International Journal of Multidisciplinary Research and Publications
ISSN (Online): 2581-6187

Stress and Coping Mechanism of School Administrators and Teachers Amidst Pandemic

Nanette D. Bilbao[1], Rhea T. Mandaya[2], Ronette Chris D. Bilbao[3]
School of Teacher Education, JH Cerilles State College, Dumingag, Zamboanga del Sur, Philippines
Email address: acadprogdir@gmail.com[1], mandayarheat30@gmail.com[2], ronettechris.bilbao@gmail.com[3]

Abstract— *The primary emphasis of this study was on the stress and coping mechanisms of elementary teachers and school administrators in Zamboanga del Sur Division during the school year 2021–2022. Ten (10) school administrators and ninety-one (91) elementary teachers from the chosen primary schools in the lowland and upland zones are taking part in this study. Both descriptive and inferential statistics were used for the precise analysis and interpretation. In determining the stress level, extent of barriers experienced by the teachers, and coping mechanism applied, Weighted Average Mean was used. To determine whether there is significant difference between the school administrators and teachers' level of stress, barriers experienced by the teachers, and their coping mechanism, Analysis of Variance of F-test was used. Further investigation was done to ascertain whether there is significant relationship between the teachers' stress level and barriers experienced by the teachers; stress level and coping mechanism; and barriers experienced and coping mechanism, Pearson Correlation Coefficient was used. Using SPSS, all inference tests were examined. The results demonstrated that the stress levels of school administrators and teachers during the pandemic were moderately high, as was clearly demonstrated by the overall means of 2.95 and 3.33, respectively. The grand averages of 3.60 and 3.43, in particular, provide strong evidence that the personal, technical, logistical, and financial barriers experienced by the teachers during the modular distance learning were to a large degree preset impediments. The findings also show that there is no noticeable difference in the stress levels of teachers and school administrators. Additionally, the stress level was linked to the challenges the teachers faced. The degree of stress and coping strategies used by teachers and school officials were significantly correlated.*

Keywords— *Stress, Coping mechanism, Barriers, Pandemic, Philippines.*

I. INTRODUCTION

The Covid-19 epidemic has caused damage on education systems throughout the world, affecting billions of students, instructors, and school administrators (Pokhrel & Chhetri, 2021). The World Health Organization designated the "Coronavirus disease 2019" (COVID-19) a pandemic as a result of the hundreds of thousands of cases reported worldwide. (Toresdahl & Asif, 2020). The turbulent situation has created a global health crisis having a deep impact on the way people perceive the world and their everyday lives. The rate of infection and transmission patterns are threatening people's sense of control, and the safety measures put in place to stop the virus from spreading require physical distancing.

People nowadays are living in an unfamiliar and distressing time. People are under a lot of stress as a result of the global pandemic. It can generate dread and worry in adults and children, which can be overwhelming and lead strong emotions (Center for Disease Control and Prevention [CDC], 2020). Basically, fear becomes the initial response of anyone under threat of any health hazard. In an outbreak, worrying for your health and your family's can become one of the reasons one will have changes in sleep or eating patterns, difficulty concentrating, and could worsen a prior mental health condition (Centers for Disease Control and Prevention [CDC], 2020). Apart from the threats brought by the COVID-19 itself, community quarantine measures can have dramatic effects and impact on quality of life for individuals who are exposed to them (Brooks et al. 2020). Being quarantined at home with limited to no face-to-face connection with family and familiar faces can take a toll on one's mental health, especially for those people boarding in city dormitories far away from their families, or those struggling with anxiety, depression, and other prior mental health issues. Boredom, virus worries, insufficient knowledge, financial loss, insufficient supplies, a lengthy quarantine time, frustration, and stigma are all stresses during the community isolation, according to (Brooks et al., 2020).

Undesirable stress states are frequent during tough times, such as the present epidemic, and are generally characterized by physical/psychological arousal and strain weighing down on both everyday living and feeling of well-being (Weinberg & Cooper, 2012). When a bad life event occurs, these stress states, as well as the perception of stress, can be worsened by a general lack of interpersonal relationships that assist to sustain a sense of well-being (Segrin & Rynes, 2009). As a result, the current emergency may have a significant emotional impact (Lima et al., 2020; Xiang et al., 2020), with confinement and circumstances of uncertainty associated with higher negative effect and emotions (Lima et al., 2020; Xiang et al., 2020). (Lades et al., 2020).

During quarantine, people are subjected to a variety of physical and mental social distancing effects, including isolation and anxiety about the future. Degrees of isolation vary between individuals, ranging from physical (i.e., contact) or symbolic (i.e., separation from loved ones), and affect the human psyche. The entire nation and other countries converted its physical educational system to online instruction, shut down gathering areas for the general public, and imposed curfews and travel restrictions.

Previous research has found that illness epidemics have an influence on people's mental health and well-being. Several risk variables were taken into consideration. Women and those between the ages of 16 and 24 were shown to be at a high risk

Nanette D. Bilbao, Rhea T. Mandaya, and Ronette Chris D. Bilbao, "Stress and Coping Mechanism of School Administrators and Teachers Amidst Pandemic," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 8, pp. 27-32, 2023.

of experiencing psychological distress. Similarly, recent studies showed a positive response to feeling panicked, depressed, or emotionally disturbed during the H1N1 pandemic. During the SARS outbreak, a population-based survey showed post-crisis mental distress comparably, during MERS, the level of stress was high. Currently, there are no studies that have assessed stress level among school administrators, and elementary teachers amidst COVID-19 Pandemic and their employed coping mechanism. Therefore, this study aimed to explore the perceived stress level among school administrators, and elementary teachers due to the coronavirus disease outbreak and the resulting suspension of in-person teaching in the country.

Stress is described as a condition in which an organism's adaptive ability is exceeded by external demands, resulting in psychological and biochemical alterations that may put people at risk for disease. Fear and anxiety about one's health, worsening of existing health conditions, personal, technical, and financial challenges can all contribute to stress during an infectious disease epidemic. The COVID-19 outbreaks put people at higher risk of serious disease at higher risk of stress.

Stress management is a necessary aspect of life. Everyone experiences stress, and stress is a psychological condition. Stress is a normal and an inevitable event in one's life that can bring about discomfort, consequences, and that person's unique way to response. If that stress is not effectively managed and regulated, it may have a negative impact on a person's physical and psychological well-being. People just cannot operate properly when they are under a lot of stress, which leads to mental and physical breakdown. As a result, individuals are compelled to develop strategies to cope with bad life circumstances and the negative feelings that result. People can deal in a variety of ways, including making a strategy, reinterpreting events, ignoring the situation, or inventing and arranging various coping techniques (Tweed and Conway, 2006).

Individuals' coping techniques are made up of both cognitive and behavioral reactions aimed at dealing with a stressful circumstance. Coping strategies refer to behavioral and cognitive efforts that help to reduce the influence of a stressful condition, and are used when its demands exceed individual resources. Depending on the scenario, coping strategies are adaptive, flexible, and sensitive. While a result, as each experience differs from person to person, new strategies may be formed and learnt over time, and old ones can be modified to deal with continuously changing conditions (Aldwin, 2004).

Another form of coping approach is issue-focused or active coping, which focuses on determining what is causing the stress and actively doing something to alleviate the situation. Planning, problem solving, and cognitive restructuring are examples of issue-focused or active coping strategies. When people believe they have control over a stressful circumstance, they participate in active coping (Altinda et al., 2017).

To contribute to the growing literature amidst of the COVID-19 pandemic on school administrators and elementary educators, this study turns its focuses on the stress level, extent of barriers experienced, and coping mechanism of school administrators and elementary teachers' mental health and well-being. More specifically, this research aims to assess the level of stress, extent of barriers experienced, and coping mechanism of school administrators and elementary teachers. In addition, it sought to identify the specific actions and behaviors that school administrators and elementary teachers report using as coping strategies to maintain their emotional well-being and mental health. Thus, the researcher believes that this study will add valuable information to help develop future interventions that help restore and maintain school administrators and educators' well-being and mental health that may face similar conditions during the pandemic, which focuses on the stress-coping relation. This will benefit school administrators and elementary teachers since they will understand the impact of stress and the strategies for coping with stress, not just during pandemics, but also in their academic pursuits.

II. Objectives of the Study

This study primarily aimed to determine the stress level, barriers experienced by school administrators, elementary teachers, and coping mechanism applied amidst pandemic. Specifically, this study sought answers to the following concerns:

a. To determine the stress level of school administrators and the teachers.
b. To find out the barriers experienced by the teachers in the modular distance learning and their extent.
c. To ascertain the coping mechanism of the school administrators and teachers.
d. To find out the significant difference between the school administrators and teachers' stress.
e. To determine the significant difference between the school administrators and teachers in the barriers experienced by the two groups of participants.
f. To determine the significant difference between the school administrators and teachers' coping mechanism.
g. To determine the significant relationship between teachers' stress level and their coping mechanism.
h. To find out the significant relationship between the barriers experienced by the two groups of participants and their coping mechanism.

III. Methodology

Research Design

The descriptive-comparative and correlational designs were used in order to establish the relationship between stress and coping mechanisms of school administrators and elementary teachers. The researchers conducted a survey using a google form survey questionnaire as their major instrument to collect the data required to address the specific issues and the study's key topic.

Research Setting

This study was conducted in the selected elementary schools from lowland and upland areas in one of the

Nanette D. Bilbao, Rhea T. Mandaya, and Ronette Chris D. Bilbao, "Stress and Coping Mechanism of School Administrators and Teachers Amidst Pandemic," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 8, pp. 27-32, 2023.

municipality in the Division of Zamboanga del Sur during the Academic Year 2021-2022.

Participants

The participants of this study are the eleven (11) school administrators and ninety (90) elementary teachers in one of the municipality of Zamboanga del Sur division.

Research Instrument and Validation

The Google form and printed questionnaire serves as the main instrument in gathering the data. The twenty-one (21) statements on the level of stress of school administrators and elementary teachers, and the twenty (20) statements on coping mechanisms were adapted with modifications from the study of Dr. Christopher Yaw KWAAH, (2017) and from the readings of the researchers. The extent of barriers experienced by teachers during distance teaching, taken from the study of Abuhammad, S., (2020) and from related literature.

By distributing the questionnaire to graduate school faculty members who were regarded as experts in educational administration, the questionnaire's validity was established. The Cronbach alpha coefficient was used to conduct an internal reliability test on the same set of questionnaires.

Data Gathering

The researchers sought an approval from the Division Office to allow them to conduct the said study. Upon approval, they personally administered the questionnaire through Google form and printed questionnaire for the participants without internet connectivity. To ensure that all participants in the chosen schools were favorably responding and voluntarily providing the information and answers requested of them, the consent letter was issued to all of the participants in those schools.

The trained enumerators arranged appointments to perform the study and semi-structured interviews after receiving the consent letters. Following the fundamental IATF protocol, such as the use of face masks, face shields, and proper distancing, the survey and interview were conducted. The participants received sufficient information, which was the goal of the study. They were handled with the utmost care and anonymity and participated voluntarily. The survey respondents' replies will be utilized to advance the goals and purpose of the research. Immediately after retrieval, the researcher went through tallying, processing, discussing, and evaluating the gathered data.

Stress Level of School Administrators and Teachers Amidst Pandemic

Table 1 displays the stress level of school administrators and elementary teachers in the selected elementary schools of Dumingag II District.

As shown, the overall mean of 2.95 for school administrators and 3.33 for elementary teachers attests that the stress level of the two groups of participants during pandemic is classified as moderately high. According to the American Institute of Stress, (2019) emphasized that stress may increase within a situation where an individual may not be able to cope with the situation at hand. Leadership is recognized to be a difficult job, and a school administrator's stress level is important not only for his or her own health, but also for the health of the school and others who work there. In the service of students, parents, and the community at large, the school administrator has been expected to lead through a variety of responsibilities (Kaufman, 2019). Furthermore, teachers are regularly exposed to high levels of stress, which affects their ability to work effectively across cultures. To put it another way, stress commonly affects teachers' lives, which can lead to physical sickness. As a result, teacher stress is characterized as a teacher's experience of negative emotions such as tension, annoyance, rage, and despair, which leads to a reduction in his/her capacity to instruct (Manabete et al, 2016).

TABLE I. Stress Level of School Administrators and the Teachers

Statements	School Administrators			Teachers		
	WAM	SD	I	WAM	SD	I
1.My teaching profession is stressful.	3.00	0.67	MH	3.51	0.89	H
2.Teaching during COVID-19 pandemic is very stressful.	3.00	0.82	MH	3.51	0.95	H
3.I felt stressed because of the variety of tasks at school.	3.10	0.74	MH	3.71	1.00	H
4.I felt stressed because I had to work long hours to prepare the modules and students' portfolios.	2.90	1.20	MH	3.64	0.93	H
5.I felt stressed because of having too much to accomplish at work.	3.30	0.67	MH	3.71	0.98	H
6.I felt stressed because of pressure from administration to accomplish all tasks and reports.	3.40	0.70	MH	3.36	0.97	MH
7.I felt stressed because of my salary.	2.60	0.84	L	3.05	1.06	MH
8.I felt stresses because of economic problems in the country.	2.70	0.82	MH	3.46	1.04	H
9.I felt stressed because of juggling work and family responsibilities.	3.00	0.82	MH	3.47	0.91	H
10.I felt stressed because of problems of my family.	2.70	0.67	MH	2.98	0.95	MH
11.I felt stressed because of the time spent travelling to and from work.	2.60	0.70	L	2.90	1.04	MH
12.I felt stressed because my job requires a lot of paperwork during this pandemic.	2.80	0.63	MH	3.57	0.96	H
13.I felt stressed because of student follow-ups and assessments.	2.80	0.79	MH	3.41	0.88	H
14.I felt stressed because of the modular distance learning modality.	2.90	0.74	MH	3.30	0.85	MH
15.I felt stressed complying with school rules and policies.	2.90	0.74	MH	3.04	0.93	MH
16.There is a lot of stress just keeping up with changing professional standards.	3.20	0.92	MH	3.19	0.86	MH
17.Having to participate in school activities outside of the normal working hours is stressful to me.	3.20	0.92	MH	3.21	0.96	MH
18.Trying to be attentive to the problems and needs of fellow workers is very stressful.	2.90	0.74	MH	2.98	0.97	MH
19.I have trouble getting to sleep or staying asleep because of stress.	2.80	0.92	MH	3.20	1.04	MH
20.I worry a great deal about work because of stress.	2.80	0.79	MH	3.12	0.95	MH
21.I worry that I will be infected with the virus every time I go out.	3.30	1.06	MH	3.57	1.13	H
Average mean	**2.95**	**0.80**	**MH**	**3.33**	**0.96**	**MH**

Legend: 4.21-5.00 Very High (VH); 3.41-4.20 High (H); 2.61-3.40 Moderately High (MH); 1.81-2.60 Low (L); 1.00-1.80 Very Low (VL)

Barriers Experienced by The Teachers the Modular Distance Learning as Perceived by The School Administrators and Teachers Themselves

As evidently reflected in the Table 2, the personal barriers experienced by the teachers as perceived by the school administrators and teachers themselves are lack of training, lack of technical expertise, lack of qualifications and inadequate communication, were moderately extent barriers with 3.10 and 3.04 average means. For technical barriers, teachers experienced insufficient investment and maintenance and poor connectivity during modular distance learning as perceived by the school administrators, categorized as highly extent, 3.60 average mean. While the teachers, classified technical barriers as moderately extent as perceived by themselves with an average mean of 3.39.

In terms of logistical barriers, difficulties in using distance learning and lack of student preparation, dissatisfaction with distance learning modality inability of distance learning to meet students' needs are highly extent barriers experienced by teachers as perceived by the two groups of participants with an

average means of 3.73, and 3.79 respectively. On the other hand, the financial barriers are considered highly extent barriers experienced by teachers as perceived by both group of participants. They experienced difficulty in buying gadgets to be used in modular distance learning and in paying internet services.

To sum it up, the grand means of 3.60 and 3.43 affirms that the teachers considered highly extent predetermined barriers experienced by the teachers during the modular distance learning. The findings are substantiated with the study of Alotaibi, K.A, (2021) that, while remote learning has many advantages, it also has certain drawbacks. Majority of these issues are related to connectivity issues with gadgets and the internet, a lack of student willingness to learn at a distance, and issues with urban learners. It evidently confirms that the teachers experienced personal, technical, logistical and financial barriers in distance learning.

TABLE 2. Barriers Experienced by the School Administrators and the Teachers in the Modular Distance Learning

Statements	School Administrators			Teachers		
	WAM	SD	I	WAM	SD	I
A. Personal barriers						
1. Lack of training and support	3.10	0.88	ME	3.10	0.96	ME
2. Lack of technical expertise	3.10	0.89	ME	3.16	0.97	ME
3. Inadequate communication	3.10	0.99	ME	3.04	0.91	ME
4. Lack of qualifications	3.10	0.99	ME	2.87	0.91	ME
Average Mean	3.10	0.96	ME	3.04	0.93	ME
B. Technical barriers						
1. Insufficient investment and maintenance	3.20	1.03	ME	3.22	1.00	ME
2. Poor connectivity	4.00	0.82	HE	3.56	1.14	HE
Average Mean	3.60	0.92	HE	3.39	1.07	ME
C. Logistical barriers						
1. Difficulties in using distance learning and lack of student preparation	3.70	0.67	HE	3.87	0.87	HE
2. Dissatisfaction with distance learning modality	3.40	0.70	ME	3.75	0.91	HE
3. Inability of distance learning to meet students' needs	4.10	0.74	HE	3.77	0.87	HE
Average Mean	3.73	0.72	HE	3.79	0.89	HE
D. Financial barriers						
1. Inability to buy technology	4.10	0.74	HE	3.53	1.05	HE
2. Inability to pay for internet services	3.80	1.03	HE	3.47	1.10	HE
Average Mean	3.95	0.89	HE	3.50	1.07	HE
Grand Mean	**3.60**	**0.87**	**HE**	**3.43**	**0.99**	**HE**

Legend: 4.21-5.00 Very High Extent (VHE); 3.41-4.20 High Extent (HE); 2.61-3.40 Moderate Extent (ME); 1.81-2.60 Low Extent (LE); 1.00-1.80 Very Low Extent (VLE)

Coping Mechanism of School Administrators and Teachers

Based on the data, the frequently employed coping mechanisms by the school administrators are taking naps, sleep, and rest breaks; seeking support from family and friend; participating in social and church groups; practice relaxation; and pursuing hobby or other interest. For the teachers frequently applied coping mechanisms are taking naps, sleep, and rest breaks; exercise regularly; go to public places; seek support from the family, friends and co-workers; participate in social or church groups; pursue a hobby and personal interests; practice relaxation techniques; and excessive use of internet. The rest of the statements are seldom and never practiced coping mechanisms by both the school administrators and teachers.

Mainly, the overall means of 2.78 for school administrators and 2.77 for teachers signify that the two groups of participants continually practiced various predetermined coping mechanisms during pandemic. According to Tweed and Conway, (2006) people have numbers of ways to cope such as creating a plan, reinterpreting the events, simply ignoring the problem or by formulating and organizing different coping strategies.

TABLE 3. Coping Mechanisms of School Administrators and Teachers

Statements	School Administrators			Teachers		
	WAM	SD	I	WAM	SD	I
1. I try to take naps, sleep, and rest breaks	3.00	0.82	F	3.08	.93	F
2. I consume drinks or other products containing caffeine or other stimulants	2.00	0.94	S	2.32	1.07	S
3. I exercise regularly	2.60	0.84	S	2.86	.88	F
4. I go to public places	2.40	0.84	S	2.80	.92	F
5. I seek support from family and friends	3.40	0.70	F	3.37	.85	F
6. I seek support from co-workers	3.50	0.85	MT	3.33	.80	F
7. I participate in support groups like in our church or social groups	3.40	1.07	F	3.34	.92	F
8. I pursue a hobby or other personal interests	2.90	1.20	F	3.11	.98	F
9. I practice relaxation techniques	3.30	0.67	F	3.16	1.06	F
10. I meditate and pray	4.20	0.79	MT	4.11	.84	MT
11. I work on time	3.90	0.57	MT	3.90	.67	MT
12. I ignore situation/s that cause me stress and anxiety	3.80	0.79	MT	3.64	.86	MT
13. I engage in a sexual activity	2.60	1.17	S	2.47	1.12	S
14. I drink alcoholic beverages	1.90	0.99	S	1.60	.93	N
15. I smoke or use tobacco products	1.50	1.08	N	1.31	.77	N
16. I take recreational drugs	1.40	0.97	N	1.35	.77	N
17. I eat a lot of "comfort foods"	2.40	0.84	S	2.56	1.06	S
18. I get on the internet for excessive periods of time	2.60	0.97	S	2.84	.96	F
19. I involve myself in sports	2.50	1.18	S	2.23	.96	S
20. I take no action	2.30	1.16	S	2.11	1.12	S
Average Mean	**2.78**	**0.92**	**F**	**2.77**	**.92**	**F**

Legend: 4.21-5.00 All the Time (AT); 3.41-4.20 Most of the Time (MT); 2.61-3.40 Frequently (F); 1.81-2.60 Seldom (S); 1.00-1.80 Never (N)

Test for Significant Difference between the School Administrators and Teachers' Stress Level

As revealed, the p-value of 0.122 is greater than the 0.05 probability value indicating the non-significance of the hypothesis. The computed t-value of 1.561 is lower than the critical value of 1.985 which further indicates the non-rejection of the null hypothesis. Therefore, there is a sufficient evidence to accept the null hypothesis.

TABLE 4. Significance of the Difference Between the School Administrators and Teachers' Stress Level

Variable	*t – Test*	df	p	p-value	CV	Decision
Stress Level	1.561	99	0.05	0.122	1.985	Not Significant

Moreover, the result of the study connotes that the school administrators and the teachers' stress levels do no not significantly differ. School administrators' stress has some characteristics in common with stress in other professions or contexts, but it has one distinct feature: it is linked to relationships and dealing with members of the educational community, including faculty, students, family, administration, and external groups (Meneses et al., 2017).

Test for Significant Difference Between the School Administrators and Teachers' Barriers Experienced by the Two Groups of Participants

As shown, the p-values of 0.849, 0.506, 0.818, and 0.186 are greater than the 0.05 probability value indicating the no significance of the hypothesis. The computed t-values of 0.191, 0.667, 0.231, and 1.332 are lower than the critical value of 1.985 which further indicates the non-rejection of the null hypothesis. Hence, there is enough proof to accept the null hypothesis.

Nanette D. Bilbao, Rhea T. Mandaya, and Ronette Chris D. Bilbao, "Stress and Coping Mechanism of School Administrators and Teachers Amidst Pandemic," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 8, pp. 27-32, 2023.

TABLE 5. Significance of the Difference Between the Barriers Experienced by the School Administrators and Teachers in the in the Modular Distance Learning

Variables	$t-Test$	p-value	Decision
Personal	0.191	0.849	Not Significant
Technical	0.667	0.506	Not Significant
Logistics	0.231	0.818	Not Significant
Financial	1.332	0.186	Not Significant

Furthermore, the study's findings imply that the barriers faced by school administrators and teachers are not much different. It indicates that the two groups of participants had comparable experiences, as noted in the study of (Abuhammad, S., 2020), in that they both faced personal, technological, logistical, and financial challenges when participating in distance learning activities.

Test for Significant Relationship Between the Stress Level and Teachers' Barriers Experienced by the Teachers

The computed t-values of 8.468, 6.787, 3.479, and 3.00 are greater than the critical value of 1.985 with 90 degrees of freedom at 0.05 level of significance, indicating the significance of the hypothesis. Thus, there is enough proof to reject the null hypothesis.

TABLE 6. Significance of the Relationship Between the Stress Level and Barriers Experienced by the Teachers

Variables	*Spearman rho* Correlation Coefficient	t-value of r	p	Decision
Stress and Personal Barriers	0.668	8.468	0.0	Significant
Stress and Technical Barriers	0.584	6.787	0.0	Significant
Stress and Logistics Barriers	0.346	3.479	0.0	Significant
Stress and Financial Barriers	0.303	3.00	0.0	Significant

The results further affirm that the stress level is associated with the barriers experienced by the teachers. When presented with certain occurrences, everyone can become stressed. It is eustress when this is useful, such as dealing with challenges as part of life; when it is negative, it can lead to low morale, work dissatisfaction, absenteeism, and reduced productivity. Environmental stressors are viewed as a threat to survival. The human body is designed to respond to the negative demands of the environment (Alson, 2019).

Tests for Significant Relationship Between the Stress Level and Coping Mechanisms of the Teachers

TABLE 7. Significance of the Relationship Between the Stress Level and Coping Mechanisms of the Teachers

Variables	*Spearman rho* Correlation Coefficient	t-value of r	df	p	Decision
Stress and Coping Mechanisms	0.529	5.881	90	0.05	Significant

As reflected, the computed t-value of 5.881 is greater than the critical value of 1.985 with 90 degrees of freedom at 0.05 level of significance. Therefore, there is enough evidence to reject the null hypothesis. The finding reveals that a significant relationship existed between the stress level and coping mechanisms of the teachers. The result of the study is consonant with the study's finding of Li-Hsing Ho, Yung-Tai Chiang, Tsai-Hsiang Lin, (2016). A positive correlation was found between stress identification and application of coping strategy. The most significantly positive correlation was identified between the stress of personal physiological and psychological development and emotional venting. The prediction of the coping strategies applied to each of the stress was moderate.

Tests for the Significant Relationship Between the Barriers of the Teachers and Their Coping Mechanisms

The calculated values of 5.317, 3.032, and 2.415 are greater than the critical value of 1.985 with critical value of 1.985 at 0.05 level of significance.

Consequently, this emphasizes the significance of individual barriers and coping methods, as well as technological, financial, and coping processes. On the other hand, the logistical barrier and coping techniques are not significant, as indicated by the p-value of 0.0467, which is lower than the 0.05 probability threshold. The computed t-values of 0.729 is lower than the critical value of 1.985 which further indicates to accept the null hypothesis. Hence, the result establishes non-significant relationship between the logistics barriers and coping mechanisms.

TABLE 8. Significance of the Relationship Between the Barriers of the Teachers and Their Coping Mechanisms

Variables	*Spearman rho* Correlation Coefficient	t-value of r	p	Decision
Personal Barriers and Coping Mechanisms	0.491	5.317	0.0	Significant
Technical Barriers and Coping Mechanisms	0.306	3.032	0.0	Significant
Logistics Barriers and Coping Mechanisms	0.077	0.729	0.0467	Not Significant
Financial Barriers and Coping Mechanisms	0.248	2.415	0.02	Significant

The findings further suggest that the personal, technical, and financial barriers are statistically interrelated with the coping mechanisms employed by the teachers during pandemic. While the logistics barriers have insignificant relationship with the coping mechanisms applied by the teachers.

IV. Other Recommendations

The study suggests that school officials look for workable coping mechanisms to deal with the difficulties instructors faced during the pandemic. The teachers may also use all available coping techniques to overcome the personal, technological, and financial obstacles they encountered throughout the pandemic. Additionally, larger sample sizes may be taken into consideration for future studies on the

Nanette D. Bilbao, Rhea T. Mandaya, and Ronette Chris D. Bilbao, "Stress and Coping Mechanism of School Administrators and Teachers Amidst Pandemic," *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, Volume 5, Issue 8, pp. 27-32, 2023.

stress, coping mechanisms, and problem-solving abilities of pupils.

V. Conclusion

This may not be the first research to look at the present stress, barriers experienced, and coping mechanism of school administrators and elementary teachers in the midst of COVID-19 but this would help examine its extent of relationship in their stress level and coping mechanism applied. As a result, it would add to the current literature on the association between stress and coping mechanisms/styles/techniques among school administrators and elementary teachers in the world, who may face similar conditions during the epidemic. This would benefit the school program supervisors, school administrators, and elementary teachers since they would understand the link and impact of stress levels and coping mechanisms that they encounter not only during pandemic, but also in their personal and professional endeavors.

The social change implications of the study would be the knowledge gain, which may lead to a better understanding of how to manage stress among school administrators and elementary teachers in pandemic situations. This research would also give insight into what essential and timely interventions or psychological assistance/support the school administrators and elementary teacher's population may get.

Furthermore, the results of this study also demonstrate that teachers and school administrators had usual levels of stress throughout the pandemic. The two participant groups concurred that some of the main difficulties experienced during pandemics include monetary, logistical, and human ones. The results may be used as a starting point for developing future guidelines that take stress levels and coping mechanisms/styles into consideration as critical components of prevention. Diliberti, et al. (2019), who state that the coronavirus disease 2019 (COVID-19) pandemic has added further stress to an already high-stress profession of teaching, complement the study's findings.

Acknowledgment

Sincere appreciation is extended to J.H. Cerilles State College for generous assistance and direction throughout the entire process, from idea to publishing. Likewise, to the Zamboanga del Sur Division research participants.

References

[1] Pokhrel, S. & R. Chhetri, "A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning" Volume 8, Issue 1. https://doi.org/10.1177/2347631120983481, 2021.

[2] Toresdahl, B. G. & Asif, I. M.., "Coronavirus Disease 2019 (COVID-19): Considerations for the Competitive Athlete", Volume 12, Issue 3 https://doi.org/10.1177/1941738120918876, 2020.

[3] Center for Disease Control and Prevention [CDC], https://reliefweb.int/organization/cdc?gclid=Cj0KCQiAtvSdBhD0ARIsAPf8oNnnHiDSYalzAtP3p1bFvyljJ-qXzP8wNraEDgN96Grre3-lAgguZ2IaAk7DEALw_wcB, 2020.

[4] Brooks, S.K., Webster, R. K., Smith, L. E., Woodland,L., Wessely S. F., Greenberg, N., Rubin, G. J., The psychological impact of quarantine and how to reduce it: rapid review of the evidence, https://www.sciencedirect.com/science/article/pii/S0140673620304608, Volume 395, Issue 10227, 14–20 March 2020, Pages 912-920,2020.

[5] Weinberg, A., Cooper, C., "The nature of stress in turbulent times" DOI:10.1057/9780230306172_3 pp.39-61, 2012.

[6] Segrin, C., & Rynes, K. N. "The mediating role of positive relations with others in associations between depressive symptoms, social skills, and perceived stress". *Journal of Research in Personality, 43*(6), 962–971. https://doi.org/10.1016/j.jrp.2009.05.012,2009.

[7] Lima, C.K.T., Carvalho, P.M., Lima, I. A.S., Nunes, J.V., Saraiva , J.S., de Souza, R.I., da Silva, C.G., Neto, M.L., "The emotional impact of Coronavirus 2019-nCoV (new Coronavirus disease)" Published online 2020 Mar 12. doi: 10.1016/j.psychres.2020.112915

[8] Lades, L.K., Laffan, K., Daly, M., Delaney, L., "Daily emotional well-being during the COVID-19 pandemic", https://doi.org/10.1111/bjhp.12450, First published: 2020.

[9] Tweed, R. G., & Conway, L. G. III. "Coping strategies and culturally influenced beliefs about the world". In P. T. P. Wong & L. C. J. Wong (Eds.), *Handbook of multicultural perspectives on stress and coping* (pp. 133–153). Spring Publications. https://doi.org/10.1007/0-387-26238-5_7, 2006.

[10] Aldwin, C. M., & Yancura, L. A., "Coping and health: A comparison of the stress and trauma literatures". In P. P. Schnurr & B. L. Green (Eds.), *Trauma and health: Physical health consequences of exposure to extreme stress* (pp. 99–125). American Psychological Association. https://doi.org/10.1037/10723-005, 2004.

[11] Kwaah, C.Y., "Stress and Coping Strategies among Distance Education Students at the University of Cape Coast, Ghana". *Turkish Online Journal of Distance Education*, v18 n3 Article 8 Jul 2017.

[12] Abuhammad, S., "Barriers to distance learning during the COVID-19 outbreak: A qualitative review from parents' perspective" https://www.sciencedirect.com/science/article/pii/S2405844020323252, Volume 6 Issue 11, November 2020.

[13] Alson, J., "Stress among public school teachers."https://digitalcommons.uncfsu.edu/cgi/viewcontent.cgi?article=1165& context=jri ,2019.

[14] Kaufman, J. A. "Stress and Coping Among Public School Principals in a Midwest Metropolitan Sample". https://journals.sagepub.com/doi/full/10.1177/2158244019829549, 2019.

[15] Manabete S.S.,. John, C. A., Makinde, A. A., Duwa S.T. "Job Stress among School Administrators and Teachers in Nigerian Secondary Schools and Technical Colleges. https://www.researchgate.net/publication/327601087_Job_Stress_among_School_Administrators_and_Teachers_in_Nigerian_Secondary_Schools_and_Technical_Colleges". 2016. https://www.researchgate.net/publication/327601087_Job_Stress_among_School_Administrators_and_Teachers_in_Nigerian_Secondary_Schools_and_Technical_Colleges

[15] Alotaibi, K.A. Investigating Benefits and Barriers of Distance Education during Coronavirus Pandemic. *Preprints*, 2021090515 (doi: 10.20944/preprints202109.0515.v1, 2021.

[17] Meneses, E.L., Olivencia, J.L., Cano, E.V., "The impact of personal interactions on the stress of school administrators: The validation and application of an assessment tool". https://www.intangiblecapital.org/index.php/ic/article/view/993/637

[18] Li-Hsing Ho, Yung-Tai Chiang, Tsai-Hsiang Lin,) Li-Hsing Ho, Yung-Tai Chiang, Tsai-Hsiang Lin, A study on relationship between stress and coping strategies of junior high school students in the physical education programs, Int. Eco. Res, 2016, v7i6, 121 – 128 ISSN:2229-6158.

[19] Diliberti, M.K., Schwartz, H.L., Grant, D. "Stress Topped the Reasons Why Public School Teachers Quit, Even Before COVID19". https://www.rand.org/pubs/research_reports/RRA1121-2.html, .2019