

PANDEMIC PREDICAMENT: TEACHERS' STRESSORS AND COPING MECHANISMS IN THE NEW NORMAL

HONORATO A. MALABAD JR.

RYAN S. MAMAUAG

ryan.mamauag@deped.gov.ph

Abstract

This study was conducted in order to determine the stressors and coping mechanisms of the teachers under the new normal. This is necessary in order to gather vital information needed in crafting appropriate and relevant mental health interventions for the teachers. The researcher used descriptive survey in this study with 70 teacher participants.

Results showed that teachers are stressed out of this pandemic owing to the changing workload and organization, new methods of instruction and ICT use, lack of parents' support, working environment. This survey found that teachers' biggest concerns include module creation, inadequate internet access, unsupportive parents, and worry of catching COVID-19 in the workplace. These occupational stressors influence the mental well-being of the instructors as their anxiety grows. To deal with these difficulties, instructors are turning to God via prayers and seeking of direction. This important coping method allows the instructors the ability to keep on with their work as their faith calms their minds.

Results of the study also showed that age and sex are major factors to consider in terms of stressor differences. Young adults have different stressors compared to teachers in their mid-adulthood. Teachers who are on their mid-adulthood or those 46 years old and above are being stressed out on ICT utilization and new methods of instruction. This is due to their unfamiliarity on the use of technology. Meanwhile, the young adults, who are exposed to technologies can easily adapt technology-based instructional methods. In addition, teachers who are seasoned, like those 46 years old and above can easily adapt to varying working conditions, hence, they can easily adapt to the new workloads and arrangements compared to those new.

Hence, in the light of the results of the study: the school shall improve its machinery for module reproduction as this stress out teachers; young teachers should be provided with additional training so they can adapt to the new workload and arrangement under the new normal; older teachers shall be provided with additional ICT training so they cope with the demands of the technology-based new normal education, and Mental Health programs should be established in the school to help teachers cope with the stressors they are encountering at work.

Keywords: Anxiety, Coping Mechanisms, New Normal Education, Occupational Stressors, Pandemic

Introduction

The unprecedented paradigm shift in the Philippine education system brought about by the emergence of the Corona Virus-19 disease (COVID) has posed tremendous challenge among teachers causing enormous among stress them. Teachers, more than ever are faced with myriad predicaments with their work, knowing they are employing a conventional method of teaching which they are not used to. Aside from that, they have also to attend to family concerns, and health threats among others adding to their stress in the new normal.

Stress can be defined as any type of change that causes physical, emotional, or psychological strain. According to newly released data from the RAND Corporation, which surveyed nearly 1,000 former public school teachers in December. Of those surveyed, 55 percent quit in the two school years leading up to the pandemic, while the others left after March 2020. In both groups, most of the teachers either resigned, retired early, or took an unpaid leave of absence. Among the teachers who left primarily because of the pandemic, 64 percent said they weren't paid enough to merit the risks or stress of teaching.

While it's true that stress exists in all phases of our life, it's existence should not be undermined. Stress that's not tactfully handled can lead one's mental state to depression. In the workplace, it can affect performance of employees, thus affect the productivity of an organization. In school setting, when teachers are highly stressed, students show lower levels of both social adjustment and academic performance.

Hence, interventions on the organizational or individual level, or those that reach both, can help reduce teacher stress. Coping mechanisms individuals utilize are vital to maintain a good mental health which is crucial in yielding excellent performance which will redound to the performance of the learners as well.

Coping mechanisms are used to manage an external situation that is creating problems for an individual. The use of effective coping skills can often help improve mental and emotional well-being. People who are able to adjust to stressful or traumatic situations through productive coping mechanisms may be less likely to experience anxiety, depression, and other mental health concerns as a result of painful or challenging events.

People who find themselves defaulting to maladaptive coping mechanisms and/or experience difficulty utilizing effective coping strategies may eventually see a negative impact on mental and emotional well-being. Those who have a difficult time knowing how to cope with anxiety, stress, or anger may fall into the habit of relying on a maladaptive coping mechanism. Consuming alcohol can often help people feel less stressed in the immediate moment, for example, but if a person comes to rely on alcohol, or any other substance, in the face of challenging situations, they may eventually become dependent on the substance over time.

This pandemic which has added burden among educators, stress management is vital to ensure that the teachers can function well and perform their duties and responsibilities effectively and efficiently. Hence, this study was conducted in order to determine the stressors among the teachers and their coping mechanisms so that the school can determine what appropriate action should be taken that will promote mental health well-being.

Research Questions

This study aimed to determine the stressors and coping mechanisms of the teachers in the new normal as these information were vital in crafting relevant strategies that will help the teachers in mental health management in the new normal where stress is up high.

Specifically, the researcher sought to answer the following questions:

1. What is the profile of the teachers as to:
 - a. Age
 - b. Sex
 - c. No. of Years in the Service
 - d. Teaching Position
2. What is the level of teachers' occupational stress in the new normal in terms of:
 - a. Work Load and Arrangement
 - b. Instruction
 - c. School Leadership
 - d. Parents Support
 - e. Working Environment
3. What are the coping mechanisms utilized by teachers to deal with the occupational stress in the new normal?
4. Is there a significant difference in the stressors of the teachers when grouped according to profile variables?

This study sought to determine the stressors and coping mechanisms of the teachers in the new normal. Hence, the researcher will utilize descriptive survey method. According to Calmorin L. and Calmorin M. (2007), descriptive survey is suitable for whenever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are obtained. It signifies the gathering of data regarding the present condition which in the case are the stressors and coping mechanisms of the teachers.

Methodology

This study employed descriptive research design as the main goal of the study is to determine to determine the stressors and coping mechanisms of the teachers in the new normal as these information are vital in crafting relevant strategies that will help the teachers in mental health management in the new normal.

This study utilized total enumeration in selecting the respondents of the study. This means that all of the 70 current teaching staff of Sto. Tomas National High School for the school-year 2020-2021 were utilized as respondents of the study.

This study used survey questionnaire in order to gather the needed data for analysis. The first part of the questionnaire was used to determine the profile of the respondents as to age, sex, no. of years in the service, and teaching position. The second part of the questionnaire was a questionnaire modified from the one crafted by Center D. and Steventon C. The third part of the questionnaire are the coping mechanisms utilized by the teachers adapted from Carver's questionnaire.

To ensure the safety and anonymity of every respondent in this study, the researcher treated all the data gathered with utmost confidentiality. In addition, protocols have also been followed in gathering the data. Consent forms was given to the respondents as well as an orientation on what the study is all about. For the interview part, feedbacking was done ensure that the data gathered and interpreted are what the respondents really want to enunciate.

Results and Discussion

Table 1.a. Distribution of the participants according to age.

Age Bracket	Frequency	Percentage
21-25	8	11.4
26-30	19	27.1
31-35	7	10
36-40	12	17.1
41-45	6	8.6
46 and above	18	25.7
Total	70	100

The table above unveils the distribution of the respondents according to age. It can be seen from the table that majority or 27.1 percent (19 out of 70) of the total respondents are in age range 26-30. This shows that they most of the respondents are on their early adulthood. The graph also reveals that only 8.6 percent are 41-45 while 25.7 % (18 of 70 respondents) are 45 and above. Clearly, the respondents are dominated by individual in both early and mid-adulthood.

Table 1.b. Distribution of the participants as to sex.

Sex	Frequency	Percentage
Male	14	20
Female	56	80
Total	70	100

Table 1.b presents the sex distribution of the participants of this study. It shows that majority or 56 out of 70 covering 80 percent of the total participants are female. Only 20 percent or 14 of the 70 participants are male. Clearly, women dominated the faculty staff of the school.

Table 1.c. Distribution of the participants as to number of years in the teaching service.

No. of Years in the Service	Frequency	Percentage
1-5	34	48.6
6-10	11	15.7
11-15	8	11.4
16-20	7	10
21 and above	10	14.3
Total	70	100

The data presented above shows the distribution of the participants as to number of years in the teaching service. It can be gleaned from the table that majority of the participants have been in the service for 1-5 years as justified by the frequency of 34, encompassing 48.6 percent. Meanwhile, only 10percent or 7 out of 70 are in the service for 16-20 while there are 10 or 14.3 percent who have been rendering service for more that 20 years. This shows that most of the teachers in Sto. Tomas National High School are fresh or new in the service.

Table 1.d. Distribution of the respondents according to teaching position.

Teaching Position	Frequency	Percentage
Teacher I	14	20
Teacher II	11	15.7
Teacher III	33	47.1
Master Teacher I	9	12.8
Master Teacher II	3	4.3
Total	70	100

The table above presents the distribution of the respondents according to teaching position. The table shows that majority or 47.1 percent (33 out of 70) of the participants are holding the Teacher-III. Only three or 4.3 percent are holding Master Teacher- II position which is the highest position held in the school. None of the participants are holding Master Teacher III and IV. Thus, in can be inferred that most of the respondents in this study are holding a middle teaching position.

Table 2.a Stressors of the teachers as to work load and arrangement.

Work load	Mean	Description
1. Too much number of webinars, LAC sessions and meeting I have to attend to.	2.49	D
2. Too much amount of time spent on paper work or clerical work.	3.21	A
3. Being responsible the reproduction of learning materials in various subjects.	3.39	SA
4. Having to work overtime.	3.01	A
5. Too many demands for documentation to prove my work.	3.03	A
6. Too much school reports required to submit.	3.06	A
7. Too much number of class hours.	2.43	D

8. Having to supervise extracurricular activities in the new normal.	2.74	A
9. Distribution of learning modules.	3.04	A
10. Work from home arrangement is not followed.	1.90	D
Overall Mean	2.83	A

The table above shows the occupational stressors of teachers in terms of workloads and arrangement during pandemic. There are changes related to workload and arrangements during COVID-19 pandemic due to restrictions imposed by the Inter-Agency Task Force. With these changes, teachers are put in an unfamiliar situation and activities they have to accomplish, far different from activities before the pandemic. Hence, it can be seen that teachers are stressed with certain areas of workloads and arrangement.

The table reveals that the greatest stressor of the teachers this pandemic is being responsible the reproduction of learning materials in various subjects as denoted by the highest mean rating of 3.39. This pandemic, teachers are the ones taking the responsibility to reproduce the modules which they will distribute to the learners. These modules that teachers have to reproduce are vital as these are the source of information students need to master the Most Essential Learning Competencies recommended by the Department of Education. Hence, reproducing them is non-negotiable. With this, teachers become stress as they have to reproduces a lot of modules for each learning competency in the subject/s they are handling. They have to make sure that each student receives complete sets of modules. According to them, reproduction of learning modules is laborious. Aside from that, the equipment needed are also expensive, thus, they have to prioritize the most essential needs like printers and photocopier machines under limited number. Teachers also get stressed when their equipment malfunction. Hence, for them, reproduction is stressful.

However, despite this predicament, the teachers along with the school administrators ensure that all modules needed are being reproduced on time for students learning the competencies and skills they to master. Since the pandemic started, the school has been devoted at making sure that learning continues, aligned with the learning continuity plan of DepEd.

Meanwhile, it is good to note that the school is complaint with the work arrangements recommended by DepEd where work from home is well implemented as shown by the mean rating of 1.90. Working hours is also followed to make sure teachers have extra time for themselves and their families.

Overall, since schools are in new and unprecedented set-up due to the pandemic, the overall results showed that teachers are stressed when it comes to workloads and arrangements. But, according to the teachers, this is just because they are not used to doing certain activities they have to accomplished, hence, they are stress at first and now are adjusting in the new normal.

Table 2.b Stressors of the teachers as to Instruction and ICT Utilization during pandemic.

Instruction and ICT Utilization	Mean	Description
1. Unrealistic parental expectations for their child's school performance	3.07	A
2. Assessment of learning in the new normal	3.14	A
3. Lack of motivation of my students during online instruction	2.74	A
4. Unfitting behavior of my students towards the modules.	3.00	A
5. Students playing around on their answer sheets.	2.90	A
6. Students don't take learning in the new normal seriously.	3.07	A
7. Verifying students' output that will graded.	3.23	A
8. Lack of available learning modules.	2.43	D
9. Poor internet connectivity	3.40	SA
10. Checking of students' activities	3.23	A
11. Insufficient learning materials for learners	2.57	A
12. Lack of facilities to meet the deadline of module reproduction.	2.93	A
13. Lack of Technological gadgets needed for online instruction	3.04	A
14. Lack of technological training for Teachers needed to operate technology-driven modalities.	2.84	A
15. Insufficient knowledge in troubleshooting technological problems like malfunctioning	3.17	A

laptops, printers and photocopiers among others.

16. Lack of pedagogical training on the use of ICT in teaching in the new normal.	2.89	A
Overall Mean	2.98	A

During this pandemic, instruction has changed due to restrictions. Teachers have become more reliant to the use of ICT in teaching, performing related duties and communicating with other concerned individuals. Table 2.a shows the stressors of the teachers as to Instruction and ICT Utilization during pandemic.

It can be seen that one of the greatest problems in instruction and ICT utilization during this pandemic is poor internet connection as justified by the mean rating of 3.40. In some areas of Santo Tomas, Isabela, signal reception is somewhat problematic, thus, internet connectivity is somehow challenging. However, with restrictions still in effect, teachers can only communicate with the learners through various ICT platforms that often require internet connectivity. Despite this predicament, teachers find ways to connect with their learners, especially those that need help through phone calls and home visitations. While other are willing to conduct online classes, students are not required to attend them as problem on internet connectivity still persists. Also, in terms of instruction, there is no problem on lack of modules as the school ensures that each student receives a complete set of modules so they won't be compelled anymore to take online classes.

Overall, the Instruction and ICT Utilization during pandemic is stressful for teachers. This is due to the fact that in the new normal, new skills, new practices, new method, and skills are needed to carry out duties and responsibilities. Despite these predicaments, according to the teachers, they finding ways to adapt with the changes with the help of the school administration who are working with them to address the problems closely so that teachers won't have to get stressed doing their job this pandemic.

Table 2.c Stressors of teachers in terms of School Leadership

School Leader	Mean	Description
1. Lack of administrative support in my program	2.00	D
2. Inconsistent school-wide discipline practices	2.10	D
3. Being observed by threatening administrators.	2.10	D
4. Unrealistic teacher performance expectations from the administration	2.13	D
5. Lack of good order at school	2.01	D
6. Lack of clear work policies during pandemic	2.13	D

7. The school administrators are playing favoritism.	2.03	D
Overall Mean	2.07	D

The table above unveils the stressors of teachers in terms of School Leadership. It can be seen from the table that school leadership practices of the school head is not stressful among the teachers. This means that the school administrator established a good leadership practices during this pandemic. School leaders are the ones directing the school towards its goal. Good leaders inspire constituents. They cultivate an encouraging working environment where employees can work well. The data revealed that the overall mean rating is 2.07 which signifies teachers' negation of the school leader as a stressor. According to the teachers, the school leaders are accommodating, passionate about promoting common good and excellent in performing their duties and responsibilities.

Table 2.d. Stressors of teachers in terms of working environment

Work Environment	Mean	Description
1. Set-up in my house during work from home periods	2.71	A
2. Noisy working environment.	2.46	D
3. Unsupportive colleague.	2.19	D
4. Threats of catching COVID-19 due.	2.87	A
5. Strict health protocols in the municipality	2.79	A
Overall Mean	2.60	A

Table 2.d shows the stressors of teachers in terms of working environment during this pandemic. It shows that teachers agreed that their working environment this pandemic is causing them stress as justified by the overall mean of 2.60. This means that there are certain aspects in their working environment that's causing them to stress out.

Results revealed that the main environmental factor causing stress to teachers is the fact that going to work could increase their risk of them catching COVID-19. While the school and their municipality strictly implement protocols to minimize the risk of catching the disease, teachers are still stressed out they may get the disease as according to the World Health Organization, the virus is airborne. It has also evolved into a highly contagious disease as new strains are identified. With these in mind, teachers feel stressed.

Despite this, it is notable that unsupportive colleagues is not among the stressors of the teachers as denoted the mean rating of 2.19. According to them, they have built good working relationship with their colleagues. They are also helpful with each other saying that in the time of crisis like this, they can only rely on each other. Hence, according to them, whenever there are problems, it is their colleagues whom they can rely on.

Table 2.e. Stressors of the teachers in terms of Stakeholders Support

Stakeholders Support	Mean	Description
1. Parents who won't get involved in school initiatives towards learning during pandemic.	2.80	A
2. Parents lacking for support in discipline procedures implemented by the school.	2.71	A
3. Parents who argue because of the grades given to their child.	2.79	A
4. Unresponsive parents especially on matters that concern their child's behavior in answering modules and submitting them.	2.93	A
5. Parents tolerating unbecoming behavior of their child.	2.83	A
Overall Mean	2.81	A

Table 2.e reveals the stressors of the teachers in terms of Stakeholders Support. It can be seen from the table the parents' support in the education of the learners during this pandemic is one of the stressors of the teachers as denoted by the overall mean of 2.81. This means that parents provide limited support in their child's education this pandemic.

Based on the results, teachers are most stressed out on the unresponsive parents especially on matters that concern their child's behavior in answering modules and submitting them as justified by the highest mean of 2.93. This means there are parents who are not putting enough attention on the feedback of the teachers especially as regards answer of modules and submitting them. This is a common problem in many schools these days. There are students who are disrespecting the modules given to them. There were cases where learners would answer the modules like "answers may vary." This clearly shows that there are those who not reading the modules and will just copy the answers in the answer sheets provided for them. Also, some do not submit answer sheets while some submit incomplete answer sheets. When these incidents of misbehavior are reported to the parents, some are unresponsive.

Teachers addressed these problems by doing home visitation bearing in mind the protocols they have to follow just to ensure quality learning from the students. They also reached out to the parents through other channels for monitoring in hope of getting enough support from them in educating their child.

Table 3. Coping Mechanisms of the teachers on their occupational stressors during COVID-19 pandemic era.

Particulars	Mean	Description
1. I try to grow as a person as a result of the experience.	3.57	SA
2. I turn to work or other substitute activities to take my mind off things.	3.27	SA
3. I get upset and let my emotions out.	2.40	D
4. I try to get advice from someone about what to do.	3.30	SA
5. I concentrate my efforts on doing something about it.	3.41	SA
6. I say to myself "this isn't real."	2.37	D
7. I put my trust in God.	3.86	SA
8. I laugh about the situation.	2.74	A
9. I admit to myself that I can't deal with it, and quit trying.	2.07	D
10. I restrain myself from doing anything too quickly.	2.69	A
11. I discuss my feelings with someone	3.03	A
12. I use alcohol or drugs to make myself feel better.	1.66	SD
13. I get used to the idea that it happened.	2.69	A
14. I talk to someone to find out more about the situation.	3.24	A
15. I keep myself from getting distracted by other thoughts or activities.	2.83	A
16. I daydream about things other than this	2.23	D
17. I get upset, and am really aware of it	2.41	D
18. I seek God's help.	3.77	SA
19. I make a plan of action	3.51	SA
20. I make jokes about it	2.69	A
21. I accept that this has happened and that it can't be changed.	2.71	A

22. I hold off doing anything about it until the situation permits.	2.71	A
23. I try to get emotional support from friends or relatives.	2.94	A
24. I just give up trying to reach my goal.	1.98	D
25. I take additional action to try to get rid of the problem.	3.21	A
26. I try to lose myself for a while by drinking alcohol or taking drugs.	1.61	SD
27. I refuse to believe that it has happened.	2.14	D
28. I let my feelings out.	2.69	A
29. I try to see it in a different light, to make it seem more positive.	3.31	SA
30. I talk to someone who could do something concrete about the problem.	3.20	A
31. I sleep more than usual.	2.26	D
32. I try to come up with a strategy about what to do.	3.30	SA
33. I focus on dealing with this problem, and if necessary let other things slide a little.	3.13	A
34. I get sympathy and understanding from someone.	3.07	A
35. I drink alcohol or take drugs, in order to think about it less.	1.61	D
36. I kid around about it.	2.23	D
37. I give up the attempt to get what I want.	2.04	D
38. I look for something good in what is happening.	3.17	A
39. I think about how I might best handle the problem.	3.33	SA
40. I pretend that it hasn't really happened.	2.17	D
41. I make sure not to make matters worse by acting too soon.	2.93	A
42. I try hard to prevent other things from interfering with my efforts at dealing with this.	2.86	A
43. I go to movies or watch TV, to think about it less.	2.59	A

44. I accept the reality of the fact that it happened.	3.09	A
45. I ask people who have had similar experiences what they did.	3.11	A
46. I feel a lot of emotional distress and I find myself expressing those feelings a lot.	2.50	D
47. I take direct action to get around the problem.	3.03	A
48. I try to find comfort in my religion	3.06	A
49. I force myself to wait for the right time to do something.	2.46	D
50. I make fun of the situation.	2.30	D
51. I reduce the amount of effort I'm putting into solving the problem.	2.23	D
52. I talk to someone about how I feel.	3.04	A
53. I use alcohol or drugs to help me get through it.	1.59	SD
54. I learn to live with it.	2.87	A
55. I put aside other activities in order to concentrate on this.	2.81	A
56. I think hard about what steps to take.	2.94	A
57. I act as though it hasn't even happened.	2.46	A
58. I do what has to be done, one step at a time.	3.20	A
59. I learn something from the experience.	3.39	SA
60. I pray more than usual.	3.59	SA

Table 3 shows the Coping Mechanisms of the teachers on their occupational stressors during COVID-19 pandemic era. It can be seen from the table teachers employ several coping mechanisms to deal with the stress brought about by working amid COVID-19 pandemic.

On top of the list is putting trust to the Almighty God which garnered the highest mean rating of 3.86. This shows that most of teachers are pious and of full confidence that God Almighty will help them resolve the stress of working amid pandemic. Also results showed that teachers are seeking God's help and they always pray to console themselves as they face the challenges in their work. According to the teachers, they always seek God's guidance and ask for protection whenever they work. These activities based on the interview relieve they stress knowing that someone out

there will not neglect them. This thought according to them calm their anxiety and relief their stress.

Aside from that, among the coping mechanisms with the highest mean is learning to grow from the experiences as shown by the mean rating of 3.57. This means that the teachers strongly agree to learning from their experience. Espoused by Ventura- Cauilan (2022), as teachers go along uncertainties due to the unprecedented changes in the new normal, they were able to decipher which approaches work and which are not based on their experiences. These helped them grow and learn lessons to improve themselves.

Meanwhile, substance use like alcohol, smoking and prohibited drugs garnered the lowest mean rating. This means that teachers do not turn to using substances when confronted with stress as according to them, it won't bring positive results.

Table 4. Comparative analysis of stressors of the teachers when grouped according to profile variables.

Variables	p-value	Alpha	Decision	Interpretation
Age	0.003	0.05	Reject Ho	Significant
Sex	0.000	0.05	Reject Ho	Significant
Educational Attainment	0.45	0.05	Accept Ho	Not Significant
Teaching Position	0.12	0.05	Accept Ho	Not Significant

The table above shows the comparative analysis of stressors of the teachers when grouped according to profile variables. It can be gleaned from the table that there is a significant difference in the stressors of respondents according to age and sex as denoted by the p-values reflected which is lesser than the alpha of 0.05.

This means that across different age bracket, stressors vary. This is supported by the study of Geriatr Psychiatry. Result of the study showed that Levels rise with aging and are higher in older females than males. Elevated levels of cortisol in aging are associated with higher levels of psychosocial stress, poorer cognitive performance, and atrophy of memory-related structures in the brain such as the hippocampus.

Using Scheffe's test, the age bracket with difference in stressors are those young adults and those at mid adulthood. This means that teachers aged 21-25 has different stressor with those at age range 46 and above. The big age gap explains this as younger employees who are techno-savy can easily adjust to the use of technology-driven methods and tools in teaching while older people has to upskill and reskill. Aside from this, young adults also are more stressed on workloads and new arrangements while those at 46 years who are exposed to varying working conditions can adapt to changes faster.

In addition, sex is also a variable that affects stressors. Results showed that there is a significant difference in the stressors of males and females. According to Rooney (2004), women rated their life events as more negative and less controllable than the men. Furthermore, gender differences in 14 of the 31 items listed, with the women listing family and health-related events more frequently than the men, whereas the men listed relationship, finance and work-related

events. Clearly, men and women react differently with stress and differ also on what cause them stress.

It was found out that most men are being stressed out with workloads and arrangement while females, on Instruction and ICT use. This can be attributed to the fact that males have less patience compared to women, Bangayan- Manera (2020). Meanwhile, men are more inclined in technology use compared to women. Hence, the difference in stressors.

Results of the analysis also indicated teaching position and educational attainment are not factors to consider in terms of varying stressors. This means that no matter what educational attainment or teaching position one holds, it won't be a variable to consider on what stressors are mostly observed believed by Agustin, Cardona, Delelis, Hizon, Paras, (2021).

Conclusions and Recommendations

The results of the study showed that teachers are stressed out of this pandemic due to the new work load and arrangement, new methods of instruction and ICT utilization, lack of parents' support, working environment. This study revealed that teachers' major stressors are module production, poor internet connectivity, unsupportive parents and fear of catching COVID-19 in the work place. These occupation stressors affect the mental well-being of the teachers as their anxiety increases. To cope with these stressors, teachers are clinging to God through prayers and seeking of guidance. This major coping technique provides the teachers the strength to carry on with their work as their faith calms their minds so they can work at peace in their work places.

Results of the study also showed that age and sex are major factors to consider in terms of stressor differences. Young adults have different stressors compared to teachers in their late adulthood. Teachers who are on their mid-adulthood or those 46 years old and above are being stressed out on ICT utilization and new methods of instruction. This is due to their unfamiliarity on the use of technology. Meanwhile, the young adults, who are exposed to technologies can easily adapt technology-based instructional methods. In addition, teachers who are seasoned, like those 46 years old and above can easily adapt to varying working condition, hence, they can easily adopt to the new workloads and arrangements compared to those new.

Hence, in the light of the results of the study, the following are recommended:

1. The school shall improve its machineries for module reproduction as this stress out teachers.
2. Young teachers should be provided with additional training so they can adopt to the new workload and arrangement under the new normal.
3. Older teachers shall be provided with additional ICT training so they cope with the demands of the technology-based new normal education.
4. Mental Health programs should be established in the school to help teachers cope with the stressors they are encountering at work.

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