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Stressors of Teachers during COVID – 19 Pandemic

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ABSTRACT

The study aimed to determine the stressors of the faculty during the COVID-19 pandemic. It also investigated the highest stressors and their effects on teachers psychologically, emotionally, physically, and behaviorally. The respondents of this study were all the teachers from one Integrated School. This study used mixed research methods. Among the stressors, printing and sorting of modules got the highest responses. The study found almost half of the respondents are stressed in the preparation of modules, stressors influence respondents psychologically approximately half of the time, emotionally about half of the time, physiologically about half of the time, and behaviorally about half of the time. Gender, age, civil status, number of years in teaching, number of learning areas/teaching preparation presently handled, and other non-teaching assignments have weak to moderate correlations with the health of the respondents. The highest academic qualification, grade level handled, and the number of learning areas/teaching preparation presently handled have relationships with the coping mechanisms of the respondents.

Keywords: stressors, psychological, emotional, behavioral, physical well-being.

1. INTRODUCTION

COVID-19 has become a global health crisis, especially in the Philippines. This pandemic disease brought many changes in students' learning environments and teachers' instruction routines. As many business establishments have closed and stopped their operations, all the schools all over the world have temporarily closed also to limit people from going out and to control the spread of the deadly virus.

It was stated in the DepEd Order No. 012, s. 2020, the Adoption of the Basic Education Learning Continuity Plan (BE-LCP) for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency, there will be no face-to-face class until safe. In response to this situation, the Department of Education offers different distance learning modalities to deliver education to learners amidst the pandemic.

Distance learning modality includes the use of Self Learning Modules (SLMs) in print and digital form, online instruction with the use of different educational platforms, and TV and radio-based instruction.

While admitting that the country could "never attain full readiness" in its shift to digital learning amid the pandemic, Education Secretary Leonor Briones said "education cannot wait" for the situation to return to normal. Because of the sudden change the teachers are not equipped enough to implement distance learning.

The first scheduled opening of classes was August 24, 2020, but was moved to October 5, 2020, to give the schools ample time to prepare for the new normal. At this period, the school heads together with the teachers undergo a Learning Delivery Modality Course that includes simulation of how the different learning modalities like online, TV, and radio-based, SLMs, and blended instruction should reach the learners. Likewise, the parents are surveyed on their preferred learning modality for their children and the gadgets available in their households, As a result, the most popular learning modality chosen by the parents and guardians is the use of SLMs thus it was adopted by most schools in the Philippines.

Two months before the opening of classes, some selected Department of Education (DepEd) teachers were chosen as writers of SLMs in different learning areas. They were volunteered writers who chose the Most Essential Learning Competency (MELC)that they prefer to write in weekly SLMs. Some teachers who are not writers are looking for sponsors who can donate bond papers and a set of computer ink needed in printing the SLMs as part of their Bayanihan sa Paaralan Brigada 2021. On top of this, the teachers are also in charge of how the SLMs would reach the learners and how they will be retrieved. Those changes brought stress to both learners and teachers.

Stress is the body's response to anything that requires attention or action. Everyone experiences stress to some degree. It can be short-term or long-term. However, how a person responds to stress makes a big difference to his overall well-being. Both can lead to a variety of symptoms, but chronic stress can take a serious toll on the body over time and have long-lasting health effects (Scott, 2020).

According to Bulatevych (2017), as cited by Alson (2019), high work-related stressors like time pressure, educational changes, administrative problems, educational system, professional distress, and students' misbehavior cause emotional burnout among educators like teachers. Exposure of teachers to unnecessary stress hampers routine abilities and decreases satisfaction and level of productivity that resulted in the development of feelings of exhaustion and strain. When teachers are highly stressed, students have low social adjustments and academic performance overtly manifested in absenteeism, misbehavior, and dissatisfaction (Greenberg, MT et al.2016 as cited by Alson, 2019).

Due bulk of work of teachers in the new normal, the researchers investigated the highest stressors and their effects on teachers psychologically, emotionally, physically, and behaviorally. The researchers also want to find out how teachers cope with stress. The results of this study can be the basis of the administration in developing a comprehensive DepEd teachers' program.

2. OBJECTIVES OF THE STUDY

The study aimed to determine the stressors of the faculty during the paradigm shift in the new normal.

Specifically, the study has the following objectives:

1. To know the profiles of the respondents in terms of:

i. Sex;
ii. Age;
iii. Civil status;
iv. Highest academic qualification;
v. No. of years in teaching;
vi. Teaching position;
vii. Grade level handled;
viii. Number of learning areas/teaching preparation presently handled; and
ix. Non-teaching assignments.

2. To identify the stressors of the respondents.
3. To determine how the stressors affect the health of teachers in terms of:
   a. psychological;
   b. emotional;
   c. physical; and
   d. behavioral.
4. To describe how the teachers cope with stressors cope with their stressors
5. To know if there is a significant relationship between the profile and the health of the respondents.
6. To know if there is a significant relationship between the profile and coping mechanisms of the respondents.
7. To determine the implication of the study to the teachers and school administration.

3. LITERATURE REVIEW

3.1. Stressors of Teachers

According to Vargas and Oros (2021), more than 60% of educators reported high and moderately high levels of stress. The predominant stressors were uncertainty about the consequences of the pandemic, work overload, and an inadequate working environment. The more stress they perceived, the higher the manifestation of unwanted psychophysical symptoms. Professional burnout was higher for teachers with a higher load of stress and with more psychophysical indicators of discomfort. The study reveals the psychological impact of the COVID-19 pandemic on the education staff and encourages the development of intervention measures to preserve the health of professionals.

The study by Ozamiz-Etxebarria et al. (2021) revealed that a high percentage of teachers showed anxiety, depression, and stress symptoms. Furthermore, variables such as gender, age, job stability, the level of education at which they teach, and parental status also influence this symptomatology.

Robinson et al. (2022), findings suggest that during the academic year, teachers experienced stressors related to their personal and professional roles, concerns for students' well-being that extended beyond academics, and frustrations with administration and other institutional entities around COVID safety measures. Without adequate support and inclusion of teacher perspectives, job-related stress may lead to teacher shortages, deterioration of teacher mental health, and ultimately worse outcomes for students.

4. METHODOLGY

The study used mixed methods of research where the researcher collects and analyzes both quantitative and qualitative data. This covered the whole population of teachers from Padre Gregorio Crisostomo Integrated School (PGCIS) as respondents during the academic year 2020 - 2021. The data was collected, categorized, and analyzed in accordance with the objectives of the study.

A survey questionnaire was devised covering the profile, health status, and coping mechanisms of the respondents. The survey was administered using Google Forms. The survey questionnaire was voluntarily answered by the respondents and treated with full confidentiality.

In treating the data on profile variables, frequency, and percentage were used. The weighted mean and average weighted mean were used in finding out the effects of stressors as well as their coping mechanisms. Pearson r was used in finding the relationship between the variables.

5. RESULTS

5.1. Profile of the respondents

5.1.1. Sex

Table 1 shows that the majority of the respondents are females with a frequency of 46 or a percentage equivalent to 86.79%. Male respondents are only 7 or a percentage equivalent to 13.21%. It shows the majority of the teachers in PGCIS are females.

The feminization of education in the Philippines, all the more results in uncompromising situations for female teachers for as women, they need to work in shifts as part of their changing roles both in school and at home (Bongco and Abenes, 2019).

5.1.2. Age

Table 2 shows that there are more respondents from the age group of 26 - 31 years old with a frequency of 14 or the equivalent of 26.42%. The second-high age group of respondents is from 32 – 37 and 38 - 43 years old with a frequency of 9 or the equivalent of 16.98%. The third group of respondents is from 44 – 49 years old with a frequency of 7 or equivalent of 13.21 %. The fourth group of respondents is from 20 – 25 years old with a frequency of 6 or equivalent of 11.32 %. The fifth group ages 56 – 61 has registered a frequency of 4 (7.55%). The sixth and seventh groups with ages 50 - 55 and 61 and above have registered frequencies of 3 (5.66%) and 1 (1.89 %) respectively.

This figure shows that many teachers are young in the profession of teaching.

Scott et al. (2013) revealed that older adults' negative affect (NA) was less affected by exposure to recent stressors than younger adults, but that there were no age differences in the effects of stressor exposure three to six hours afterward. Higher levels of Global Perceived Stress (GPS) predicted amplified NA responses to daily stress and controlling for GPS eliminated age differences in NA responses to stressors. No age differences in NA responses were observed as a function of stressor severity. In contrast, older age was associated with less of a decrease in PA when exposed to recent stressors or with more severe recent stressors. There were no age

Table 1. Distribution of the Respondents According to Sex

Sex	Frequency	Percentage
Male	7	13.21
Female	46	86.79
Total	53	100.00

Table 2. Distribution of the Respondents According to Age

Age	Frequency	Percentage
20-25	6	11.32
26-31	14	26.42
32-37	9	16.98
38-43	9	16.98
44-49	7	13.21
50-55	3	5.66
56-61	4	7.55
Above 61	1	1.89
Total	53	100.00

differences in the effect of previous stressor exposure or severity on PA, nor any interactions between momentary or previous stress and GPS on PA.

5.1.3. Civil Status

Table 3 shows that the majority of the respondents are married with a frequency of 38 (71.70%), 13 (24.53%) are still single, and 2 (3.77%) are separated.

According to Ta et al. (2017), marital status was a significant predictor of perceived stress: singlehood was positively correlated with perceived stress, specifically the stresses associated with social commitments, loneliness, and economy/money. These domain-specific stressors also mediated the relationship between marital status and anxiety. The findings suggest that marital status can lead to differential exposure to stressors and risks for mental health problems. We concluded that marital status can have important implications for social behavior, health, and well-being, and its effects on stress should be further investigated to reduce negative health outcomes for the growing demographic group of singles in the U.S.

5.1.4. Highest Academic Qualification

Table 4 shows that most of the respondents are with Masters's Degree units with a frequency of 33 (62.26%), 15 (28.30%) are with bachelor's degree, 3 (5.66%) are with Masters's Degree and 2 (3.77%) are with Doctorate Degree.

Based on the study of Zhang (2008), highly educated teachers are indeed more successful teachers in terms of student outcomes.

5.1.5. Number of Years in Teaching Experience

Table 5 shows that 17 (32.08%) of the respondents have teaching experience of less than a year to five years, 15 (28.30%) have 6 to 11 years of teaching experience, 14 (26.42%) have 12 to 17 years of teaching experience, 5 (9.43%) have 24 to 29 years of teaching experience and 2 (3.77%) have 30 to 35 years of teaching experience.

Based on the table more than half of the respondents are quite young in the service.

According to Podolsky et. al. (2019), teaching experience is positively associated with student achievement gains throughout much of a teacher's career; as teachers gain experience, their students are more likely to do better on measures of success beyond test scores; teachers make greater gains in their effectiveness when they teach in a supportive, collegial environment, or accumulate experience in the same grade, subject or district; and more experienced teachers confer benefits to their colleagues.

5.1.6. Teaching Position

Table 6 shows that more than half of the respondents

Table 3. Distribution of the Respondents According to Civil Status

Civil Status	Frequency	Percentage
Single	13	24.53
Married	38	71.70
Separated	2	3.77
Total	53	100.0

Table 4. Distribution of the Respondents According to Highest Academic Qualification

Highest Academic Performance	Frequency	Percentage
Bachelors Degree	15	28.30
with Masters Degree Units	33	62.26
Masters Degree	3	5.66
with Doctorate Degree Units	2	3.77
Total	53	100.0

are teacher 1 with a frequency of 30 (56.60%), 15 (28.30%) are teacher 3, 3 (5.66%) are teacher 2, master teacher 2 and head teacher have the same frequency of 2 (3.77%), and only 1 (1.89%) respondent is master teacher 1.

Based on the table, more than half of the respondents are teacher 1, meaning they are young in the service.

Symeonidis (2015) states that teacher status is related to aspects of quality education and, more specifically, to socio-cultural and economic contexts, job security, salaries and working conditions, teachers' professional development, representation of the teaching profession, professional autonomy, social dialogue, and involvement in decision-making.

5.1.7. Grade Level Handled

Table 7 shows that primary and junior high school levels have the same frequency of 17 or a percentage of 32.08, intermediate has a frequency of 16 (30.19%) , and three, or 5.66% of the respondents handled the kinder level.

Based on the result above, the number of respondents in the primary, intermediate and junior high school levels is almost the same.

According to Malik et al. (1991), grade-level teaching had a negative effect on teacher stress, whereas teaching experience did not account for a significant portion of the variance in the dependent variable.

5.1.8. Number of learning areas/teaching preparation presently handled

Table 8 shows that 23 (43.40%) have 5 and above teaching preparations, 14 (26.42%) have 3 preparations, eleven or 20.75% have 2 preparations, 3 or 5.66% have 1 teaching preparation and 2 (3.77%) have 4 teaching preparations.

Based on the table, almost half of the respondents have 5 and above preparations. Too many preparations of teachers can affect the performance of teachers in the classroom.

Fulgado (2017) found in his study that teachers who specialized in major subjects experienced difficulties in handling subjects that were mismatched subject they specialized.

Table 5. Distribution of the Respondents According To Number of Years in Teaching Experience

No. Of Years In Teaching	Frequency	Percentage
0-5	17	32.08
6-11	15	28.30
12-17	14	26.42
18-23	0	0.00
24-29	5	9.43
30-35	2	3.77
Total	53	100.00

Table 6. Distribution of the Respondents According To Teaching Position

Teaching Position	Frequency	Percentage
Teacher 1	30	56.60
Teacher 2	3	5.66
Teacher 3	15	28.30
Master Teacher 1	1	1.89
Master Teacher 2	2	3.77
Head Teacher	2	3.77
Total	53	100.0

5.1.9. Non-teaching Assignments

Table 9 shows that 37 or 69.81 percent of the respondents do not have non-teaching assignments and 16 or 30.19 percent have non-teaching assignments.

Based on the result, only a few respondents have non-teaching assignments.

David et. al. (2019) states that the workload of public school teachers is not only limited to teaching but also to other non-teaching tasks. Given this workload, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play.

5.2. Stressors of Respondents

Table 10 shows that among the stressors above, item number 7 "Printing and sorting of modules" got the highest responses which means that almost half of the respondents are stressed with these tasks. The item with the second highest responses is item number 21 "Checking, assessment and evaluation of Learner's Output". The item with the third highest responses is item number 14 "Distribution and retrieval of modules". Item number 16 "Transmission of disease due to frequent peer meetings" got only one response which means they are not so much affected by it.

Rubilar and Oros (2021) found that more than 60% of educators reported high and moderately high levels of stress. The predominant stressors were uncertainty about the consequences of the pandemic, work overload, and an inadequate working environment.

5.3. Effects of Stressors on the Health of the Respondents

Table 11 shows the impact of stressors on the participants' psychological, emotional, behavioral, and

Table 7. Distribution of the Respondents According To Grade Level Handled

Grade Level Handled	Frequency	Percentage
Kinder	3	5.66
Primary (I-III)	17	32.08
Intermediate (IV-VI)	16	30.19
Junior High School (VII-X)	17	32.08
Total	53	100.0

Table 8. Distribution of the Respondents According To Number of Learning Areas/Teaching Preparation Presently Handled

Number of learning area/teaching preparation presently handled	Frequency	Percentage
1	3	5.66
2	11	20.75
3	14	26.42
4	2	3.77
5 and above	23	43.40
Total	53	100.0

Table 9. Distribution of the Respondents According To Non-Teaching Assignments

With Non-Teaching Assignments	Frequency	Percentage
Yes	16	30.19
No	37	69.81
Total	53	100.0

physical well-being. According to the findings, stressors had little impact on the respondents' psychological, emotional, physical, or behavioral health.

Stressors influence respondents psychologically approximately half of the time, emotionally about half of the time, physiologically about half of the time, and behaviorally about half of the time.

Jimenez (2021) found that in terms of mental health, teachers experience less than once a week of sleeping problems. For social well-being, teachers experience them almost every day. For the things that bother them, the teachers were not bothered at all. The teachers also have positive mental health and for the aspect of bouncing back, they responded neutrally.

5.4. Stress Coping Mechanisms

Table 12 shows that coping mechanisms got an average weighted mean of 3.86 with a verbal interpretation of "usually," which means that the respondents usually find ways to relieve stress. According to Siswanto (2015), the ability of the teacher to identify the symptoms or the signs of stress as early as possible is very important to lessen the negative impact of stress. It enables teachers to take proper action immediately. Teachers also need to develop techniques and methods for managing stress effectively. As people respond to stress differently, they must be able to select techniques that are suitable for themselves.

According to Hidalgo et al. (2021), teachers who had previous training and experience with online teaching presented lower levels of distress and perceived stress as well as higher levels of life satisfaction. The most used coping strategies included seeking social support, exercising, and engaging in leisure activities.

5.5. Relationship between the Respondents' Profile and Health

Table 13 shows that gender, age, civil status, number of years in teaching, number of learning areas/teaching preparation presently handled, and other non-teaching

Table 10. Stressors of the Respondents

Stressors	Frequency (f)	Percentage (%)	Rank
1. Number of Learning area /Teaching Preparations	17	**9.71**	**4**
2. Conduct of online Kumustahan with learners and parents	7	**4**	**10**
3. Internet Services Problem	9	**5.14**	**8**
4. Managing Virtual Classroom Behavior	2	**1.14**	**12**
5. Online Faculty Meetings and Webinars	3	**1.71**	**11**
6. Intervention for Students with insignificant progress]	8	**4.57**	**9**
7. Printing and sorting of modules	22	**12.57**	1
8. Checking, assessment and evaluation of Learner's Output	21	**12**	**2**
9. Preparation of School Forms (SF9 and CPR)	10	**5.71**	**7**
10. Preparation of Learning Activity Sheets (LAS) and Assessment]	11	**6.29**	**6**
11. Adopting the syllabus/learning materials (LMs) and teaching strategies in the new normal	10	**5.71**	**7**
12. Immediate due submission of school/district/division reports	14	**8**	**5**
13. Transportation in going to the school	11	**6.29**	**6**
14. Distribution and retrieval of modules	18	**10.29**	**3**
15. Preparation for Class Observation	11	**6.29**	**6**
16. Others: Transmission of disease due to frequent peer meetings	1	**0.57**	**13**
Total	**175**	**100**	

assignments have weak to moderate correlations with the health of the respondents.

Gender has a weak correlation with the psychological and emotional well-being of the respondents. This means that the effect of stress on the psychological and emotional health of the respondents has a minimal relationship with their gender. The effect of stress on the psychological and emotional health of the respondents varies between males and females.

Age has a weak relationship with physical health. This means that the effect of stress on the patients' physical health depends on the respondents' age.

The number of years in teaching has a weak correlation with the physical health of the respondents. This means that the effect of stress on the physical health of the respondents varies with the number of years of teaching experience.

The number of learning areas and teaching preparation presently handled has a weak correlation with the physical and behavioral aspects of the respondents, which means that there is a minimal relationship between the number of learning areas and teaching preparation presently handled and the physical and behavioral aspects of the respondents. This means that the number of learning areas and teaching preparation of the respondents affects their physical and behavioral aspects.

The non-teaching assignments have a weak correlation with all the health aspects of the respondents. Having non-teaching assignments aside from teaching affects

Table 11. Effects of Stressors on the Health of the Respondents

Effects of Stressors	Weighted Mean	Interpretation
a. Psychologically		
1. difficulty in concentrating	3.19	About half the time
2. worrying	3.38	About half the time
3. anxiety	3.06	About half the time
4. trouble remembering	2.87	About half the time
Ave. Mean	**3.13**	**About half the time**
b. Emotionally		
1. angry	2.55	Seldom
2. irritated	2.72	About half the time
3. moody	2.77	About half the time
4. frustrated	2.62	About half the time
Ave. Mean	**2.67**	**About half the time**
c. Physically		
1. high blood pressure	1.74	Never
2. changes in weight	2.55	Seldom
3. frequent cold or infections	1.94	Seldom
4. changes in the menstrual cycle/libido	2.06	Seldom
Ave. Mean	**2.07**	**Seldom**
d. Behaviourally		
1. poor self-care	2.15	Seldom
2. not having time for the things you enjoy	2.75	About half the time
3. overeating or under eating	2.74	About half the time
4. angry outbursts	2.23	Seldom
Ave. Mean	**2.47**	**Seldom**
Overall mean	**2.58**	**Seldom**

the psychological, emotional, physical, and behavioral aspects of the respondents.

Antoniou et al. (2006) found in their study that female teachers experienced significantly higher levels of occupational stress, specifically with regard to interaction with students and colleagues, workload, students' progress, and emotional exhaustion. Younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession, while older teachers experienced higher levels of stress in terms of the support, they feel they receive from the government.

The findings of the study regarding workload (number of learning areas and teaching preparation) were affirmative to the findings of Pace et al. (2019) that workload when linked to bureaucratic school practices, is a predisposing factor to a negative perception of work-related well-being among teachers.

5.6. Relationship of profile to coping mechanisms of the respondents.

Table 14 presents the relationship between the profile and the coping mechanisms of the respondents. Based on the table, the highest academic qualification, grade level handled, and the number of learning areas/teaching preparation presently handled have relationships with the coping mechanisms of the respondents. This means that the coping mechanism of the respondents depends on their highest academic qualification, grade level handled, number of learning areas/teaching preparation presently handled, and non-teaching assignments.

The data established a link between the level of coping strategies and the highest educational attainment. It can be assumed that one's educational attainment may influence how one appraises whether a situation is stressful and predict one's ability to choose a variety of coping strategies or tools (Amata, n.d.).

5.7. Implication of the study

5.7.1. For Administration

One of the implications of the results obtained is that to lessen the stress of teachers in printing and sorting modules, increasing the budget allocation for the instructional materials may be considered. Materials for the printing of modules need to be always available to

Table 12. Stress Coping Mechanisms of the Respondents

Coping Mechanism	Weighted Mean	Verbal Interpretation
1. I accept that there are events beyond my control.	4.11	Usually
2. I do some relaxation like deep breathing, muscle relaxation, yoga, or meditation.	4.0	Usually
3. I eat well-balanced meals.	3.79	Usually
4. I rest and sleep.	3.81	Usually
5. I engage in pleasurable or fun activities such as Zumba, gardening, cycling, cooking. .. baking, etc.	3.77	Usually
6. I hang out with friends/family in nearby relaxing places such as gardens, café, restaurants.	3.79	Usually
7. I view the problem from a religious perspective.	3.79	Usually
8. I distance myself from the source of stress.	3.92	Usually
9. I ask others to help me or assist me.	3.70	Usually
10. I directly try to change the source of stress.	3.79	Usually
11. I've been trying to come up with a strategy about what to do.	4.0	Usually
Average weighted mean	**3.86**	Usually

avoid stress on the part of the teachers. Moreover, Self-Learning Modules (SLMs), may also be provided by the Schools Division Office, not only printed but also sorted, bound, and ready to use.

5.7.2. For Parents

The distribution and retrieval of modules also cause stress to the respondents. Some parents did not follow their assigned schedule in getting and returning the modules. This situation resulted in to delay in checking and evaluating students' papers. One of the causes of delay is that some parents are working and some do not have knowledge on how they will guide their children in doing their assignments. It is a challenge for school administrators and teachers to involve parents in the home learning of their children. Parents and Teachers Association (PTA) can be an instrument to motivate parents to get involved in the home learning of their children. The PTA can create a seminar for parents emphasizing the importance of parental involvement in the education of their children. According to Delgado (2019), parental involvement is essential for student

Table 13. Relationship between the Respondents' Profile and Health

Profile	Psychological		Emotional		Physical		Behavioural	
	r	Interpretation	r	Interpretation	r	Interpretation	r	Interpretation
Gender	0.27	weak correlation	0.33	weak correlation	0.16	no correlation	0.15	no correlation
Age	0.18	no correlation	0.03	no correlation	0.25	weak correlation	0.15	no correlation
Civil Status	0.27	weak correlation	0.17	no correlation	0.03	no correlation	0.25	no correlation
Highest Academic Qualification	0.04	no correlation	0.19	no correlation	0.06	no correlation	0.11	no correlation
Number of Years in Teaching	0.16	no correlation	0.03	no correlation	22	weak correlation	0.05	no correlation
Teaching Position	0.11	no correlation	0.01	no correlation	0.17	no correlation	0.02	no correlation
Grade Level Handled	0.06	no correlation	0.01	no correlation	17	no correlation	0.04	no correlation
Number of Learning Area / Teaching preparation presently handled	0.06	no correlation	0.11	no correlation	0.29	no correlation	0.2	weak correlation
Non-teaching assignments	0.38	weak correlation	0.31	weak correlation	0.4	moderate correlation	0.35	weak correlation

Table 14. Relationship of profile to coping mechanisms of the respondents

PROFILE	Coping Mechanism	
	r	Interpretation
Sex	0.07	no correlation
Age	0.09	no correlation
Civil Status	0.04	no correlation
Highest academic qualification	0.20	weak correlation
Number of Years in Teaching	0.08	no correlation
Teaching Position	0.10	no correlation
Grade Level Handled	0.26	weak correlation
Number of Learning Area/Teaching Preparation presently handled	0.22	weak correlation
Non-Teaching Assignment.	0.45	moderate correlation

development and offers many benefits. One of its benefits is it improves student behavior in the classroom. Communication between parents and teachers helps students feel more motivated in their classes and improves their self-esteem and attitudes in class.

6. CONCLUSION

Based on the results of the study in terms of the profile of the respondents: most of the respondents were females, and there were more respondents from the age group 26 -31 years which means that they were young in the profession. More than Seventy-one percent of the respondents were married, and they have to balance their responsibilities between school and family. Thirty-three out of 53 respondents had a master's unit. Three of the respondents finished their Master's Degrees, and 2 of them were enrolled in Doctorate Degrees. Seventeen percent of the teachers are still young in the service. They are still in a period of adjustment regarding the nature of their work. More than half of the respondents are teacher 1, the lowest rank in the profession. They receive the lowest salary among the DepEd teachers. The number of respondents in the primary, intermediate, and junior high schools is almost the same except for the kinder level. There are 23 respondents with 5 and above teaching preparations. It is more stressful for teachers who are handling 5 or more preparations. Out of 53 respondents, 16 have non-teaching assignments. Handling non-teaching assignments are not easy. These are an additional burden to the responsibilities of teachers. Among the stressors above, item number 7 "Printing and sorting of modules" got the highest responses which means that almost half of the respondents are stressed by these tasks. The impact of stressors on the participants' psychological, emotional, behavioral, and physical well-being. Stressors influence respondents psychologically approximately half of the time, emotionally about half of the time, physiologically about half of the time, and behaviorally about half of the time. In terms of coping mechanisms, the respondents can manage well their stress. The gender, age, civil status, number of years in teaching, number of learning areas/teaching preparation presently handled, and other non-teaching assignments have weak to moderate correlations with the health of the respondents. The highest academic qualification, grade level handled, and the number of learning areas/teaching preparation presently handled have relationships with the coping mechanisms of the respondents. This means that the coping mechanism of the respondents depends on their highest academic qualification, grade level handled, number of learning areas/teaching preparation presently handled, and non-teaching assignments.

7. RECOMMENDATIONS

It is suggested to have an equal number of respondents in terms of gender to clearly establish the relationship

of gender to stressors, health, and coping mechanisms. Conduct this study again with different respondents from other schools and during the implementation of a limited face-to-face class. Also, conduct this study during the opening of classes next school year.

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9. CONFLICT OF INTEREST

The authors have declared that there is no conflict of interest.

10. SOURCE/S OF FUNDING

NA

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