 2.61 as "often" which means that even though teachers frequently encountered stressors they try to rationalize and adjust to the situation by opening their minds to alternative viewpoints and those who are truly open to guidance. They solicit good advice from others or from their immediate heads because teachers do much more than teach academic lessons.

The data show that there are items in the questionnaire that contradicts to the respondents' responses of the stressors. The respondents claimed that they never experienced scheduled break times/mealtime in item 9 but often used a coping mechanism. When asked about unfair distribution of work in item 11 they said they never experienced such but they seldom used a coping mechanism. This means that the coping mechanism was often done as part of their routine or as practiced everyday. Hence, teachers do not consider it as coping in the stressor since they do not also consider it as a stressor first and foremost.

They also manage classroom behavior and keep an eye on helping students grow and develop socially in a healthy way. On top of that, teachers coordinate with other adults or parents or even guardians in order to keep records. Teachers are expected to perform these tasks effectively, even when their students face difficulties outside the classroom, from unmet needs to mental health issues. The more needs students have, the more effort teachers are expected to do.

Moreover, the working conditions that lead to the most job satisfaction involve administrative and collegial support. In other words, teachers need their

leaders to provide constructive feedback that helps improve their performance (Ansley, 2018).

Respondents agreed that the highest cause of physical stress at work is “poor ventilation” garnering with the highest weighted mean of 3.22 which qualitative description is “always” and “seeking assistance from the administrators or schools principals to help alleviate the problem in the classroom” with the weighted mean of 2.41 “often” is their way of coping. This finding means that poor ventilation can really affect the teaching-learning process of the teachers’ and students’ performance in school.

The result of this study is parallel to the result of the study of Pieras (2017). He identified that the major physical stressors were physical environments such as the malfunctioning of equipment and the poor ventilation specifically the air conditioning unit. Pieras (2017) found out that the major physical stressors were the malfunctioning of equipment and poor ventilation specifically the air conditioning unit in the workplace and the inability of nurses to access for personal necessities. Also, operating room nurses usually cope with the physical stressors by arranging and checking the usual set-up of equipment, physical environment specifically the air conditioning unit or the ventilation of the workplace and checking the availability of supplies before and after the operation. The head nurses and supervisors should report to the concerned department for the proper monitoring and maintenance of all types of equipment.

On the part of the teachers, they cope by seeking assistance from the administrators, schools principals and PTA to help alleviate the problem in classrooms in item 4 teachers may find it comforting and they experience encountered in school to the parents and guardians. The problem be solved but expressing it lessens the stress. This is significant to a suggestion of making use of a support network in the management of stress. Those with little social support are vulnerable to stress and will find that coping with daily hassles and the stresses of life is especially difficult (Hambly and Muir, 1997). Though it may not be the resolution to stress, it probably helps provide the teachers a feeling of relief with the help of the administrators, school principals, parents and guardians to find solutions to the problems encountered in school.

“Loud noises” in item 1 having the weighted mean of 3.14 was another physical problem at work identified by the teachers described as “often”. This means that loud noises can really affect teachers’ work days and can result in lower job satisfaction, increase fatigue and tiredness, and cause a lack of energy and motivation among teachers.

“Dust particles or fumes in the workplace” in item 5 was another physical problem at work of all the teachers. It has a weighted mean of 3.10 as “often” experienced by the respondents. This implies that teachers often experience the dust particles or fumes in the workplace which can trigger asthma attack and other allergies, rhinitis and even heart disease. If unattended and allowed to build up, it can cause hazard to one’s health.

“Overcrowding/overpopulation of students” in item 3 was also a physical problem of the respondents at work. Its weighted mean of 3.09 described as “often” experienced by the respondents indicates that overcrowded classrooms schools have consistently been linked to increased levels of aggression in students. It is also associated with decreased levels of student engagement and, therefore, decreased levels of learning (Duncanson, 2003).

The researcher also identified “Bringing work at home” as another stressor. The weighted mean of 3.08 described which appeared to be experienced as “often” means that teachers are dealing with many paperwork, excessive teaching loads, lesson preparation, marking, supervising, short notice of paper works, computation of grades and other curricular activities to be attended like Athletic Meets and other extra-curricular activities outside the campus. These are the reasons why teachers are bringing work at home just to finish the deadlines of the reports and other ancillary job requirements.

The teachers cope by “making sure that I still have time for family, friends, and many other interests”. It has the weighted mean of 3.30 which is translated as “always”. This indicates that the teachers are generally healthy and know how to de-stress, plan recreational activity and carve out family time after a hectic day. Spending time with friends and family makes a big difference when it comes to happiness. Social time is especially important for happiness – even for introverts.

Gilbert (2010) indicated that the amount of time spent with friends and family goes a long way towards boosting happiness – even more so than an increased income. So while money can not buy happiness, spending time with the ones teachers love, is always a good investment. Teachers plan ahead and schedule things very well. Teachers are more often inclined to think positive thoughts, and consider the benefits of relaxation and make time for it.

In a study conducted by Kepalaite (2013), he found out that those teachers who experience high-stress level most often cope with the stressful situation using playful problem solving, accepting responsibility and would prevent future occurrence of another stressor by seeking social support.

Acebes et al. (2007) found that with the different sources of stress that were drawn among Nursing students, certain perceived management skills are used by the respondents. In the personal aspect, going out with friends and doing recreational activities are used in managing stress.

Lastly, unfair distribution of work has a weighted mean of 1.52 which means teachers never experienced this at work physically. Teachers were actually asked to submit a copy of the 201 files approved by the Civil Service Commission that includes approved appointment paper and other important documents related to the item qualification of teachers. Thus, the workloads and other ancillary jobs of teachers are given based on the 201 files submitted and approved by the Civil Service Commission.

Furthermore, “expressing to adjust the total workload of teachers taking into account the number and capacity of teachers” are seldom used as coping mechanisms of teachers with the weighted mean of 2.09. This implies that teachers need to speak out their concerns to direct superiors or heads to express the total number of workloads, fair distribution of works and the qualifications to handle the subject or any ancillary jobs of teachers that will be given to the teacher based on the submitted 201 files approved by Civil Service Commission.

Table 4. Stressors and Coping Mechanism in terms of Emotional Aspect

Indicators	Female		Male		Overall		Indicators	Female		Male		Overall	
	WM	QD	WM	QD	WM	QD		WM	QD	WM	QD	WM	QD
B. EMOTIONAL							COPING MECHANISM						
1. financially challenged	2.51	0	2.59	0	2.53	0	1. Restructuring my budget and finding means for other income.	3.12	0	2.81	0	3.04	0
2. insecure (professional insecurity)	1.44	N	1.33	N	1.41	N	2. Have regular consultations among teachers and DepEd about enhancing the possibility of more stable forms of employment promotion.	1.92	S	2.00	S	1.94	S
3. bothered by conflicts with my in-laws	0.70	NA	0.81	N	0.73	NA	3. Trying to keep myself occupied with other important things so as not to dwell on this conflict.	1.83	S	1.78	S	1.82	S
4. under-appreciated a work	1.42	N	1.52	N	1.44	N	4. Focusing more on how I can grow from the experience at work.	2.70	0	2.52	0	2.65	0
5. unfulfilled despite the innate love for my job	1.60	N	1.56	N	1.59	N	5. Taking time for self-evaluation to identify the underlying reasons for this feeling.	2.61	0	2.41	0	2.56	0
6. the lack of passion for my job or unmotivated	1.49	N	1.48	0	1.49	N	6. Finding activities/hobbies to keep me occupied or examining other career options as my fall-back jobs so I won't feel trapped in my current position.	2.56	0	2.19	S	2.46	0
7. more obliged than happy to work	1.84	S	1.85	S	1.85	S	7. Reflecting on my daily activities and give a reward to myself in my accomplishments.	2.82	0	2.63	0	2.77	0
8. criticized by colleagues and others around me	1.40	N	1.52	N	1.43	N	8. Being open-minded, accepting feedback from others.	3.08	0	3.00	0	3.06	0
9. not compensated enough, considering the volume of my work	1.88	S	1.74	S	1.85	S	9. Communicating or making sure I understand the employment contract.	2.45	0	2.37	S	2.43	0
10. unable to control my temper	1.45	N	1.52	N	1.47	N	10. Diverting my attention to other positive things to avoid triggers as much as I can.	2.92	0	2.48	0	2.81	0
11. extremely sensitive and irritable	1.51	N	1.41	N	1.48	N	11. Avoiding things, people, circumstances that can cause this feeling.	2.82	0	2.37	S	2.70	0
Overall Perception	1.57	N	1.58	N	1.57	N	Overall Perception	2.58	0	2.41	S	2.58	0

Table 4 shows the respondents' stressors and coping mechanisms of teachers in terms of emotional aspect. The data reflected were contradictory since the respondents'

answers on the stressors were never experienced but they often use the coping mechanism. This means that the coping mechanism was often done as part of their routine or as practiced everyday, that is why teachers do not consider it as coping in the stressor since they do not also consider it as a stressor.

As revealed in the table, the overall perception of the respondents answered, “never” experienced stress in the emotional factor with the weighted mean of 1.57. This implies that teachers are emotionally healthy. Emotional health is vital in teaching and learning. Teaching and learning should take place within a healthy atmosphere. The conducive atmosphere allowed effective and efficient teaching and learning. Emotionally healthy teachers were able to enjoy teaching and that made learners to enjoy learning, whereas unhappy teachers were difficult to colleagues and also learners.

Furthermore, there are also items in the questionnaire that teachers “often” experienced stress like “*financially challenged*”, and they seldom felt that they are “*more obliged than happy to work*” and “*not compensated enough considering the volume of their work*”. That is why the respondents often used a coping mechanism in the emotional aspect.

Among all the emotional problems of teachers at work, respondents rated “financially challenged” 2.53 translated as “seldom”. This implies that teachers are having a hard time managing their finances. They often left with no choice but to spend from their own pockets for the needs they should not be shouldering – from school activities to classroom posters to furniture.

In addition, expenditures are trickier to manage as public school teachers have a once-a-month pay schedule. Several teachers have pointed out that, because their paydays are farther apart, they are more likely to end up borrowing supplementary cash. One might see this as a sign of poor money management, but consider that these are the same teachers who are saddled with unreasonable classroom costs. Consider, too, that newly hired teachers often have to wait a few months before finally receiving their first salary. It is not surprising that they turn to loans to get by, right from the start of their job (Tagupa, 2018).

However, teachers often (3.04) cope with stress for financially challenged through “restructuring my budget and finding means for other income”. This means that teachers are not actually underpaid, they simply lack financial literacy. Financial literacy is the possession of a set of skills and knowledge that allow all the teachers to make an informed and effective decision with all other financial resources. According to Secretary Leonor Briones, when loans take a huge chunk of teachers’ salaries, one might conclude that these professionals are not actually underpaid, they simply lack financial literacy. This is a common view, but a dangerous assumption to apply in general to all teachers in the country. Furthermore, specific factors affecting this situation could be further studied to be able to understand the main cause of such mismanagement.

The teachers seldom feel that they are “more obliged than happy to work” (1.85). Indeed, the teachers seldom have manifestations of emotional stress because teachers have professional knowledge and skills gained through formal preparation and experience. Teachers provide personal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures design to promote learning. While “reflecting on my daily activities and give a reward to myself in my accomplishments” was the coping mechanism “often” used by the respondents (2.77) which means that they often manifest this because they are not emotionally stressed out.

Moreover, “not compensated enough, considering the volume of my work” was seldom experienced by the teachers (1.85). This implies that teachers seldom have manifestations of emotional stress because all teachers in the Senior High items are automatically in Teacher II position with the salary grade 12. Communicating or making sure they understand the employment contract” was often used as a coping mechanism of teachers with the weighted mean of 2.43. This means that teachers are well-informed before starting the school year. Teachers are scheduled for an orientation called Teachers Induction Program (TIP) in adapting to new workplace culture, information about the systems and processes, the school norms, mentoring for the newly hired teachers’, professional development, salary grade and the benefits of all teachers.

This result was supported by the Code of Good Governance otherwise known as Executive Order No. 220 issued by President Gloria Macapagal-Arroyo. Among its important features are; a.) the promotion and establishment of ethical awareness and competency among Filipino professionals to make them accountable to their public liability and fully fulfill their professional obligation to their clients; b.) the enhancement and maintenance of high professional, technical and ethical standards in the practice of their professions; and, c.) not only the improvement of their technical and ethical proficiency, but also the awareness and knowledge of modern trends and technology to deliver quantitative and globally competitive professional services, and secure the safety and protection of the public.

In addition, the main reasons that elevate stress among teachers according to Sprenger (2011), include unrealistic expectations, paperwork, and administration. Schools should focus on stress management techniques reflected in seminars to be given to teachers. Likewise, it is important to include follow-up, long term evaluation so that the impact can be maintained over an extended period of time.

Furthermore, “bothered by conflicts with my in-laws” was rated as not applicable with the lowest weighted mean of 0.73. The main reason is that majority of the respondents are single. Thus, the coping mechanism of the respondents does not show any experience regarding conflict with in-laws. This is proven in the gathered data that “trying to keep myself occupied with other important things so as not to dwell on this conflict” has a weighted mean of 1.82 which means they never experienced this at all.

Table 5 presents the respondents’ profile in stressors and coping mechanism in terms of social aspect. The respondents claimed not having experienced some items but they marked specific coping mechanism. The researcher sees their responses on coping as routine and are not really an action triggered by stress.

The data reveal the overall perception of 1.25 as “never” experienced by the teachers while the overall perception of the coping mechanism is “often”. This means that the respondents are not stressed out socially. Teachers often use the coping mechanism because there are items in the questionnaire that teachers “seldom” experience stress like *poor relations with colleagues/workmates; difficulty in handling student discipline problems and lack of recreation time outside of work*. That is why the respondents often used a coping mechanism in the social aspect.

Table 5. Stressors and Coping Mechanism in Terms of Social Aspect

Indicators	Female		Male		Overall		Indicators	Female		Male		Overall	
	WM	QD	WM	QD	WM	QD		WM	QD	WM	QD	WM	QD
1. Poor relations with my immediate head	1.19	N	1.48	N	1.27	N	1. Trying to establish clearer communication with my immediate head.	2.66	O	2.67	O	2.66	O
2. Poor relations with colleagues/workmates	1.14	N	1.33	N	1.19	N	2. Building a positive relationship with a selected group of individual I feel I am accepted.	2.83	O	2.74	O	2.81	O
3. been harassed	0.75	NA	1.07	N	0.84	NA	3. Reporting the incident (whether verbal, emotional, sexual abuse) to the right person.	1.70	S	2.00	S	1.78	S
4. been discriminated	0.90	N	1.19	N	0.97	N	4. Expressing to the right persons and reporting that I be treated fairly.	2.01	S	2.26	S	2.08	S
5. Impersonal treatment from colleagues	0.94	N	1.37	N	1.05	N	5. Having a selected group of genuine friends whom I know will treat me well.	2.49	O	2.63	O	2.53	O
6. Lack of communication from the administrations	1.42	N	1.56	N	1.45	N	6. Initiating more open communication with my immediate supervisors.	2.36	S	2.81	O	2.48	O
7. Lack of family support	1.04	N	1.19	N	1.08	N	7. Keeping my family involved in the events of my career.	2.40	S	2.37	S	2.39	S
8. Changes in residence	0.79	N	0.96	N	0.84	N	8. Getting myself well-acquainted with the place and the people around me so I know where to place myself in whatever situations at all times.	2.34	S	2.44	O	2.37	S
9. Difficulty in handling Student discipline problems	1.96	S	1.63	S	1.88	S	9. Developing a more open relationship with my students.	3.04	O	2.89	O	3.00	O
10. Annoying workmates	1.19	N	1.33	N	1.23	N	10. Giving feedback to the person concerned.	2.17	S	2.52	O	2.26	S
11. Lack of recreation time outside of work	2.00	S	1.89	S	1.97	S	11. Budgeting time between school work and relaxation.	2.87	O	2.59	O	2.80	O
Overall Perception	1.21	N	1.36	N	1.25	N	Overall Perception	2.44	O	2.54	O	2.47	O

Moreover, “poor relations with colleagues/workmates” was “seldom” experienced by the respondents with the weighted mean of 1.19. This implies that they seldom have outward manifestations. This means that the teachers have seldom experienced factions in school like their preferences, opinions, and expertise. While “*building a positive relationship with a selected group of individual I feel I am accepted*” was the coping mechanism “often” used by the respondents (2.81). This means that teachers are seeking social support from family, friends, co-workers and other individuals in times of personal crises and school-related problems. This result was supported by the study of Taylor (2004). It states that one of the most effective means by which individuals cope with stressful events is through social support and seek the

advice and comfort of others when facing stressors. There is substantial evidence showing the benefits of many forms of social support for both mental and physical health. In a study conducted by Kepalaite (2013), it revealed that teachers who experience high-stress level most often cope with the stressful situation using playful problem solving, accepting responsibility and would prevent future occurrence of another stressor by seeking social support.

However, “difficulty in handling student discipline problems” was “seldom” experienced as social stressors by the respondents with the weighted mean of 1.88. Discipline problems challenge most new teachers but veteran educators already know how to handle such problems. According to Kokkinos as cited by Fisher (2007), there were two major components of stress among teachers; these were the misbehavior of students and the limitation of time given to them.

Additionally, Fisher (2007) suggests that positive peer collaboration, better mentoring for new teachers, and more effective professional development must be highlighted in schools to satisfy teachers who will remain in the field of teaching in a long run.

“Developing a more open relationship with students” was the coping mechanism used by the respondents with the weighted mean of 3.00 indicated as “often”. Thus, teachers use Lazarus’ coping mechanisms daily to process potential stressors. For example, if a teacher encounters a potential stressor of a student who consistently misbehaves, he can use the coping mechanisms to deal with the potential stressor differently. A teacher using confronted coping may approach the student and request that the student change the behavior, or he may contact the administration to manage the student. If the teacher utilizes distancing, he would employ strategies to make sure that the rest of the class was not affected by the student’s behavior.

Lastly the indicator, “lack of recreation time outside of work” has weighted mean of 1.97 translated as “seldom” by the respondents. This is mainly because the teachers are in a position of too much responsibility because of the teachers’ hectic schedule, they have no time to recreate after work. The data is supported by the findings of the study of Austin, Shah, and Muncer (2005). The prevailing cause of stress among educators was work overload. Main reasons that elevate stress among teachers include unrealistic expectations, paperwork, and administration. “Budgeting time between school work and relaxation” was often used as a coping mechanism among the respondents (2.80). Through time management teaches can help them recover their breath and sense of balance. Furthermore, Copper et al. (1998) proposed that organizations are required to approach stress at three levels. The first level is “stress audit” that is to establish the source of stress arising from the working environment, determine how organized work is, identify people’s work relationship, and the demands placed upon the employees. Establishing stress management programs follows after which a counsel service must be established. Lastly is to cushion oneself by relaxation, breaks, social support, and healthy, and leisure activities. Lastly, Selye (1976) suggests adopting the right attitude can convert a negative stress into a positive one.

Table 6 presents stressors and coping mechanisms in terms of mental aspect. The data reflected were contradictory in item 9 (Students overpowering my authority as a teacher) and item 10 (Limited knowledge in my lessons) since the respondents’ responses of the stressors were never experienced but they often used the coping mechanism. The researcher infers that the coping mechanism was often done as part of their routine or as practiced everyday, that is why teachers do not considered it as coping in the stressor since they do not also consider it as a stressor. Mental stressors

are seldom experienced by the respondents with the overall perception of the weighted mean of 2.22 which means that they seldom have experienced stress in mental aspect.

“Lack of resource materials and references” was often (2.92) experienced by the respondents. Many teachers are working with at-risk students with very few of the necessary resources to support them. This means that lack

Table 6. Stressors and Coping Mechanism in Terms of Mental Aspect

Indicators	Female		Male		Overall		Indicators	Female		Male		Overall	
	WM	QD	WM	QD	WM	QD		WM	QD	WM	QD	WM	QD
1.Lack of information, updates, and current events related to my work	2.25	S	1.74	S	2.12	S	1. Asking for clarification when confused.	3.19	0	2.81	0	3.10	0
2. Pressure in teaching well the lessons	2.25	S	1.74	S	2.12	S	2. Forming a small working group or Learning Action Cell (LAC) session in which teachers and supervisors can develop solutions to and create strategies in teaching the lessons well.	2.92	0	2.59	0	2.84	0
3. A Challenging situation in teaching a subject not under my field of specialization	1.95	S	1.93	S	1.94	S	3. Expressing to arrange the subject loading of teachers according to their expertise.	2.25	S	2.41	0	2.29	S
4. Ancillary jobs beyond my time	1.91	S	2.11	S	1.96	S	4. Saying NO when I feel I cannot really do it.	2.26	S	2.22	S	2.25	S
5. Lack of resource materials and references	2.88	0	3.04	0	2.92	0	5. Buying my own materials and references or looking for alternative sources.	3.42	A	3.15	0	3.35	A
6. Meeting deadlines at short notice	2.56	0	2.33	S	2.50	0	6. Accomplishing all the necessary requirements and school-related work because I know these are required of me.	3.32	A	2.63	S	3.14	0
7. Students' low performance in school	2.74	0	2.30	S	2.63	0	7. Identifying low performing students and giving necessary remediation.	3.10	0	3.04	0	3.09	0
8. Meeting superior's expectations	2.66	0	2.33	S	2.58	0	8. Knowing my job on the Individual Performance Commitments Review Form (IPCRF) and the performance indicators required.	3.03	0	2.93	0	3.00	0
9. Students overpowering my authority as a teacher	1.52	N	1.56	N	1.53	N	9. Setting standards of behavior at the beginning of the class.	3.21	A	2.74	0	3.09	0
10. Limited knowledge in my lessons	1.68	S	1.30	N	1.58	N	10. Doing self-study, finding opportunities to enrich my knowledge and attending seminars/workshops to cater to the need of the 21 st -century learners.	3.26	A	3.00	0	3.19	0
11. Alignment of class activities to the objectives	2.43	0	2.11	S	2.35	S	11. Forming a small working group or Learning Action Cell (LAC) session in which teachers and supervisors can develop solutions to and create strategies in teaching the lessons well.	2.88	0	2.67	0	2.83	0
12. High standards imposed by the administrators	2.58	0	2.22	S	2.49	0	12. Doing my best to meet the standards imposed by the administrators and taking every opportunity to voice out my concern such as verbal or written	3.10	0	3.07	0	3.10	0

13. Classroom observation with NO DLL/DLP/Lesson Plan	1.96	S	1.81	S	1.92	S	feedback.	3.27	A	2.96	0	3.19	0	
14. Deadlines with regards to computing students grades	2.55	0	2.19	S	2.45	0	12. Planning my lessons regularly taking into account my available resources.	3.04	0	2.67	0	2.94	0	
Overall Perception	2.28	S	2.05	S	2.22	S	13. Checking and recording the raw scores immediately to e-class record.	Overall Perception	3.02	0	2.77	0	2.96	0

of resources plays a major role in influencing students to learn and love the subject. A classroom with many students without books is hardly a learning environment and can really affect the students' performance in school. Lack of classroom materials is one of the problems that the public-schools have. This could support the journal authored by Pickering (2005). He found out that not enough classroom resources can also make a teacher's work stressful. This involves lack of materials and school supplies making it more difficult for them to stabilize. Because of these problems, teachers always (3.35) buy his own materials and references or look for alternative sources that will sustain the productivity of the classroom. Lack of classroom materials has a big impact on the process of teaching and learning.

On the other hand, "students overpowering his authority as teacher" was "never" (1.53) experienced by the respondents but they identified and "setting standards of behavior at the beginning of the class" as the coping mechanism "often" used by the respondents (3.09). As perceived by teachers, students do not gain control over their teachers. Students tend to eliminate superiority among themselves and thus, respecting a teacher's role in the classroom set-up. The findings are supported by the study of Meghaa (2017). It revealed that no student is afraid of the teacher, they are only afraid of the power they hold because teachers have the power to control the students' academic grades.

Furthermore, "limited knowledge in his lessons" was "never" (1.58) experienced mentally by the respondents. Doing self-study, finding opportunities to enrich his knowledge and attending seminars/workshops to cater to the need of the 21st century learners" was the coping mechanism used "often" (3.19) by the respondents. Teachers are knowledgeable of the content matter they are teaching. This is dominant because one of the major duties and responsibilities of a teacher is to be a master of content knowledge and its application across learning areas. The education and various seminars attended by the respondents made them more equipped to become efficient and effective teachers. Thus, generally, they have enough or more knowledge to what they are into.

Table 7. Difference in Stressors and Coping Mechanisms when Categorized According to Age

AGE		Mean	Std. Deviation	F-value	p-value	Decision
Physical Stressors	Under 30	33.2759	6.86032	0.108	0.955	Accept Ho
	31 – 40	32.5769	7.68075			
	41 – 50	32.5500	8.70859			
	Over 50	31.0000	11.13553			
	Total	32.7212	7.65450			
Physical Coping	Under 30	35.0000	7.36788	1.118	0.345	Accept Ho
	31 – 40	34.2885	8.94501			
	41 – 50	32.8000	12.44186			
	Over 50	25.3333	2.88675			
	Total	33.9423	9.26715			
Emotional Stressors	Under 30	16.9655	5.79090	0.571	0.635	Accept Ho
	31 – 40	18.0000	6.69211			
	41 – 50	15.8000	7.03824			
	Over 50	17.3333	8.08290			
	Total	17.2692	6.51247			
Emotional Coping	Under 30	30.0000	8.49790	1.783	0.155	Accept Ho
	31 – 40	28.9231	9.31549			
	41 – 50	23.9000	11.91593			
	Over 50	28.3333	3.78594			
	Total	28.2404	9.68684			
Social Stressors	Under 30	13.1724	4.59867	0.991	0.400	Accept Ho
	31 – 40	14.6731	7.59443			
	41 – 50	11.9500	6.41113			
	Over 50	15.6667	5.03322			
	Total	13.7596	6.60611			
Social Coping	Under 30	29.8276	9.79821	0.753	0.523	Accept Ho
	31 – 40	26.2692	11.24612			
	41 – 50	25.5000	14.92966			
	Over 50	27.6667	5.50757			
	Total	27.1538	11.54877			
Mental Stressors	Under 30	30.2069	8.73981	0.478	0.699	Accept Ho
	31 – 40	32.1346	8.57042			
	41 – 50	29.7000	9.67417			
	Over 50	30.3333	18.61003			
	Total	31.0769	9.07112			
Mental Coping	Under 30	42.0345	9.23303	0.294	0.829	Accept Ho
	31 – 40	41.8077	10.18079			
	41 – 50	39.7000	12.71178			
	Over 50	39.0000	5.19615			
	Total	41.3846	10.28365			

Table 7 shows the differences in the respondents' physical, emotional, social, and mental stressors together with the corresponding coping mechanism when categorized according to age. The p-values of each factor presented are all greater than 0.05 alpha which means that the difference is not statistically significant leading to the null hypothesis to be accepted. Majority of the respondents belong to the age range of 31-40 resulting more to the acceptance of the null hypothesis. This means that there is no connection or correlation of the respondents' stressors and coping mechanisms to their age.

Furthermore, the highest mean of the stressors when categorized according to age is 31-40 years old, which means that the age group belongs to the age bracket of 31-40 and majority of them are females who experienced stress. This finding is inconsistent with Manjula's study (2007). It found out that teachers who happened to be in the age group of above 40 years and below 30 years old experience a high level of stress. This implies that teachers who happened to be in the 31-40 age bracket have adjusted to their working environment. Most of them are pretty mature and experienced which prevent them to look at stress and preserve the smoothness in their work organization.

Table 8. Difference in Stressors and Coping Mechanisms when Categorized According to Gender

	Gender	Mean	Std. Deviation	t-value	p-value	Decision
Physical Stressors	Female	33.3247	7.53840	1.364	0.176	Accept Ho
	Male	31.0000	7.86423			
Physical Coping	Female	35.0649	7.89293	2.121	0.036	Reject Ho
	Male	30.7407	11.98907			
Emotional Stressors	Female	17.2468	5.87626	-0.059	0.953	Accept Ho
	Male	17.3333	8.19005			
Emotional Coping	Female	28.8312	8.94781	1.051	0.296	Accept Ho
	Male	26.5556	11.56365			
Social Stressors	Female	13.3247	5.39844	-1.135	0.259	Accept Ho
	Male	15.0000	9.24870			
Social Coping	Female	26.8831	11.15557	-0.402	0.688	Accept Ho
	Male	27.9259	12.79701			
Mental Stressors	Female	31.9091	9.13954	1.592	0.115	Accept Ho
	Male	28.7037	8.59702			
Mental Coping	Female	42.2597	9.04288	1.474	0.144	Accept Ho
	Male	38.8889	13.08356			

Table 8 presents the differences between the respondents' stressors, and coping mechanisms when grouped according to gender. Seven (7) out of 8 factors mentioned have a p-value greater than 0.05 alpha resulting in the acceptance of the null hypothesis. This means that there is no significant difference between the male and female teachers when it comes to the stressors and coping mechanisms mentioned except for the physical coping, which is less than 0.05 alpha leading to the null hypothesis to be rejected; thus, persuading a significant difference between the two gender groups. Comparing the groups, the researcher infers that female teachers can cope easily with the physical stressors in the work environment because female teachers often seek support by confiding to family/or any support group, friends, to process what is happening and what should be done. Also, female teachers like to tell their stories

while male teachers often seek an escape activity to get relief from stress, or even tend to keep their stressors to themselves.

Furthermore, males are acting out their stressful energy in a challenging way while enjoying the companionship of other men. Male teachers are not expressive compared to female teachers. Moreover, this result was supported by the study of Darmody and Smyth (2011), who concluded that female teachers were more satisfied in their job than male teachers making them cope easily with the workplace, even though the gender was not a significant factor in teacher stress.

CHAPTER III

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This chapter embodies the summary of the findings. It also presents the conclusions drawn. Finally, recommendations were also presented based on the results of the study.

Summary

The study aimed to determine the stressors and coping mechanisms of teachers. This study made use of a descriptive correlational design which employed a quantitative approach. This was chosen to obtain a descriptive view of the stressors and coping mechanisms of the 104 public senior high school teachers of Tagbilaran City Schools Division, Tagbilaran City, Bohol. It also determined the difference between the stressors and coping mechanisms utilized by teachers.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 gender?
2. What is the respondents' profile in the following variables:
 - 2.1. stressors;
 - 2.2. coping mechanisms?
3. Is there a significant difference in the respondents' stressors, and coping mechanisms of the respondents when categorized according to:
 - 3.1. age;
 - 3.2. gender?
4. What action plan could be developed to support the findings of the study?

Findings

The significant findings of the study are presented in such a way that they answer to the specific questions in the statement of the problem. Based on the findings of the study, the following results were revealed:

1. Out of 104 Public Senior High School Teachers in Tagbilaran City Schools Division, Tagbilaran City, Bohol, seventy-seven of them were female teachers and twenty-seven are males. Majority of the respondents were females and belonged to the age bracket of 31-40 years old.
2. Stressors and coping mechanism used by the respondents. Teachers are stressed when the physical working environment is not conducive for learning and teaching and when it is also overcrowded/overpopulation of students. Moreover, teachers refer to and seek assistance of the school principal to help lessen the problem of overcrowding/overpopulation of students.

Financially challenged was coped by restructuring the budget and finding means of other income is the coping mechanism used by the respondents in the emotional aspect. Lastly, lack of resource materials and other paper work related can really affect the teachers mentally and buying their own materials and references or looking for alternative sources was the coping mechanism of teachers.

There are also items in the emotional and social stressors did not affect too much, although teachers have encountered these stressors while in school. Thus, the respondents' stressors and coping mechanisms used by the teachers have no significant difference when categorized according to age and gender except for the physical coping in terms of gender. Furthermore, there were contradicting results of the stressors encountered and coping mechanism used by the respondents.

3. There is no significant difference in the respondents' stressors, and coping mechanisms used by the teachers when categorized according to age and gender. However, for the physical coping, there is a significant difference in terms of gender.

Conclusions

Based on the findings of the study, the researcher concluded that there is no significant difference in the respondents' stressors and coping mechanisms used by the respondents. It is also concluded that male and female teachers have the same reactions of the encountered stressors and the same coping mechanisms used except for physical coping.

Recommendations

Based on the findings and conclusion drawn from the study, the researcher, therefore, recommends the following:

1. School heads or school leaders can help reduce teachers stress by cultivating working conditions that support teachers;
2. Implementation of the advance submission of requisition form of the Maintenance and other Operating Expenses (MOOE) to the school principal for the school supplies of teachers and other resource materials needed before the start of the school year;
3. Conduct a differentiated faculty development seminar on enhancing faculty understanding of the stressors encountered and coping mechanism used for men and women;
4. Implement the proposed action plan program to increase awareness of stress factors and manifestations before it can cause adverse effects to the body. The management techniques to handle daily stressors can be enhanced through this program; and
5. For future researchers, it is recommended that they take replication study to determine on the effectiveness of the coping mechanism used by the teachers in dealing with the stressors encountered and there should be an equal number of respondents of the male and female populations.

Proposed Stress Management Measures

Description

The program is designed for the senior high school teachers that focuses on stress management and coping mechanisms of teachers.

Rationale

Stress is one of the most fundamental problem spanning through human endeavor. It is something that affects many people each and every day. Life is full of hassles, deadlines, frustrations, and demands. For some people stress is so common it is a way of life. It can be very harmful and or helpful. It could help motivate you to meet a deadline and perform a task under pressure.

With the implementation of the K to 12 curriculum, teachers are tasked to create a learning environment suited to develop necessary to the 21st century skills needed for the senior high school students. It is then considered that most teachers in the senior high school are having the hard time adjusting to the new working environment and the working loads of the per semester. The workplace become more complex, demanding a wider range of higher order skills, and become more attached through technology and other media. Teachers still able to develop more their own skills to keep pace with the environment. With this, teachers are at risk of a high level of stress and in the workplace as a whole.

Furthermore, the use of coping mechanism of teachers is to help and employ them to really adapt the environmental demands and to deal with the stressful or disturbing situations. Hence, this stress management measures is proposed.

Areas of Concern	FINDINGS	Objectives	Strategies	Time Frame	Person Involved	Success Indicator
A. Work Environment	Teachers are stressed if the physical working environment is not conducive for learning and teaching if it is overcrowded/overpopulation of students.	Create guidelines, policies, and qualifications each track to reduce the number of learners in the classroom.	Orientation/reorientation of the guidelines and policies, and qualifications of learners who wish to enroll in the different tracks. Classroom capacity should not more than 40	3 hours	Administrators, teaching and non-teaching personnel	Students Handbook of the guidelines and qualifications to enter the different tracks of the SHS.
B. Financial Literacy Seminar/Workshop	Financially challenged is coped by restructuring the budget and finding means of	Conduct financial education campaigns for teachers Attain financial	Financial Literacy Seminar	2 hours	Administrators, teaching and non-teaching personnel	Teachers are aware and well-informed on how to manage their finances. The number of loans of teachers

	other income	inclusion through financial education				are now decreasing
C. Stressors and Coping Mechanism seminar	Contradicting results of the stressors encountered and coping mechanism used.	Identify the common stressors and coping mechanism used by the teachers	Stress Management Seminar	2 hours	Administrators, teaching and non-teaching personnel	Less number of absences of teachers. There is an improvement of teacher's behavior like in managing the stressors and their performances and can now perform their duties and responsibilities in school.

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