Coping Strategies and Stress Resilience of Secondary School Teachers in Davao Del Sur

Praxedes L. Saniel

Abstract. This study aimed to ascertain how much secondary school teachers in the Davao del Sur Division used coping mechanisms to predict their ability to handle stress. The findings revealed that time management, academic guidance, mentoring, appraisal-focused, emotion-focused, and occupation-focused coping strategies frequently materialize. Instructors often put much effort into improving coping strategies to teach the curriculum effectively. This was manifested in their positive coping responses to challenges. However, some items in the coping strategy of teachers were appraisal-focused and emotion-focused, as shown in the results that they were extensive. Teachers' stress resilience in students' behavior, teacher-teacher relations, intrapersonal conflict, physical symptoms, and stress management techniques are often manifested. However, the indicator of stress resilience in terms of students' behavior, parent-teacher relations, intrapersonal conflicts, physical symptoms of stress, and stress management techniques was sometimes manifested, emphasizing that teachers need to develop mechanisms to enhance stress resilience. There was a significant relationship between coping strategies and stress resilience of secondary teachers. The robust coping mechanisms would make teachers resilient to challenges encountered by the learners and other stakeholders. Coping strategies regarding time management, academic advice and mentoring, and occupation focus significantly influence the learner's performance.

KEY WORDS

1. Coping strategies   2. Secondary teachers   3. Stress resilience

Date Received: May 21, 2024 — Date Reviewed: May 23, 2024 — Date Published: June 5, 2024

1. Introduction

In our educational system, many teachers are experiencing difficulties and facing complicated challenges in their fields. These challenges can lead to significant stress, yet the demand for teachers remains high, making the teaching profession highly dynamic. Despite these hurdles, many teachers enjoy their profession because of their love and commitment to their sworn duty. Their resilience and ability to cope with stress are essential to their sustained passion and effectiveness in teaching. On the other hand, some teachers, especially the new ones, experience high stress. After the first year of teaching, they leave the field of education due to a lack of administrative support, inability to manage personal and professional expectations, limited teaching resources, lack of professional development, and difficulty handling behavioral problems in the classroom. There is an increased attrition rate by as much as 50Undeniably, the focus in education is the welfare of the students. Mitigation measures

were implemented to determine how the learners can be most helped in their education and how to improve their learning outcomes. However, not much research has been conducted to investigate the welfare of teachers, particularly regarding the kind of instructional support they have been receiving to continue their instructional delivery. More so, not much is known about their struggles, and not much is known about how they keep their resilient spirits high despite the odds. In most cases, teachers found they had to become digital resource developers, amateur broadcasters, and module writers overnight. In essence, when teachers are given the adequate support they need, this can translate into better service to the learners. The concern of the teachers assigned to different specializations, with the lack of coping strategies, is apparent in a specific sub-section within the education field, specifically in geographical areas and subjects where these mechanisms are highly needed. Offering countless mechanisms to new teachers that may help and support them to better assimilate into their new school cultures and roles. In Singapore, teachers encounter several challenges in curriculum delivery. They are rigorous standards, diverse student population, time constraints, technology integration, professional development needs, and curriculum review and adaptation. Thus, teachers utilize various coping strategies and stress resilience strategies to deliver the curriculum despite the challenges they face effectively. These mechanisms include building a support network, self-care practices, time management skills, continuous professional development, seeking professional support, and effective communication. Overall, combining these coping strategies and stress resilience strategies enables Singapore teachers to navigate curriculum delivery challenges while prioritizing their well-being and professional growth (Malik, 2018). The difficulties that educators encounter are not specific to any one nation; rather, they are a global problem that affects all educational systems. According to Goodwin (2018), due to time constraints, it is frequently difficult to provide the critical academic mentoring and advising that is needed for both teacher preparation and student achievement. Teachers in many nations also struggle to control the behavior of their students, leading varied and occasionally turbulent classrooms without the proper assistance or training. These difficulties show that in order to enhance teacher support, extensive stress management strategies and systemic adjustments are required. In addition, as Evmenova (2018) stated, the problem is made worse by the absence of efficient coping strategies that are emotion-focused and appraisal-focused, which raises attrition rates, particularly for recently hired teachers. There are intrapersonal conflicts and strained teacher relations due to teachers feeling underappreciated and unsupported. Thus, there is a concerning global trend of teachers quitting their jobs after only a few years, compromising the continuity and standard of instruction. Putting into practice practical stress-reduction strategies and creating a nurturing learning environment are critical steps to achieve this goal. The deployment of these mechanisms has shown to be a successful strategy in the Philippine context, as evidenced by the notable decrease in the number of first-year teachers who left the profession due to frustration, unrewarding work, and unbearable difficulties during the school year. These tactics have also improved overall job satisfaction and teacher retention rates by fostering a more resilient and supportive teaching community (Rilveria, 2018). The shift in teaching modalities from face-to-face to remote education caused the preparation of lessons for instruction to become stressful for teachers. The current setup expects them to prepare engaging lesson content while learning about new digital technologies. Many teachers not within the "Millennial" and Gen Z timeframe are experiencing distress. Teachers in most of the world

are not trained or educated to teach virtually, so blended learning is not their normative teaching platform. This causes distress and frustration among educators (Dziuban, Graham Moskal, 2018). to continually learn amidst the pandemic. Many educators feel morally responsible for their students' continuing education. Hence, even if they also have their struggles to attend to, they need to keep themselves resilient as they try to establish a work-family-self balance. In a study conducted by Sharfstein (2020), it was found that 9 of 10 teachers feel incredibly stressed and anxious when they learn that they need to shift to a hybrid-multimodal teaching approach. Additionally, the survey report also revealed that 81Teachers encounter supplementary difficulties exacerbated by systemic problems in the educational environment. Teachers frequently deal with packed classrooms and subpar teaching materials due to a growing student body and scarce resources, which adds to the stress of an already taxing workload. In addition, the profession is further burdened by the prevalence of intrapersonal conflicts and problems with teacher relations, exacerbated by the dearth of practical stress management strategies. Despite these difficulties, Filipino educa-

tors show incredible resiliency by overcoming barriers with their inventive spirit and dedication to their students' education (Baloran, 2023). The Philippines can strive toward creating a more enduring and encouraging environment for its committed educators through cooperative efforts and focused interventions addressing time management, academic mentoring, and teacher support. The workload has been tough for teachers in the southern Mindanao region, but despite it all, teachers remained committed to their learners' education (Cahapay, 2020). Though tired from the grueling responsibilities, they remained resilient. They have developed resilience mechanisms to adapt their thoughts, actions, and emotions to survive effectively. In the face of difficult circumstances, this commitment indicates the strong sense of vocation that Filipino teachers in southern Mindanao possess. From all these scenarios, the researcher was eager to dwell on the resiliency of the stress and the instructional support given by the school leaders and stakeholders to teachers. The study suggests further technical assistance on utilizing technology as a gap in implementing face-to-face learning to improve learning outcomes at the elementary level successfully.

2. Methodology

This chapter presented the methods used in the study, which consisted of the research design, research respondents, research instrument, data gathering procedure, and data analysis. This study aimed to determine the effect of coping strategies and stress resilience on the Davao del Sur Division.

2.1. Research Design—The researcher employed the non-experimental quantitative design utilizing the descriptive method of research by which the main tool was the adapted and modified standardized survey questionnaire to determine the significant relationship between blended learning design and learner outcomes. According to Calmorin (2018), the descriptive survey is used when the study's objective is to seek a specific picture of the population under investigation regarding their social and economic characteristics, opinions, and knowledge about or behavior toward a particular phenomenon. The researcher employed the quantitative descriptive type using correlation analysis in this study. Descriptive research is a type of quantitative research that involves carefully describing educational phenomena (Gall Borg,

2018). This research design has limited control over extraneous variables, no independent variable manipulation, and is susceptible to threats and internal validity (Polit et. al., 2019). Quantitative research is a formal, objective, systematic process using numerical data to obtain information about the world. According to Burns and Grove (2020), the Quantitative research method describes variables, examines relationships among variables, and determines cause-and-effect interactions between variables. The method's ability to produce exact and objective results was largely dependent on numerical data and statistical analysis. Large volumes of data that could be extrapolated to larger populations could be gathered by researchers through structured instruments such as experiments and surveys. Moreover, according to Valdez (2019), descriptive research is concerned with the description of data and characteristics of a population. The goal was to acquire factual, accurate, and systematic data for averages, frequencies, and similar statistical calculations. This research focuses on observing and recording current conditions rather than adjusting variables. Before more extensive research is done, descriptive research is frequently used as a first step to determine the extent and nature of an issue. It also aids in discovering patterns and trends that can guide the formulation of policies and decision-making.

2.2. Research Respondents—The study's respondents were the one hundred twenty (120) teachers of the Davao del Sur Division who have been in the service for three (3) years and are deemed permanent employees. These employees were randomly selected. The sample size was obtained using the fishbowl technique. In this technique, the researcher was randomly picked from the fishbowl of all teachers in their respective schools. These employees were considered the respondents of the study.

2.3. Research Instrument—The researcher utilized adapted questionnaires from the studies of Montesur (2019) and, Luciano Salvatierra, (2022). which were modified to suit the present study's concept, place, situation, and ideas. The draft of the research instrument was submitted to the research adviser for comments, suggestions, and recommendations. The final copy of the research survey questionnaire was validated by the panel of experts for approval. The final revision incorporated all the corrections, comments, and suggestions the experts gave before distribution and administration. The draft of the questionnaire was presented and evaluated by some expert validators. A standard evaluation tool was provided to them to rate, comment, and suggestions for the improvement and development of the questionnaire. The results of the validation, together with the draft of the research instrument, were submitted to the research adviser for comments and suggestions. The ambiguous items were deleted; the weak items were strengthened and improved. After correction and refinement, the research instrument was returned to the researcher for finalization. Cronbach's alpha is calculated by taking a score from each scale item and correlating it with the total score for each observation. The resulting correlations were then compared with the variance for all individual item scores. Cronbach's Alpha for the instrument was 0.857, indicating strong internal consistency. This suggests that the instrument's items measured the same underlying construct with good correlation. The instrument's high reliability contributes to the validity of the study's conclusions by guaranteeing the consistency and dependability of the data gathered. The respondents to the pilot test were excluded from the research survey, which was carried out in the Davao del Sur Division. Before the test instrument was used in the main study, this initial testing phase was designed to ensure validity and reliability. The researchers found and fixed any possible problems or ambiguities in the questionnaire by carrying out the pilot testing. The questionnaire

was thoughtfully created and altered in light of the feedback obtained better to meet the unique requirements and circumstances of the respondents. In the end, this procedure assisted in improving the tool to guarantee that the information gathered would be precise, pertinent, and helpful for the study's goals. This study used adapted and modified questionnaires. The first set was designed to draw out information concerning the extent of the coping strategies in terms of time management, academic advice, mentoring, appraisal-focused, emotion-focused, and occupation-focused coping. The second set is designed to draw out data on stress resilience in terms of students' behavior, employee/administrator relations, teacher/teacher relations, time management, intrapersonal conflicts, physical symptoms of stress, psychological/emotional symptoms of stress, and stress management techniques in Davao del Sur, Division. For the necessity of validation and comprehensive instrument content, the researchers sought a knowledgeable person in the field of comments and suggestions. The questionnaire used a 5-point Likert scale to determine the extent of coping strategies and to describe the extent of stress resilience. The following interpretations of the data are found below.

Table. Scale, Descriptive Rating, and Interpretation of Coping Strategies of Teachers

Scale Rating	Descriptive	Interpretation
4.21 – 5.00	Very Extensive	The coping strategies of Teachers is always manifested.
3.41 – 4.20	Extensive	The coping strategies of Teachers is oftentimes manifested.
2.61 – 3.40	Moderately Extensive	A coping strategy of Teachers is sometimes manifested.
1.80 – 2.60	Less Extensive	The coping strategies of Teachers approach is rarely manifested.
1.0 – 1.79	Not Extensive	The coping strategies of Teachers approach is not manifested.

2.4. Data Gathering Procedure—The researcher followed the following procedures in this study. The necessary data were gathered on December 4, 2023, through the following procedure: The researcher asked permission from the office of the Schools Division Superintendent of Davao del Sur would conduct an online survey of the teachers of Davao del Sur. Likewise, the granted letter of permission from the Schools Division Superintendent was brought to the principals and supervisors of public schools in Davao del Sur for the arrangement of the conduct of the research study. The arrangement was made with the school principals and supervisors upon observation of safety protocol regarding the conduct of the research.

An endorsement letter from the Dean of the Graduate School is given to the graduate student on November 18, 2023, for the approval of the division superintendent, a letter of permission for the Schools Division Superintendent, the School Principal, and the concerned gender and development coordinators were prepared for easy collection of data on December 4, 2023. Upon approval, the researcher personally administered the research, conducted the survey, and

5

Table. Scale, Descriptive Rating, and Interpretation of Stress Resilience of Teachers

Scale Rating	Descriptive	Interpretation
4.21 – 5.00	Very Extensive	The stress resilience of Teachers is always manifested.
3.41 – 4.20	Extensive	The stress resilience of Teachers is often-times manifested.
2.61 – 3.40	Moderately Extensive	The stress resilience of Teachers is some-times manifested.
1.80 – 2.60	Less Extensive	The stress resilience of Teachers is rarely manifested.
1.0 – 1.79	Not Extensive	The stress resilience of Teachers is not manifested.

retrieved the data through an online platform. The survey questionnaire was sent through the email of the respondents, and once answered, it was sent to the email of the researcher. A received copy of the letter presented was secured from the principals to vouch that the researcher honestly conducted and collected the data from the participants of the study online. The data gathered on December 4, 2023, was tallied, tabulated, analyzed, and interpreted confidentially and accordingly. The study's results were analyzed and interpreted based on the purpose of the study.

2.5. Data Analysis—The following statistical tools were used, and the null hypothesis was tested at a 0.05 significance level. The data were gathered, tallied, and treated using the Statistical Package for Social Sciences. Mean. The weighted arithmetic mean applies to options of different weights (Calmorin, 2018). This study used this statistical tool to measure the extent of coping strategies and stress resilience. Pearson's r. The person product-moment of the correlation coefficient is a linear correlation to find the degree of the association of two sets of variables (Calmorin, 2018). In this study, this statistical tool was used to determine the significant relationship between coping strategies and stress resilience of the Davao del Sur, Division. Regression Analysis. The regression analysis was used to determine the domains of coping strategies that significantly influence teachers' stress resilience.

3. Results and Discussion

This chapter discusses the problems in this study. They are thoroughly discussed, analyzed, and interpreted under the following headings and sequence: coping strategies and stress resilience.

The summary of the extent of coping strategies of teachers

Table 1 presents a summary of the Extent of Coping Strategies of Teachers in Davao del Sur Division in terms of its indicators among teachers in Davao del Sur, Division, namely: time management (4.29), academic advice and mentoring (4.26), appraisal-focused (4.16), emotion-focused (4.12), and occupation-focused (4.24), which exhibit very extensive coping strate-

gies of teachers, while appraisal-focused and emotion-focused show extensiveness. The overall mean rating of 4.21 suggests that teachers' coping strategies are often time-limited and thus extensive among teachers in the Division of Davao del Sur.

Table 1. Summary of the Extent of Coping Strategies of Teachers

No.	Indicators	Mean	Descriptive Equivalent
1	Time Management	4.29	Very Extensive
2	Academic advice and mentoring	4.26	Very Extensive
3	Appraisal-focused	4.16	Extensive
4	Emotion-focused	4.12	Extensive
5	Occupation-focused	4.24	Very Extensive
	Overall Mean	4.21	Very Extensive

The very extensive overall mean rating in this study suggests that the teachers' coping strategies are always manifested. This conforms to the views of Lazarus and Folkman (2018), who suggest that individuals utilize appraisal-focused coping or emotion-focused coping in response to stressors. Appraisal-focused coping involves tackling the stressor directly, aiming to change the situation causing distress. On the other hand, emotion-focused coping entails regulating emotional responses to the stressor. People can navigate a wider range of stressors in their personal and professional lives with a more comprehensive toolkit when they comprehend the subtle interactions between these coping strategies. The significance of considering coping strategies within the broader context of coping flexibility involves the ability to adaptively shift between different coping strategies based on situational demands (Cheng et al., 2014). Teachers with higher levels of coping flexibility exhibit better psychological adjustment and resilience in the face of stressors. By cultivating coping strategies, individuals can enhance their capacity to effectively manage diverse stressors encountered across various domains of life. Therefore, integrating coping strategies into coping interventions and stress management programs could offer valuable insights for promoting adaptive coping strategies and fostering psychological well-being.

Summary of the extent of stress resiliency of teachers.

Table 2 shows the summary of the teachers' stress resilience, which reveals that the overall mean is 3.31, which is the equivalent of moderately extensive. The three indicators are presented with their corresponding mean rating, namely: Students' Behavior (4.08), Employee/Administrator Relations (4.00); teacher/Teacher Relations (2.01). Two of these indicators have a descriptive equivalent of extensive. However, most of the indicators have a descriptive equivalent of moderately extensive.

Table 2. Summary of the Extent of Stress Resiliency of Teachers

Indicators	Mean ($\bar{x}$)	Descriptive Equivalent
Students Behavior	4.08	Extensive
Teacher/Teacher Relations	2.01	Less Extensive
Intrapersonal Conflicts	2.92	Moderately Extensive
Physical Symptoms of Stress	2.92	Moderately Extensive
Symptoms of Stress	2.92	Moderately Extensive
Stress Management Techniques	2.92	Moderately Extensive
Overall Mean	2.97	Moderately Extensive

The overall mean was 2.97 or moderately extensive which explained that the stress resilience of the respondents was able to adapt to stress in the school by means of dealing with the students, parents and the school community well and healthy learning environment (Hart Nash, 2020). Stressful situations are connected with affected educators' capacities to teach effectively and provide emotional support for students. Despite the adversity educators, are enduring and bouncing back to normal since the work of teaching must continue. Given the demanding nature of their work, it is clear that teachers frequently struggle with mild to moderate levels of physical stress and its related symptoms. This observation is consistent with the results of a study conducted by Garcia and Martinez (2021), which highlights the high incidence of physical stressors experienced by educators. On the other hand, the same study implies that teachers might not feel as stressed out when interacting with students as they do when they are with their colleagues. These results emphasize the complex nature of stress experiences in the teaching profession and the necessity of specialized support systems to deal with the many issues that teachers face. It is evident that although educators may face physical strain and related symptoms, their experiences with student interactions and teacher-teacher relationships appear to be less taxing. This ob-servation raises questions about the different stressors that come with being a teacher, with physical demands frequently taking precedence. The idea that instructors might not go through as much stress in their interpersonal interactions, however, highlights how complicated educator well-being is. It implies that although there may be obvious physical strain, there are other difficulties associated with teaching, such as emotional and social strain.

The relationship between the extent of Coping strategies and stress resilience of teachers

Shown in Table 3 are data about the significant relationship between teachers' coping strategies and stress resilience. Analyzing the data by Pearson Product-Moment Correlation Coefficient or Pearson r, the results are the computed r-value for coping strategies of teachers versus stress resilience in teaching is 0.62 which denotes an almost substantial relationship or definite relationship. While computing the significant difference of r –values, it is found as 4.41 with a probability value of 0.013, which is lesser than the 0.05 level of significance. Hence, there is a significant relationship between coping strategies and the stress resilience of teachers. The greater the coping strategies of teachers, the greater the stress resilience of teachers in teaching subjects; hence, a positive relationship occurs when an increase in two variables decreases at the same time. This example of

a linear correlation or straight-line relationship between two variables. A correlation of the Pearson r can range between -1 (perfect negative relationship) and +1 (perfect positive relationship), with 0 indicating no straight-line relationship.

Table 3. Relationship Between Coping Strategies and Stress Resilience of Teachers

Variables	r-values	Computed t-value	P value	Remarks/Decision
Teachers' coping strategies (x)	0.62	4.41	0.013	Reject
Teachers' stress resilience (y)				

Teachers in most of the world are not trained or educated to teach virtually, so blended learning is not their normative teaching platform. This causes distress and frustration among educators (Dziuban et al., 2018) to continually learn amidst the pandemic. Many educators feel morally responsible for their students' continuing education. Hence, even if they also have their struggles to attend to, they need to keep themselves resilient as they try to establish a work-family-self balance. Selye (2021) offers valuable insights into the complex process of coping, which is characterized as the dynamic interaction between behavioral and cognitive responses to perceived stressors. The significance of adaptive strategies in meeting both internal and external demands is emphasized by this holistic understanding. When teachers' stress resilience is taken into account, it is clear that their ability to use useful coping strategies has a substantial impact on their ability to deal with difficulties in the classroom. By accepting coping as a fundamental component of resilience, educators can develop a wide range of coping strategies to efficiently handle stressors and maintain their well-being.

On the indicators of coping strategies that significantly influence the stress resilience of teachers

Table 4 depicts the regression coefficient analysis on the significant influence of coping strategies that significantly influence the stress resilience of teachers. All indicators of coping strategies provided, namely, time management (0.344), academic advice and mentoring (0.152), and occupation-focused coping (0.345), except appraisal-focused (0.015) and emotion-focused (0.001) indicate statistically significant influence on the stress resilience of teachers in Davao del Sur, Division. This gives empirical evidence to show that the indicators of coping strategies provided directly influence the stress resilience of teachers.

Meanwhile, the R2 value of 0.886 suggests that the coping strategies account for 90.9 of the variance of stress resilience. This provides empirical evidence that variability of the coping strategies can be accounted for and be explained by the indicators as enumerated under stress resilience of teachers in the Davao del Sur, Division. In addition, the F-value shows all the sums of squares, given regression being the model and Residual being the error. The F-value (117.330) and F-statistic are significant p<.001, which tells that the model is significantly a bet-

Table 4. Regression Coefficient Analysis on Coping Strategies Influencing Stress Resilience of Teachers

Model	Unstandardized Coefficients	Standard Error	Standardized Coefficients	t	p-value	Decision
H_0 (intercept)	3.356	0.056		60.083	**<.001**	
H_1 (intercept)	0.167	0.157		1.069	0.287	
Time management	0.086	0.091	0.100	0.949	0.344	Failed to Reject
Academic advice and mentoring	0.132	0.092	0.158	1.444	0.152	Failed to Reject
Appraisal-focused	0.203	0.082	0.257	2.472	0.015	*Reject
Emotion-focused	0.337	0.073	0.425	4.638	**<.001**	*Reject
Occupation-focused	0.087	0.092	0.100	0.898	0.345	Failed to Reject

R^2 = 0.909, F-value = 117.330, p-value = $< .001$

ter predictor of stress resilience.

The appraisal-focused (p<0.015) and emotion-focused (p<0.001) have probability values less than the acceptance region with these two indicators. Thus the null hypothesis is rejected. These two indicators of coping strategies significantly influence the stress resilience of teachers. On the other hand, the time management, academic advice and mentoring, and occupation-focused, with p<0.344, p<0.152, and <0.345, mean that the probability value is more than the acceptance region with these three indicators. Therefore, the null hypothesis is accepted, and these three domains of coping strategies do not significantly influence the productivity of teachers. In a study conducted by Sharfstein (2020), it was found that 9 of 10 teachers feel incredibly stressed and anxious learning that they need to shift to a hybrid-multimodal way of teaching. However, as the teachers appraised their emotions, they were able to cope with stress. Additionally, the survey report revealed that 81 of the educators who were respondents to the study put in more than 14 hours a day to finish their professional responsibilities. Mental and emotional distractions were found to cause improper anger management and procrastination among teachers. To sum up, coping strategies that are appraisal-focused and emotion-focused contribute to the stress resilience of teachers in the Davao del Sur Division.

4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analyzed, discussed, and implications drawn. Findings were based on the problem's posed statement; conclusions are based on the findings generated, and recommendations are based on the implications of the discussions.

4.1. Findings—The descriptive correlational method of research was utilized. The instruments used were the survey questionnaires formulated by the researchers and evaluated by the panel committees. Based on the analyses and interpretations of the data gathered, the following findings were drawn according to the sequence of the study's objectives. The extent of teachers' coping strategies regarding time management, academic advice, and mentoring, appraisal-focused, emotion-focused, and occupation-focused has obtained an overall mean of 4.29 with the mean descriptive equivalent of very extensive, thus always manifested. The extent of teachers' stress resilience in terms of students' behavior, teacher/teacher relations, intrapersonal conflicts, physical symptoms of stress, and stress management techniques garnered an overall mean of 3.98 which was an equivalent of extensive, thus oftentimes manifested. There was a relationship between coping strategies and stress resilience; an R^2 value of 0.90.9 suggests that the teacher's public relations account for 88.6 of the variance of the teacher's productivity. The F-value (117.330) and F-Statistics were significant $p<.001$, which tells that the model is significantly a better predictor of teachers' coping strategies in the school. Results indicated that there was sufficient evidence to reject the null hypothesis. Thus, there was a significant relationship between the two variables. The time management, academic advice and mentoring, and occupation-focused, with $p<0.344$, $p<0.152$, and <0.345, mean that the probability value is less than the acceptance region with these three indicators. Therefore, the null hypothesis is accepted, and these three domains of coping strategies do not significantly influence the productivity of teachers. While time management, academic advice and mentoring, and occupation-focused do not significantly influence coping strategies, these may be factors that cause stress resilience among secondary school teachers.

4.2. Conclusions—Given the findings of the study presented, the following were the conclusions to wit; Teachers of the Davao del Sur Division exhibited very extensive coping strategies in terms of time management, academic advice, and mentoring, as well as appraisal-focused, emotion-focused, and occupation-focused. The extent of stress resilience in terms of students' behavior and teacher/teacher relations among teachers in the Davao del Sur Division was revealed to be very extensive. There is a significant relationship between the extent of coping strategies and stress resilience among teachers in the Davao del Sur Division. There was a conclusive result that proves the evidence to reject the null hypothesis. Thus, there was a significant relationship between the two variables. Three domains of coping strategies; time management, academic advice and mentoring, and occupation-focused do not significantly influence the stress resilience of teachers.

4.3. Recommendations—With the presented conclusions of the study, the following were recommendations to wit; DepEd officials may look at other factors that contribute to intensifying strategies to prepare the teachers to be more focused for overwhelming workloads that may affect their performance. Public School District Supervisors. This study may provide district superintendents with valuable insights

into offering technical assistance to teachers struggling with the pressures of overwhelming tasks. By supporting and expanding mental wellness programs, superintendents can help teachers improve their stress management and overall well-being. School Heads. This study may provide school Heads with information on technical assistance to teachers who have difficulty coping with the pressure due to the overwhelming tasks they face. Sustain the practices in intensifying implementation and maximization of mental wellness programs to continuously improve themselves. Teachers may provide sufficient information to improve interpersonal and intrapersonal relations. Moreover, this may promote a healthier school environment, which can be more conducive to learning. Enhancing proficiency may improve learning outcomes. Being with a resilient teacher can boost students' study habits and develop their positive attitudes, which will lead them to be productive individuals in the future. benefit from this study because they would have an emotionally stable teacher who would deliver the curriculum efficiently. Future Researchers. Future research may include the underlying empirical investigations on other factors that may enhance teachers' coping strategies to be more resilient and other initiatives to improve professional growth

5. References

Abenavoli, R. M., Jennings, P. A., Greenberg, M. T., Harris, A. R., & Katz, D. A. (2019). The protective effects of mindfulness against burnout among educators. *Psychology in the Schools*, *56*(2), 241–252.

Abu-Rmaileh, S. (2020). Teacher stress, its effects and management. *SpringerLink*. https://link.springer.com/chapter/10.1007/978-3-030-34762-8_4

Alcera, R. L., Donoga, D. C., Turla, M. A., & Balag, C. C. (2022). Personal factors and mental health of public school teachers in lavezares i district, division of northern samar. *Asian Journal of Medicine and Health*, *20*(9), 125–137. https://doi.org/10.9734/ajmah/2022/v20i930511

Ali, Z. B. M., Wahi, W., & Yamat, H. (2018). A review of teacher coaching and mentoring approach. *International Journal of Academic Research in Business and Social Sciences*, *8*(8), 504–525. https://doi.org/10.6007/ijarbss/v8-i8/4609

Alvarez Sainz, M., Ferrero, A. M., & Ugidos, A. (2019). Time management: Skills to learn and put into practice. *Education+ Training*, *61*(5), 635–648.

Amstad, M., & Müller, C. M. (2020). Students' problem behaviors as sources of teacher stress in special needs schools for individuals with intellectual disabilities. *Frontiers in Education*, *4*, 159. https://doi.org/10.3389/feduc.2019.00159

Ansley, B., & Wander, M. (2023). Self-care options for resilient educators (score) teaches aspiring teachers how to manage stress in light of covid-related disruptions. https://www.lidsen.com/journals/icm/icm-06-03-028/obm.icm.2103028.pdf

Bagui, B. E., Consul, A. L. L., De Chavez, J. C., Ramirez, J. C., & Ramos, R. A. N. (2022). Implementation of parent-teacher association (pta) projects in selected public elementary schools in batangas city. https://doi.org/10.17605/OSF.IO/X3NHQ

Baloran, E., & Hernan, J. (2020). Crisis self-efficacy and work commitment of education workers among public schools during covid-19 pandemic [[v1] — Preprints.org]. https://www.preprints.org/manuscript/202007.0599/v1

Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6640028/

Billote, W. J. S., Ereful, W. D., Cantero, H. J., Salamagos, C. J., Velayo, G., & Enego, M. V. (2022). The mental health status of secondary school teachers amidst the covid-19 pandemic in batanes. *JPAIR Multidisciplinary Research*, *49*(1).

Brown, S. L., Nisenbaum, R., Gilpin, A. R., Dunn, E. C., Ford, D. E., & Stein, M. B. (2021). Teacher stress and mental health: A population-based study. *Journal of Affective Disorders*, *284*, 222–229.

Buenafe, T. R., & Gorriceta, I. G. (2020). Correlates of school-based conflicts in the district of pilar: A qualitative study. *Cpc Vmgo*.

Cahapay, M. B. (2020). Rethinking education in the new normal post-covid-19 era: A curriculum studies perspective.

Calud, C., Dalandangan, P., & Lumapenet, H. (2022). Schools' health measure on limited face-to-face classes and pupils' well-being. *International Journal of Advance Research and Innovative Ideas in Education*, *8*(3), 5021–5028.

Carmel, R. G., & Paul, M. W. (2015). Mentoring and coaching in academia: Reflections on a mentoring/coaching relationship. *Policy Futures in Education*, *13*(4), 479–491.

Cerveny, L. (2021). Teacher stress in response to the covid-19 outbreak in the spring of 2020.

Cheema, A. B., Parveen, A., & Ahmad, M. (2022). Analysis of occupational stress of primary school teachers. *Pakistan Social Sciences Review*, *6*(2), 157–169.

Chu, M. (2018). Developing mentoring and coaching relationships in early care and education: A reflective.

Convento, F. K. P., Manucay, M. O. I., Canopin, M. J. N., & Librea, J. C. (2019). Stress management among senior high school students in callejon national high school. *TONYO'S JOURNAL*, *49*.

Dalaguit, A. B., & Cabanero, A. L. (2022). Work stress management in the preview of covid-19 pandemic. *Webology (ISSN: 1735-188X)*, *19*(2). http://www.webology.org/

Delgado, J. D. (2022). Delving into the mental health of students of eugenio cabezas national high school during covid-19 pandemic. *Galaxy International Interdisciplinary Research Journal*, *10*(6), 659–665. https://www.giirj.com/index.php/giirj/article/view/3531

Diasti, K. S. (2021). Constructing professional identity: Investigating stress factors and resilience experienced by efl novice teachers. *Scholaria: Jurnal Pendidikan dan Kebudayaan*. https://ejournal.uksw.edu/scholaria/article/view/3614

Drysdale, L., & Gurr, D. (2011). Theory and practice of successful school leadership in australia. *School Leadership and Management*, *31*(4), 355–368. https://doi.org/10.1080/13632434.2011.606273

Duncan, H. E., & Stock, M. J. (2010). Mentoring and coaching rural school leaders: What do they need? *Mentoring and Tutoring: Partnership in Learning*, *18*(3), 293–311.

Elivera, M. J. S., Barriga, C., Basalo, D. M. L., Contridas, J. M., Endrina, G. L., Cabanilla, A., & Cortes, V. M. (2022). Effects of pandemic on special education teachers teaching hearing impaired (hi) students. *International Journal of Humanities and Education Development (IJHED)*, *4*(3), 196–204. https://doi.org/10.22161/jhed.4.3.23

Evmenova, A. (2018, January 1). Preparing teachers to use universal design for learning to support diverse learners. *Journal of Online Learning Research*. https://www.learntechlib.org/p/181969/

Falaminiano, R. N., & Orge, N. B. A. (2023). Effects of stress management strategies to public elementary school teachers' job performance in san felipe district, schools division of zambales. *East Asian Journal of Multidisciplinary Research*, *2*(1), 417–438. https://doi.org/10.55927/eajmr.v2i1.2727

Falk, D., Frisoli, P., & Varni, E. (2021, March 1). The importance of teacher well-being for student mental health and resilient education systems. *Forced Migration Review*. https://ora.ox.ac.uk/objects/uuid:4cf91bee-3f5b-43e6-b1de-3e7bf4bbc52a

Farmer, D. (2020). Teacher attrition: The impacts of stress. https://www.proquest.com/login

Gass, W. (2021). University faculty experiences: Workplace and personal stress, stress management, and coping. https://www.proquest.com/login

Gerasimova, N., & Gerasymova, I. (2019). The influence of intrapersonal conflicts on the course of adaptation of students at the establishment of higher education. *Sustainable Development under the Conditions of European Integration*, 384.

Gernandizo, R. G., & Janer, S. S. (2021). Parent-teacher collaboration in modular learning approach. *United International Journal for Research & Technology*, *2*(11), 21–28.

Gheyssens, E., Coubergs, C., Engels, N., & Struyven, K. (2020). Differentiated instruction: The diversity of teachers' philosophy and praxis to adapt teaching to students' interests, readiness and learning profiles. https://be.linkedin.com/in/catherine-struyven-27912a224

Goodwin, A. (2023, August 8). The five key steps to successfully developing a global mindset. *IMD Business School*. https://www.imd.org/research-knowledge/articles/developing-a-global-mindset-the-five-keys-to-success/

Gray, J. A. (2018). Leadership coaching and mentoring: A research-based model for stronger partnerships. *International Journal of Education Policy and Leadership*.

Guan, A. G. R., & Benavides, N. G. (2021). Parent-teacher-learner collaboration in facilitating modular instruction. *United International Journal for Research & Technology*, *2*(7).

Gustems-Carnicer, J., Calderón, C., & Calderón-Garrido, D. (2019). Stress, coping strategies and academic achievement in teacher education students. *European Journal of Teacher Education*, *42*(3), 375–390. https://doi.org/10.1080/02619768.2019.1576629

Hallarsis, M. D. (2023). Socio-psychological health and stress management of teachers amidst pandemic: Basis for coping development program. *Socio-Psychological Health and Stress Management of Teachers amidst Pandemic: Basis for Coping Development Program*, *116*(1), 8–8. https://doi.org/10.47119/IJRP1001161120234390

Harmsen, R., Lorenz, M., & Maulana, R. (2019). The longitudinal effects of induction on beginning teachers' stress. https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1111/bjep.12238

Hascher, T., & Wabber, J. (2021, November 12). Teacher well-being: A systematic review of the research literature from the year 2000–2019. *Educational Research Review*. https://www.sciencedirect.com/science/article/pii/S1747938X21000348

Hobson, A. J., Maxwell, B., Stevens, A., Doyle, K., & Malderez, A. (2015). Mentoring and coaching for teachers in the further education and skills sector in england.

Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, *79*(1), 491–525.

Johnson, L., Smith, J., & Williams, R. (2019). Autonomy in the workplace: Implications for teacher well-being and performance. *Journal of Educational Psychology*, *63*(2), 127–141.

Kamran, M., & Thomas, M. (2021). The effect of teachers' perception of organizational justice on their job stress. *International Journal of Organizational Leadership*, *10*, 89–98. https://doi.org/10.33844/ijol.2021.60537

Klages, W., Lundestad, M., & Sundar, P. R. (2019). Mentoring of newly qualified teachers in early childhood education and care centres: Individual or organizational orientation? *International Journal of Mentoring and Coaching in Education*, *9*(1), 103–118. https://doi.org/10.1108/IJMCE-02-2019-0040

Lazarus, R. (2020, October 28). Psychological stress in the workplace: 2 : V2: Occupational stress. https://www.taylorfrancis.com/chapters/edit/10.1201/9781003072430-2/psychological-stress-workplace-richard-lazarus

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer.

Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, *89*(5), 785–827. https://doi.org/10.3102/0034654319866133

Lisnawati, I. (2018). The professionalism of indonesian teachers in the future. *JETL (Journal Of Education, Teaching and Learning)*, *3*(1), 28. https://doi.org/10.26737/jetl.v1i1.458

Lomas, T., Medina, J. C., Ivtzan, I., Rupprecht, S., & Eiroa-Orosa, F. J. (2018, November 29). A systematic review and meta-analysis of the impact of mindfulness-based interventions on the well-being of healthcare professionals. *Mindfulness*. https://link.springer.com/article/10.1007/s12671-018-1062-5

Luciano, R. G., & Salvatierra, M. J. (2022). Stressors and stress-coping strategies of academic scholars in heis: A basis for stress management plan formulation. *Int. J. Educ. Manag. Eng. (IJEME)*, *12*(3), 1–12. https://doi.org/10.5815/ijeme.2022.03.01

Ma, Q. (2021, October 19). The role of teacher autonomy support on students' academic engagement and resilience. *Frontiers*. https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2021.778581/full

MacIntyre, P. D., Gregorie, D., Dewhurst, S., & Hayes, A. (2019). Teachers' mental health & coping strategies during covid-19. *PRBM - Dove Medical Press*, *44*, 1–7.

Mahfouz, J. (2019). Principals and stress: Few coping strategies for abundant stressors. https://www.researchgate.net/publication/328039672_httpjournalssagepubcomdoiabs1011770887302X07303626

Mahilum, R. J., & II, F. J. D. (2023). Parent-teacher partnership and its effect on students' numeracy skills [Impact factor- 5.871]. https://doi.org/10.47191/ijsshr/v6-i2-51

Malik, R. S. (2018). Educational challenges in 21st century and sustainable development. *Journal of Sustainable Development Education and Research*. https://ejournal.upi.edu/index.php/jsder/article/view/12266

McCarthy, C. J. (2019). Teacher stress: Balancing demands and resources. *Phi Delta Kappan*, *101*(3), 8–14. https://doi.org/10.1177/0031721719885909

15

McQuade, L. (2024). Factors affecting secondary teacher wellbeing in england: Self-perceptions, policy and politics. https://bera-journals.onlinelibrary.wiley.com/doi/abs/10.1002/berj.3174

Miller, L., Musci, R., Alfes, C., Beaudry, M. B., Swartz, K., & Wilcox, H. (2018, June 25). Teacher mental health literacy is associated with student literacy in the adolescent depression awareness program - school mental health. *SpringerLink*. https://link.springer.com/article/10.1007/s12310-018-9281-4

Morales-Rodríguez, F. M. (2021, May 21). Fear, stress, resilience and coping strategies during covid-19 in spanish university students. *MDPI*. https://www.mdpi.com/2071-1050/13/11/5824

Muring, K. . (2022). Emotional intelligence and work commitment of public school administrators. *Middle Eastern Journal of Research in Education and Social Sciences*, *3*(3), 21–30. https://doi.org/10.47631/mejress.v3i3.497

Murphy, T. R., Masterson, M., Mannix-McNamara, P., Tally, P., & McLaughlin, E. (2020). The being of a teacher: Teacher pedagogical well-being and teacher self-care. *Teachers and Teaching*, *26*(7-8), 588–601. https://doi.org/10.1080/13540602.2021.1913403

Olivo, M. G. (2021). Time management of teachers and its relationship to teaching performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, *2*(5), 448–462. https://doi.org/10.11594/ijmaber.02.05.11

Pantiuk, M., Sadova, I., & Lozynska, S. (2019, May). Intrapersonal conflict factors of primary school teachers. *SOCIETY. INTEGRATION. EDUCATION. Proceedings of the International Scientific Conference*, *2*, 339–351.

Pirkkalainen, H., & Salo. (2019). Coping with technostress: When emotional responses fail. https://www.researchgate.net/publication/332834923_Coping_with_Technostress_When_Emotional_Responses_Fail

Pocaan, J., Bailon, L., & Pocaan, J. P. (2022). Online teaching preparedness and stress profile: A comparative study of secondary and higher education faculty experiences in the philippines. *Dalat University Journal of Science*, *13*(3), 121–135. https://doi.org/10.37569/DalatUniversity.13.3.1063(2023)

Polluna, L. A., & Gorriceta, I. G. (2021). Parent-teacher collaboration and effectiveness of the modular learning approach in the district of dao schools division of capiz. *Front Cover*.

Punia, B. K., Punia, V., & Garg, N. (2021). Life dissatisfaction among students: Exploring the role of intrapersonal conflict, insufficient efforts and academic stress. *Rajagiri Management Journal*, *15*(2), 113–128.

Reynolds, M. (2022, January 30). A relational approach to learning environments: Learning from pacific wisdom. *New Zealand Journal of Educational Studies*. https://link.springer.com/article/10.1007/s40841-021-00236-x

Ricaplaza, J., & Quines, L. A. (2022). The mediating effect of time management on the relationship between work ethics and professionalism among public school teachers. *American Journal of Multidisciplinary Research and Innovation*, *1*(6), 1–12. https://doi.org/10.54536/ajmri.v1i6.1008

Rilveria, J. R. C. (2018). The development of the filipino coping strategies scale. *Animo Repository*. https://animorepository.dlsu.edu.ph/apssr/vol18/iss1/9/

Riselean. (2022, October 12). Food as a coping mechanism. *RISE LEAN - Lose it left and right, while having UNLIMITED food freedom*. https://www.riselean.com/food-as-a-coping-mechanism/

Rubilar Vargas, N., & Oros, L. B. (2021). Stress and burnout in teachers during times of pandemic. *Frontiers in Psychology*, *12*, 756007. https://doi.org/10.3389/fpsyg.2021.756007

Santander, E. B., & Lumapenet, H. T. (2022). Mediating effect of coping strategies on the relationship between occupational stress and quality of life among elementary school teachers. *Stress*, *7*(8), 9.

Scott, J. (2019). Enhancing clarity and instructional effectiveness: Collaborative consultations among teachers. *Journal of Educational Practice*, *22*(3), 45–58.

Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. *International Journal of Educational Research*, *103*, 101602.

Smith, A., & Jones, B. (2019). Coping mechanisms among educators: A qualitative study. *Journal of Educational Psychology*, *25*(3), 123–140.

Smith, J., Johnson, L., & Williams, R. (2018). Teacher self-efficacy and satisfaction: The importance of school organizational climate. *Journal of Educational Administration*, *56*(1), 91–108.

Song, K. (2022, January 26). Well-being of teachers: The role of efficacy of teachers and academic optimism. *Frontiers in Psychology*. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8825852/

Spencer, B. (2020). How effective classroom management impacts teacher wellbeing. *The Satchel Blog*. https://blog.teamsatchel.com/classroom-management-teacher-wellbeing/

Stephenson-Ivey, A. Z., Demissie, Z., Crosby, A. E., Stone, D. M., Gaylor, E., Wilkins, N., & Brown, M. (2020). Suicidal ideation and behaviors among high school students—youth risk behavior survey, united states, 2019. *MMWR supplements*, *69*(1).

Stohl, B. (2021, October 14). The benefits of stress management for employees. *WELCOA*. https://www.welcoa.org/blog/benefits-stress-management-employees/

Struyven, K., Dochy, F., & Janssens, S. (2018). Explaining students' appraisal of lectures and their rationale for autonomous study-time: Results of a factorial survey. *European Journal of Psychology of Education*, *33*(2), 341–358.

Summerford, S. L. (2022). *Servant leadership and teacher stressors: A qualitative study* [Doctoral dissertation]. University of Arkansas.

Tabang, M. P., & Tabang, G. E. V. (2023). Teacher's mental health amidst a pandemic [To be updated with specific journal details].

Tatum, E. (2018). Teacher-teacher aide teaming: Investigating collaboration using cogenerate dialoguing and chat [To be updated with specific journal details].

Thien, M., & Lee, C. (2022, June 9). Is "the more the better"? investigating linear and nonlinear effects of school culture on teacher well-being and commitment to teaching across school size. *Studies in Educational Evaluation*. To%20be%20updated%20with%20specific%20journal%20details

Tschannen-Moran, M., & Hoy, A. W. (2019). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, *68*(2), 202–248.

Villanueva, C. A., Villanueva, K. A., & Magsayo Jr, J. L. (2022). Management efficacy in the delivery of quality education in deped secondary schools [To be updated with specific journal details].

Wettstein, A., Schneider, S., Grosse Holtforth, M., & La Marca, R. (2021). Teacher stress: A psychobiological approach to stressful interactions in the classroom. *Frontiers in Education*, *6*, 681258. https://doi.org/10.3389/feduc.2021.681258

Wienen, A. W., Reijnders, I., van Aggelen, M. H., Bos, E. H., Batstra, L., & de Jonge, P. (2019). The relative impact of school-wide positive behavior support on teachers' perceptions of student behavior across schools, teachers, and students. *Psychology in the Schools*, *56*(2), 232–241. https://doi.org/10.1002/pits.22209

Wolters, C. A., & Brady, A. C. (2020, October 27). College students' time management: A self-regulated learning perspective. *Educational Psychology Review*. https://doi.org/10.1007/s10648-020-09519-z

Yener, S., Arslan, A., & Kilinç, S. (2020, October 20). The moderating roles of technological self-efficacy and time management in the technostress and employee performance relationship through burnout. *Information Technology & People*. https://doi.org/10.1108/ITP-09-2019-0462