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Stress and Coping Strategies of Teachers in Distance Teaching

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ABSTRACT

This study was conducted to determine the stress and coping strategies of teachers in distance teaching in (12) public elementary school in Licab District. A total of 139 teachers served as respondents of the study. The investigation utilized the descriptive and correlational method of research. The data was collected through a questionnaire which included the teachers' demographic profile, their stress and coping strategies in distance teaching. The researcher utilized Pearson Product Moment Correlation and Spearman's rho as statistiscal treatment. Most teacher-respondents were categorized in the early adulthood stage, female, and have 11 years of teaching experience. Moreover, most of them have an average of 21-30 students in the class with 6-10 subject preparation for distance teaching. Respondents were always stressed, in the arising of the problems that they had encountered during distance learning. Respondents always used coping strategies such to ease the stress that they have ben through modular distance learning. Moreover, the highest educational attainment was positively correlated with coping strategies as to positive reinterpretation growth. The number of seminars/trainings attended was also positively correlated with coping strategies in terms of positive reinterpretation and growth and active coping. The results also showed a highly positive relationship between the stress and coping strategies variables such as physical and psychological stress with all the varying factors of their coping strategies towards it, like planning and emotional social support.

INTRODUCTION

The COVID-19 outbreak prompted the development of distant learning, a combination of regular public schooling and homeschooling (Wrase, 2020). The entire educational system began a new phase that necessitated unlearning previously learned behaviors such as seeing each other, carrying huge bags, attending mass classes, taking public tests, and communicating with parents and teachers.

Teachers struggled to establish ties with their students in this new environment, and they missed school counsel and assistance (Goetz, 2020). Schools and teachers have become increasingly reliant on digital resources for both instruction and communication. While some teachers may not have difficulty using the internet, social media, or video-conferencing tools, others may encounter difficulties to teach remotely. (Quezada et al., 2020).

Today's world's quick transformations and expanding sophistication pose issues and new demands on our educational system. The government's commitment to the 2020-2021 school year poses numerous problems for students and teachers (Robosa et al., 2021). Teachers, are having a hard time adjusting to the new normal. Whether Filipinos are prepared for the new normal in education at the dawn of the current academic year has been raised due to a lack of equipment and material aid.

Literature Review

An individual's stress level is defined by how he or she perceives events and situations, as well as how well he or she deals with environmental forces that threaten his or her well-being. Teacher well-being is currently in jeopardy due to high accountability demands imposed by political power, which throws the weight of the load on teachers (Moore, 2012). Teachers are under increasing strain as more states implement new tenure regulations, firing procedures, and evaluation systems based on student progress (Leavy et.al, 2017). Teachers' stress and burnout levels have risen as a result of increased accountability for instructional performance (Grossman et., al, 2014).

Plan for Basic Education Learning Continuity (BE-LCP) is one of the plans designed and planned by DepEd to prepare for the new normal in education for the academic year 2020-2021, regardless of the worldwide circumstances in which education would continue and rise. BE-LCP is a combination of teaching methods designed to address COVID-19's elementary education concerns (DepEd Order No. 12, 2020). As a result, in designed to safeguard everyone's health and safety, the government will introduce a variety of new normal education approaches, such as modules, broadcast tv, radio-based instructional, hybrid, or virtual classrooms. In-person classes will be discontinued due to public health concerns. The curriculum has been reduced to focus on the essential learning competencies (MELC) linked with 21st-century skills like critical thinking, teamwork, communication, and creativity. In light of the epidemic, a specific technology, connectivity of teachers and learners, digital literacy and numeracy, and the hidden costs of delivering distant learning. It is critical to emphasize the significance of nuance and the reality that education planning for the safeties' of learners environments should be a risk-free and harmless year (UNESCO, 2020b).

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During the COVID-19 pandemic, the government was compelled to address the whole education sector, notably implementation scho, to satisfy new educational requirements. The abrupt changes could not be avoided, and the only way to retain educational continuity was to adapt and diversify distance education modalities that benefit both teachers and students. According to the research, the disruption of regular learning ineducation brings promises to exacerbate the world's current teacher shortage in the future (p. 1).

According to Darling Hammond (2016), teacher characteristics influence student achievement. As a result of the epidemic, teachers were pushed to adapt to the changing environmentand acquire the many modes of virtual education without sufficient supervision, training, support, or resources (UNESCO, 2020c). The propensity of teachers to adopt novel educational techniques in a distance learning situation is strongly influenced by school leadership. It is also crucial for overall sustainability and response time to guarantee that all remote learners have equitable access to education in various formats and modes. More than one-third of working Americans experience work-related stress. Nonetheless, just 36% believe their employer provides convenient stress management services, and only 51% believe they are valued at work even when stressed (American Psychological Association's Center for Organizational Excellence, 2013).

Furthermore, teacher stress has an adverse effect on a school's overall climate. A pleasant school climate is critical for students' growth, learning, and achievement. A pleasant school climate is associated with higher academic achievement as well as better behavioral and socio-emotional adjustment among kids (Howard et., al, 2014).Components of a healthy school climate include high levels of care, respect, and trust between students and instructors, dedication to student learning, and high staff standards (Gilis, 2012). Teachers that are stressed are frequently irritable, impatient, and easily annoyed with their students, and they lack motivation and excitement for teaching (French et., al, 2012). The term "burnout" refers to total emotional fatigue as a result of the long-term effects of teacher stress.

METHODOLOGY

Research Design

Descriptive research is a scientific practice that involves observing a sampling population in its natural environment. Furthermore, the observer does not intervene in the observation process or alter any of the study's variables (Leavy et. al, 2017).

The correlational study approach was used to determine how closely two or more variables are connected. It also measures two or more variables, comprehends and evaluates the statistical relationship between them, and does so without regard for any extraneous factors.

Research Locale

This research was conducted at School A, School B, School C, School D, School E, School F, School G, School H, School I, School J, School K and School L in Licab, Nueva Ecija for the school year 2021-2022.

Sample and Sampling Procedure

Random sampling is a method of selecting samples

Table 1: Distribution of the Respondents

Schools	Size	Description	No. of Respondent Teachers
A	small	It is a 72 year-old school with a 5,727 sq.m lot areas and near at the river along the way.	7
B	small	It is located beneath the church. This school is the newest school in Licab area.	5
C	medium	It is a 54 year-old school with a 2,142 sq.m lot areas and near at the public market and farmlands along the way.	11
D	small	It is located far-flung from the town of Licab.	3
E	big	It is a 86 year-old school with a 23,516 sq.m lot areas and near at the town of Licab.	32
F	small	It is located away at the town of Licab. This school was became a "Brigada Eskwela Winner."	9
G	medium	It is located along the highway and near at plaza.	15
H	medium	It is a 64 year-old school with a 5,665 sq.m lot areas and near along the way.	11
I	small	It is a 49 year-old school with a 2,948 sq.m lot areas, near at the farmland but far from the town of Licab.	7
J	big	It is located near at the plaza, barangay hall and basketball court.	19
K	small	It is a 49 year-old school with a 1,782 sq.m lot areas and near at the river and farmlands along the way.	7

L	big	It is a 62 year-old school with a 5,026 sq.m lot areas and near at the river and farmlands along the way.	13
Total			139

in which each piece has an equal probability of being chosen. A random sample is intended to represent the entire population.

RESULTS AND DISCUSSIONS

The Socio-Demographic Profile of the Teachers

Table 2 presents the profile of the respondents according to age, civil status, sex, highest educational attainment, monthly salary, length of service, class size,no. of seminar/trainings attended and no. of subject preparation.

Table 2: The Socio-Demographic Profile of the Teachers

Age	Frequency	Percentage
20-25	14	10.07
26-30	35	25.18
31-40	32	23.02
41-50	34	24.46
51-60	23	16.55
61-above	1	0.72
Total	**139**	**100.00**
Civil Status	**Frequency**	**Percentage**
Single	47	33.81
Married	81	58.27
Widowed	8	5.76
Separated	3	2.16
Total	**139**	**100.00**
Sex	**Frequency**	**Percentage**
Male	12	8.63
Female	127	91.37
Total	**139**	**100.00**
Highest Educational Attainment	**Frequency**	**Percentage**
Bachelors degree	102	73.38
Master's Degree	34	24.46
Doctoral Degree	3	2.16
Total	**139**	**100.00**
Monthly Salary	**Frequency**	**Percentage**
20,000-30,000	122	87.77
30,001-40,000	5	3.60
40,001-50,000	11	7.91
50,001-above	1	0.72
Total	**139**	**100.00**
Length of Service	**Frequency**	**Percentage**
0-5 years	64	46.04
6-10 years	22	15.83
11 years above	53	38.13

Total	139	100.00
Class size	**Frequency**	**Percentage**
10-20	31	22.30
21-30	61	43.88
31-40	33	23.74
41-50	9	6.47
51- above	5	3.60
Total	**139**	**100.00**
Number of seminars/trainings attended	**Frequency**	**Percentage**
0-10	90	64.75
11-20	34	24.46
21-30	9	6.47
31-40	5	3.60
41-50	0	0.00
51-above	1	0.72
Total	**139**	**100.00**
Number of Subject Preparation	**Frequency**	**Percentage**
0-5	44	31.65
6-10	90	64.75
11-above	5	3.60
Total	**139**	**100.00**

Age

Table 2 presents the distribution of respondents according to age. About 35 or 25. 18 percent belonged within the age range of 26-30, followed by 34 or 24.26 percent, belonged within the age range of 41-50 and 32 or 23.02 percent belonged within the age bracket of 41-50 years old. This result indicates that respondents who were in the adult stage of their lives are prone to stress in shifting in the new learning modalities of education.

Civil Status

The profile of the respondents is shown in the table. In terms of civil status, 81 respondents (58.27 percent) were married, 47 (33.81 percent) were single, and 8 (5.76 percent) were widowed. The results demonstrate that the majority of the respondents were already married because they are of marriageable age.

Sex

The table shows the profile of the respondents. The table revealed that as to sex, 127(91.37 percent) were females and eight (8.63 percent) were males.When stress strikes a woman, she is greatly influenced to stay or leave her

employment (Ferguson et al., 2017. It is also vital to consider how males and females respond to stress (Jain et al., 2015).

Highest Educational Attainment
The table shows the profile of the respondents. In terms of highest educational attainment, 102 (73.38 percent) most of the respondents are Bachelors Degree or College Graduate, 34 (24.46 percent) were Master's Degree and 3 (2.16 percent) were doctoral Degree.

Monthly Salary
The table shows the profile of the respondents. With regards to monthly salary, 122 (87.77 percent) were the monthly salary range from 20,000- 30,000 and 11 (7.91 percent) respondents were the monthly salary range from 40,0001- 50,000.

Length of Service
The table shows the profile of the respondents. As to the length of service, 64 (46.04 percent) respondents had taught 0-5 years ,53 (38.13percent) for 11 years and above and 22 (15.83 percent) for 6-10 years.

Class Size
The table shows the profile of the respondents. As to

class size, 61 (43.88 percent) respondents had 21-30 pupils, 33 (23.74 percent) for 31- 40 pupils and 31 (22.30 percent) for 21-30 pupils for school year 2021-2022.
3.1.8. Number of Seminar/ Trainings Attended
The table shows the profile of the respondents. As to number of seminar/ trainings attended, 90 (64.75 percent) respondents had 0-10 seminar/ trainings attended , 34 (24.46%) for 11- 20 seminar/ trainings attended and 9 (6.47%) for 21-30 seminar/ trainings attended.

Number of Subject Preparation
The table shows the profile of the respondents. As to a number of subject preparation, 90 (64.75 percent) respondents had 6-10 preparation in the subjects handled, 44 (31.65 percent) for 0- 5 preparations in the subjects handled and 5 (3.60percent) for 11-above preparation in the subjects handled.

Stress
The data gathered on stress includes feelings, experiences, physical and psychology.

Feelings
The table below shows that the overall weighted mean for feelings was 3.48, which meant that the respondents "always" feel different feelings or emotions in distance teaching.

Table 3: Feelings

Stress	Mean	Verbal Description
Feelings, I		
1. feel upset because something unexpected happens in online class/ modular learning.	3.58	Always
2. feel powerless over critical aspects of life in giving lessons to classes for both online classes and home visitation.	3.45	Always
3. feel nervous or stressed due to increasing workload in school.	3.45	Always
4. feel confident in my capacity to deal with own issues when talking to parents or co-teachers.	3.47	Always
5. feel that everything is going way smooth in online class/ modular learning.	3.47	Always
Overall Weighted Mean	**3.48**	**Always**

The result showed that the item "I feel upset because something unexpected happens in online class/ modular learning had the highest weighted mean of 3.58 and was verbally described as "always", followed by the items "I feel confident in my capacity to deal with own issues when talking to parents or co-teachers" and "I feel that everything is going way smooth in online class/ modular learning" with a weighted mean of 3.47 verbally ineterpreted as "always" and the lowest weighted mean was the items "I feel powerless over critical aspects of life in giving lessons to classes for both online classes and home visitation" and "I feel nervous or stressed due to increasing workload in school" with a weighted mean of 3.45 verbally interpreted as "always"
The statement "disturbed because something unexpected occurs in an online class/modular learning environment" indicates that teachers may always encounter unexpected

happenings in the new learning modality of education. When this problem arises, the teacher needs to find ways on how he/she can have a solution for this problem. The teacher need to be flexible in all the times for not be stagnant when unexpected challenges rise up.
The statements "secure in ability to deal with own problems while speaking with parents or coworkers" and "the impression that everything is going alright in the online class/modular learning" showed that teachers need to maintain their self when talking to parents or co-workers in different issues or problems that arises, whatever their problem they have in themselves, it always aside when it comes to deal in school problems. The teacher do their best in their online class and modular learning to avoid any huge problems to interrupt their classes or giving modules to parents.
The statements "due to the increased workload at school,

you may feel apprehensive or tense" and "in teaching lessons to courses for both online classes and home visitation, you may feel powerless over important parts of life" showed that when a lot of workloads came up to the teacher, he/she don't know what need to prioritize to do, the changing of educational system brings up more works for the teacher. Having a new platform of learning delivery for learners, it not easy to give a life lessons, it

online class, not all learners will listen and understand what are you trying to relay to them while on modular class, only the parents are one that teacher will talk.

Experiences

The entire weighted mean was 3.54, which was verbally interpreted as "always" according to the table. The data reveals that the item "I keep calm when talking to

Table 4: Experiences

Experiences, I	Mean	Verbal Description
1. Find myself unable to complete all of tasks at work.	3.56	Always
2. am able to deal with annoyances in some parents during the distribution/ retrieval of modules.	3.53	Always
3. keep calm when talking to parents on some issues regarding distance learning.	3.67	Always
4. am enraged by events beyond my control like printing and sorting of modules/ poor connection in online class.	3.43	Always
5. feel issues piling up to the point where I couldn't cope like giving instructions in answering modules/ online class.	3.50	Always
Overall Weighted Mean	**3.54**	**Always**

parents on some issues regarding distance learning" had the highest weighted mean of 3.67, verbally interpreted as "always", followed by the item "I find myself unable to complete all of task at work" with a weighted mean of 3.56, verbally interpreted as "always" and the lowest weighted mean was the item "I am enraged by events beyond my control like printing and sorting of modules/ poor connection in an online class with the weighted mean of 3.43 verbally interpreted as "always"..."

The statement "when speaking with parents about some difficulties of distance learning, maintain a cool demeanor" shows that teacher gives respect and a monotone voice to parents when there are problems or misunderstandings about new normal in education giving them the assurance that distance teaching gives quality education to their pupils despite this pandemic. Teachers had to alter their teaching duties almost immediately. Their work needs and resources drastically changed, forcing them to become more stressed.

The statement "finding it difficult to finish all of my work tasks", reveals that teachers always think or feel that they need to finish all the task that their assigned to them despite of overlapping on their duties and works in school. It always bear on their mind that thay need to pass the reports it before the dealine and on time.

The statement "agitated by occurrences beyond my control, such as module printing and sorting/bad connection in an online class".."It describes how the teachers have a hard time printing modules in their school or home, this kind of events is out of control when this problem rise up. Having a poor connection in online class brings a big problem for teachers and students when in the middle of classes and teachers need to always have a back-up to get back immediately on classes, but for the case of some learners they can't back when the signal becomes poor on their home.

The data reveals that the item "I keep calm when talking to

Physical

The overall weighted mean was 3.57, which was verbally interpreted as "always" according to the table.

It can be observed that "I feel tense throughout the day when there is task or report that I do not accomplish" got the highest weighted mean of 3.68 verbally interpreted as "always", followed by the item "I experience headaches or migraines when there are problems or issues that arise while on online classes or module distribution and retrieval" with a weighted mean of 3.60 and verbally interpreted as "always" and the lowest weighted mean was the item "skip meals to finish printing and sorting of modules and preparing lessons for online class" with a weighted mean of 3.53 and verbally interpreted as "always".."

The statement "when I don't complete an assignment

Table 5: Physical

Physical, I	Mean	Verbal Description
1. experience stomachaches, backaches, high blood pressure, and tight necks and shoulders due to sitting in front of the computer when in online classes/ reports.	3.55	Always
2. feel the job drains me like doing many task for a day.	3.58	Always
3. feel tense throughout the day when there are tasks or reports that I do not accomplish.	3.68	Always
4. experience headaches or migraines when there are problems or issues that arise while in online classes or module distribution and retrieval.	3.60	Always
5. skip meals to finish printing and sorting of modules and preparing lessons for online class.	3.53	Always
Overall Weighted Mean	**3.54**	**Always**

or report, I get anxious throughout the day" implies on how a teacher is crumpled when there are things, task, or report that they do not accomplish immediately which brings that there are teachers who don't know how to have a rest even in a night.

The statement "get headaches or migraines when complications or issues develop while taking online classes or retrieving and distributing modules" showed how teacher face off the different issues or problem arise in new learning platform this school year has. Most of the teachers experienced not good feelings when it comes to preparation for their online classes and modules.

The statement "to finish printing and arranging modules, as well as preparing lessons for an online class, skip meals" indicates how teachers dedicate their work that they always think of their pupils before themselves. Most of the time, they need to get on their own budget to have printed modules for their learners and monthly internet connection and data allowances for their online class.

Psychological

It can be gleaned from the table that the overall weighted mean was 3.62 and was verbally interpreted as "always"..

The result stated that the item "I feel depressed at work

Table 6: Pyschological

Psychological, I	Mean	Verbal Description
1. complain to others when they do not do their part in sorting and giving modules or in reports.	3.62	Always
2. feel frustrated and angry when my pupils are not listening during online class and when parents do not follow safety protocols and time schedule.	3.60	Always
3. worry a lot when there uncertain things happens while in online class or giving modules.	3.64	Always
4. feel depressed at work when there are things I do not know how to do.	3.69	Always
5. attempt to get enthusiastic help from companions or family members in distance teaching.	3.55	Always
Overall Weighted Mean	**3.62**	**Always**

when there are things I do not know how to do" got the highest weighted average of 3.69, verbally interpreted as "always", followed by "I worry a lot when there uncertain things happens while in online class or giving modules" with a weighted mean of 3.64, verbally interpreted as "always" and the lowest weighted mean was the item "I feel attempt to get enthusiastic help from companions or family members in distance teaching" with a weighted

average of 3.55 verbally interpreted as "always"

The statement "when there are things I don't know how to do at work, I get depressed".."When a pandemic strikes, teachers become depressed since there are many things they don't know how to do and must learn in order to teach distance students.

The statement "worry a lot when things go wrong in an online class or while providing modules" wherein most

of the teachers always think of their pupils on how they can give their lessons that there is no interruptions or problems that may happen. This is the reason why most of the teachers always feel worried when some things happen that they don't know how to resolve it immediately to avoid interruption of classes or giving of modules.

The statement "make an effort to enlist the enthusiastic assistance of friends or family members in remote teaching" gives a situation wherein we give a reaction when there are things that happen that we don't want to happen and not most of the time it happens that's why the teacher always calm themselves.

Coping Strategies
Positive Reinterpretation and Growth
It can be gleaned from the table that the overall weighted mean was 3.55 and was verbally interpreted as "always". It can be observed that "I remain somehow positive on

Table 7: Positive Reinterpretation and Growth

Coping Strategies	Mean	Verbal Description
Positive Reinterpretation and Growth, I		
1. attempt to evolve as a person in facing challenges in distance teaching.	3.48	Always
2. try to look at problems from a different perspective to make it appear more positive in new system in education.	3.55	Always
3. try to look for something positive in what's going on in education system	3.55	Always
4. remain somehow positive on the new set-up in education.	3.61	Always
Overall Weighted Mean	**3.55**	**Always**

the new set-up in education" got the highest weighted mean of 3.61, verbally interpreted as "always".."I attempt to evolve as a person facing challenges in distance teaching" got the lowest weighted mean of 3.48 and verbally interpreted as "always"..

The statement"stay optimistic about the new educational system"brings a positive thoughts on teachers that this will be pass and whatever platform they will use they can give a quality education that the learners deserve despite on this pandemic that we've been through.

In the statement"an endeavour to grow as a person confronted with hurdles in remote education"teachers are in the midst of a war when this pandemic strikes, but whatever obstacles arise, teachers must think outside the box in order to meet them. This pandemic is a turning point for instructors, allowing them to show off their hidden talents and providing new chances for some.

Mental Disenggagement
It can be gleaned from the table that the overall weighted

Table 8: Mental Disengagement

Mental Disengagement, I	Mean	Verbal Description
Positive Reinterpretation and Growth, I		
1. try to keep my mind off problems or issues and turn to work or other substitute hobbies.	3.50	Always
2. do other things that come to my mind while I'm not thinking about the workloads.	3.54	Always
3. sleep a little longer than average when there are no things/reports to do.	3.54	Always
4. try to think less on the problems in school by going to the movies or watch TV.	3.55	Always
Overall Weighted Mean	**3.53**	**Always**

mean was 3.53and was verbally interpreted as "always".." The result showed that the item "I try to think less on the problems in school by going to the movies or watch TV" had the highest weighted mean of 3.55 and verbally interpreted as "always" and the lowest weighted mean was the item "I try to keep mind off problems or issues and turn to work or other substitute hobbies" with a weighted mean of 3.50 and verbally interpreted as "always".."

The statement"go to the movies or watch TV to distract yourself from your scholastic issues"there are teachers that they do not bring their work on the home, they want to have a relaxation, family or friends time when they going home.

The statement"try to divert your attention away from

troubles or issues by engaging in work or other substitute pastimes".."Most of the time,teachers wants to do something to convert the problems or issues when they are in the work. Set aside the problem when they are facing their learners or parents.

Active Coping
The table below shows that the overall weighted mean for the active coping was 3.56, which meant that the respondents "always" apply these strategies in coping their stress.

The data further revealed that the item "I take one step at a time, do what needs to be done at work" had the highest weighted mean of 3.60 verbally interpreted as "always"

Table 9: Active Coping

Active Coping, I	Mean	Verbal Description
1. focus my efforts in making a difference even in a new set-up in teaching.	3.51	Always
2. take additional steps to try to resolve the issues encountered in online class or modular learning.	3.55	Always
3. try to get around the obstacle, take direct action when problems arise like poor connection in online clasess and for parents who do not get modules.	3.58	Always
4. take one step at a time, do what needs to be done at work.	3.60	Always
Overall Weighted Mean	**3.56**	**Always**

and the lowest weighted mean was the item "I focus my efforts in making a difference even in a new set-up in teaching" with the weighted mean of 3.51 and verbally interpreted as "always"

The statement"do what needs to be done at work one step at a time" teachers need to find a ways on how they can accomplished all the tasks and reports that designated on them. On the other hand, some teachers perform numerous tasks depending on the tasks they need to complete at a given time or on a given day.

In the statement"concentrate my efforts on making a difference, even in a new teaching environment"every teacher gives their best in everything they can in terms of modular or distance learning. They do all these things for their learners to have a quality education. Everything starts in efforts, whatever platform they use in teaching and guiding their learners.

Planning
The table below shows that the overall weighted mean for the active coping was 3.62, which meant that the respondents "always" applied these strategies in coping with their stress.

The information provided that the item was "I make a strategy on what to efficiently do in the distribution and retrieval of modules/online classes" had the highest weighted mean of 3.68 and verbally interpreted as "always" and the lowest weighted mean was theitem "I considered how I could best deal with the situation for my pupils who cannot join in online class and parents cannot get modules" with the weighted mean of 3.55 and verbally interpreted as "always".

The statement"develop a system for efficiently disseminating and retrieving modules/online classes"shows how versatile the teacher in making different strategies when it comes to modular and online platforms.

Active planning means concentrating efforts, devising a strategy, acting, devising tactics, attempting to act, and doing whatever it takes to maintain their focus on the children rather than the source of stress (Griffith et. al., 2019). While active preparation is an important element of the job, it also helps teachers to unwind and concentrate on their work.

The statement"think about how I could best cope with the scenario for my students who are unable to

Table 10: Planning

Planning, I	Mean	Verbal Description
1. make a strategy on what to efficiently do in the distribution and retrieval of modules/ online classes.	3.68	Always
2. devise a plan of action when preparing lessons for online clases/ modules.	3.61	Always
3. consider how I could best deal with the situation for my pupils who cannot join in online class and parents cannot get modules.	3.55	Always
4. consider options carefully in giving task to my pupils.	3.65	Always
Overall Weighted Mean	**3.62**	**Always**

participate in online classes and whose parents are unable to obtain modules".."There are certain situations that the teacher needs to understandand they need to make an intervention for their learners in an online class and for those parents that cannot get modules of their child. The teacher needs to widen their level of understanding for uncertain things that most of the time happens.

Emotional Social Support
Seeking personal and psychological assistance can be a double-edged sword. In many aspects, it appears to be operational. On the other hand, sources of sympathy are frequently used as channels for expressing one's

emotions. There's proof that this form of social aid isn't always adaptable (Stone & Neal, 2014).

It can be gleaned from the table that the overall weighted mean was 3.60 and was verbally interpreted as "always"..

The data also reveals that the item "I seek emotional assistance from friends or family members if there is a problem in school" had the highest weighted mean of 3.65 andverbally interpreted as "always" and thelowest weighted mean was the item "I need to talk/chat to someone about how I feel when the boss give more task in a day" with weighted mean of 3.55, verbally interpreted as "always" it implies that all respondents know how to seek emotional support and advices for someone whom

Table 11: Emotional Social Support

Emotional Social Support, I	Mean	Verbal Description
1. enjoy talking about my emotions with others like experiences in everyday online class or giving modules.	3.58	Always
2. seek emotional assistance from friends or family members if there is a problem in school.	3.65	Always
3. get someone to sympathize with me and understand what I am going through in blended learning for distance teaching.	3.63	Always
4. need to talk/chat to someone about how I feel when the boss give more task in a day.	3.55	Always
Overall Weighted Mean	**3.60**	**Always**

they trusted.

The statement" if there is an issue in school, seek emotional support from friends or family members" that teachers need someone or somebody that they will release their stress or emotions they feel when there's a lot of problems they have been through in schools either their co-teachers, administration, learners or the platform in teaching.

Table 12: The relationship of teachers' profile, stress and coping strategies in distance teaching.

			Stress				Coping Strategies			
		S Feelings	S Experiences	S Physical	S Psycholo	CS Positive	CS MentDis	CS Active	CS Planning	CS Emo-SUppt
Age	Correlation Coefficient	-0.143	-0.046	0.039	0.011	-.276**	0.017	-.175*	-0.071	-0.014
	Sig. (2-tailed)	0.092	0.591	0.649	0.898	0.001	0.847	0.039	0.409	0.874
	N	139	139	139	139	139	139	139	139	139
C Stat	Correlation Coefficient	-0.088	-0.066	0.044	0.05	-0.161	0.078	-.186*	-0.099	0.013
	Sig. (2-tailed)	0.304	0.437	0.609	0.558	0.059	0.363	0.028	0.245	0.882
	N	139	139	139	139	139	139	139	139	139
Sex	Correlation Coefficient	-0.059	-0.103	0.066	-.203*	-0.027	-0.086	0.006	0.004	0.062
	Sig. (2-tailed)	0.488	0.227	0.44	0.017	0.753	0.315	0.945	0.959	0.465
	N	139	139	139	139	139	139	139	139	139
HE Att	Correlation Coefficient	-0.041	-0.108	-0.048	0.123	0.096	0.01	.172*	0.121	0.021
	Sig. (2-tailed)	0.631	0.206	0.574	0.149	0.26	0.908	0.042	0.158	0.803
	N	139	139	139	139	139	139	139	139	139
Mo Salary	Correlation Coefficient	-0.118	0.025	-0.069	-0.042	-0.032	0.058	-0.147	-0.027	-0.162
	Sig. (2-tailed)	0.168	0.767	0.417	0.626	0.704	0.498	0.085	0.753	0.057
	N	139	139	139	139	139	139	139	139	139
Lo Serv	Correlation Coefficient	-.179*	-0.13	-0.002	0.026	-.237**	-0.011	-0.115	-0.039	-0.064
	Sig. (2-tailed)	0.035	0.126	0.978	0.758	0.005	0.897	0.178	0.647	0.452
	N	139	139	139	139	139	139	139	139	139
Class Size	Correlation Coefficient	-0.031	-0.084	0.018	-0.048	-0.043	-0.154	-0.136	-0.012	0.019
	Sig. (2-tailed)	0.717	0.324	0.831	0.575	0.615	0.071	0.11	0.89	0.82
	N	139	139	139	139	139	139	139	139	139
No Sem Train	Correlation Coefficient	0.047	0.014	0.087	0.026	.279**	0.144	.214*	0.1	0.138
	Sig. (2-tailed)	0.579	0.872	0.307	0.765	0.001	0.091	0.011	0.244	0.106

	N	139	139	139	139	139	139	139	139	139
No Subj P	Correlation Coefficient	-.187*	0.037	0.06	0.068	-0.152	-0.08	-0.036	0.035	0.046
	Sig. (2-tailed)	0.027	0.668	0.482	0.424	0.073	0.347	0.67	0.682	0.589
	N	139	139	139	139	139	139	139	139	139

**. Correlation is significant at the 0.01 level (2-tailed).*

. Correlation is significant at the 0.05 level (2-tailed).

Relationship of Teachers' Profile and Stress

The data shows that Sex was negatively correlated with psychological stress (r=-.203). This meant that male respondents were most likely to experience psychological stress. The hypothesis of no significant relationship is rejected.

Length of service was negatively correlated with stress as to feelings (r=-.179). This meant that the shorter the length of service the respondents have, they most likely experience stress as to feelings. The hypothesis of no significant relationship is rejected.

A number of subject preparation was negatively correlated with stress as to feelings. (r=-.187). This suggested that the more subject preparation respondents had, the more stress they were likely to feel. The hypothesis of no significant relationship is rejected.

The data indicated that stress was adversely linked with sex, length of service, and a number of subject preparations. This means that the profile of the teachers does not influence the stress that they may feel in distance teaching. Therefore, the hypothesis of no significance is rejected.

Relationship of Teachers' Profile and Coping Strategies

The data revealed that Age was negatively correlated with coping strategies in terms of positive reinterpretation and growth (r=-.276) and active coping (r=-.175) . This meant that the younger the age of the respondents were , the better the coping strategies in terms of positive reinterpretation and growth and active coping. The

hypothesis of no significant relationship is rejected.

Civil status was negatively correlated with coping strategies as to active coping (r-.186). This meant that single respondents were most likely to have better coping strategies as to active coping. The hypothesis of no significant relationship is rejected.

The highest educational attainment was positively correlated with coping strategies as to active coping (r=-172). This meant that those bachelor degree respondents were most likely to have better coping strategies as to active coping. The hypothesis of no significant relationship is rejected.

Length of service was negatively correlated with coping strategies as to positive reinterpretation and growth (r=-.237). This meant that the shorter the length of service the respondents have, they most likely have better coping strategies as to positive reinterpretation and growth. The hypothesis of no significant relationship is rejected.

A number of seminars/trainings attended was positively correlated with coping strategies in terms of positive reinterpretation and growth (r=.279) and active coping (r=.214. This means that the more seminars/trainings respondents attended, the better their copingtechniques in terms of positive reinterpretation and growth, as well as active coping. The hypothesis of no significant relationship is rejected.

The analysis shows that teachers' coping mechanisms are not influenced by their age, civil rank, or duration of service, but they are influenced by their highest educational attainment and number of seminars/trainings.

As a result of the p-values being larger than or equal to 0.05, the null hypothesis is rejected. There is significant relationship between and among teachers' profile, stress and coping strategies of teachers in distance teaching.

Table 13: Stress and Coping Strategies of Teachers in Distance Teaching Methods

Coping Strategies						
Stress		CS Positive	CS MentDis	CS Active	CS Planning	CS EmoSUppt
S Feelings	Correlation Coefficient	0.152	-0.056	0.044	0.061	0.032
	Sig. (2-tailed)	0.073	0.512	0.603	0.478	0.708
	N	139	139	139	139	139
S Experiences	Correlation Coefficient	0.068	0.054	-0.024	0.037	-0.081
	Sig. (2-tailed)	0.429	0.53	0.783	0.667	0.341
	N	139	139	139	139	139
S Physical	Correlation Coefficient	0.119	0.065	0.132	.213*	0.011
	Sig. (2-tailed)	0.163	0.448	0.122	0.012	0.896
	N	139	139	139	139	139

S Psycholo	Correlation Coefficient	-0.051	0.163	0.129	0.126	.189*
	Sig. (2-tailed)	0.547	0.055	0.129	0.141	0.026
	N	139	139	139	139	139

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The findings above showed that physical stress was positively correlated with coping strategies in terms of planning (r=.213). This implied that the more stressed the respondents are, the more likely they are to have superior planning coping mechanisms. The hypothesis of no significant relationship is rejected.

Psychological stress was positively correlated with coping strategies in terms of emotional social support (r=.189). This meant that the higher the level of psychological stress therespondents have, they mostlikely have better coping strategies as to emotional support. The hypothesis of no significant relationship is rejected.

Table 14: Proposed Enhancement Plan: Sustainable Coping Activities

Service Area Prioritization	Sustainability and Enhancement Program	Activities	Focal Person	Desired Outcome	Time Frame
Physical Stress	1. Creation of relaxation and resting area for teachers during break time.	1.Flotation therapy 2. Hatha Yoga 3. Raja Yoga	1.School Clinic Teacher 2.District Clinic Teacher 3.School Head 4. Teachers	1. Proper facilitation of physical stress thru a resting area. 2. Existence of a resting area in each respective schools.	Year-round
Psychological Stress	1. Training Programs and Workshop 2. Consultation with Invited Medical Practitioners.	1. Adversity, Beliefs and Consequences (ABC) Technique 2. Cognitive Restructuring	1. Public Schools District Supervisor 2. School or District Nurse 3. School Head 4.Psychologist	1. Proper implementation of programs for psychological stress, emotional, behavioral and social maturity thru ABC Technique and Cognitive Restructuring 2. Existence of programs in each respective schools	Year-round
Feelings (emotional state or reaction)	1.Strengthening Guidance Committee Responsive and Program 2. Creation of Wall of Emotions for the Day	1. Counseling Service 2. Bouncing back from being teased or sitting still in a group to listen to a story	1.School or District Guidance Teacher 2. School Head	1. Proper implementation of feelings in stress (emotional state or reaction) thru strengthening the committee. 2. Existence of Wall of Emotions in each respective schools.	Year-round
Experiences	1. Team Building Activities >Affirmation and Imagery Conferences	1. Affirmation and Imagery Conferences 2. > Play Musical Chairs > Hula-Hoop Challenge	1. Public Schools District Supervisor 2. School Head 3. Teachers	1. Proper implementation of experiences in stress thru program, forum or training/seminar. 2. Existence of program, forum or training/seminar in each respective schools.	Year-round

CONCLUSIONS

The following conclusions were formed based on the study's findings and results:

1. Based on the results, most teacher-respondents were categorized in their early adulthood stage, female, and have 11 years of teaching experience. Moreover, most of them have a monthly salary of 20,000-30,000, with bachelor's degree and have an average of 21-30 students in class with 6-10 subject preparation for distance teaching. Almost of the teachers have only 0-10 trainings/seminars attended.

2. The respondents were always stressed such as: being upset because something unexpected happens in online class/ modular learning, keep calm when talking to parents on some issues regarding distance teaching, being tense throughout the day when there is task or report that do not accomplish and feel depressed at work when there are things do not know how to do.

3. The respondents always applied the coping strategies such as: remain somehow positive on the new set-up in education, try to think less on the problems in school by going to movies or watch TV, take one step at a time, do what needs to be done at work, make a strategy on what to efficiently do in the distribution and retrieval of modules/online classes and seek emotional assistance from friends or family members if there is a problem in school.

4. The highest educational attainment was positively correlated with coping strategies as to positive reinterpretation growth. A number of seminars/trainings attended was also positively correlated with coping strategies in terms of positive reinterpretation and growth and active coping.

5. The results also showed a highly positive relationship between the stress and coping strategies variables such as physical and psychological stress with all the varying factors of their coping strategies towards it, like planning and emotional social support.

6. The Proposed Enhancement Plan: Suistanable Activities was the output of the study.

RECOMMENDATIONS

Based on the data and conclusions, the following suggestions were made:

1. Given the findings that the majority of respondents lack seminar/training experience, they may be provided support through seminar/training programs that address distance teaching. Every school may encourage teachers to pursue further seminar/trainings for their personal, social, and professional growth through which they can acquire new knowledge, skills and experience that will benefit pupils and themselves

2. Teachers may find ways to be more creative, innovative and resourceful in devising improvised materials to help promote effective readiness in case something happens in online class or modular learning.

3. Teachers may be mentored and trained on a range of coping techniques that they can use both in and out of the classroom, as well as the concept of distant teaching. Seminars, workshops and in-service trainings may continue to be provided to uplift teachers' best coping strategies in handling their stress in distance teaching.

4. A qualitative study involving interviews with teachers, school heads, and administrators could help researchers better understand the relationship between and among teacher profiles, stress, and coping methods in distant teaching.

5. School administrators may continue to provide more stress management programs like symposia, workshops, seminar, trainings that can help their teachers to share strategies and collaborate on how to handle the stress in distance teaching. It may not only improve their knowledge, skills and behaviors but will also increase their awareness of the importance of coping strategies in handling stress.

6. Teachers may continue their self-assessment and take responsibility for their own safety in handling stress. It incorporates self-monitoring, self-assessment and self-evaluation.

7. For future global researchers, they could incorporate the findings of this study into their own stress and coping management program.

8. As living agents of the school, this study may provide them with better ways and means to cope with stressful and difficult conditions during a pandemic. Furthermore, their prior knowledge will aid them in creating strong defenses and approaches to overcome their fear, anxiety, and other challenges in obtaining readiness and stress-induced distant teaching tactics.

9. This study is limited through the stress and coping strategies of the teachers on the workplace only during pandemic and did not evaluate the overall stress conditions of the teachers in the pandemic.

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