

Management of Teachers' Stressors and Coping Mechanism Strategies to Their Teaching Effectiveness

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Abstract—This study aimed to examine the relationship between Teachers' stressors, coping mechanism strategies, and teaching effectiveness among public school teachers. Specifically, it aimed to determine: the level of Teachers' stressors in terms of work-related, classroom-related, organizational, and personal stressors; the level of Teachers' coping mechanism strategies in terms of problem-focused, emotion-focused, and avoidance-based coping; the level of teaching effectiveness in terms of adaptive functioning, teaching competence, classroom management, self-efficacy, and instructional strategies; the significant relationship between Teachers' stressors and teaching effectiveness; and the significant relationship between Teachers' coping mechanisms and teaching effectiveness. This study employed a descriptive-correlational design using quantitative research to describe existing conditions and determine the relationships among variables. Utilizing purposive sampling, the respondents comprised 104 public school teachers from the Lucena West District in Lucena City, Quezon Province. Data were gathered using a research instrument consisting of a survey questionnaire based on a five-point Likert scale. The result shows that there is a strong positive relationship between the Management of Teachers' Stressors and Coping Mechanism Strategies on Teaching Effectiveness. This concludes that teachers who effectively manage their stressors demonstrate enhanced pedagogical efficacy and instructional strategies. Moreover, this confirms that the ability of teachers to manage occupational stress and employ adaptive coping strategies plays an important role in sustaining their professional performance and overall teaching effectiveness. Thus, the null hypothesis was rejected. It is recommended that school administrators may reduce workloads, improve support, and provide professional development on stress and time management. Enhancing mental health programs is crucial. Teachers should prioritize adaptive coping over avoidance strategies. Future research should expand to other districts and investigate variables like resilience, motivation, and organizational support.

Keywords— Teacher stressors, coping mechanisms, teaching effectiveness, public school teachers.

I. INTRODUCTION

Teaching is a vital profession that shapes students and society, but it is also recognized as highly stressful due to workload, classroom management, administrative tasks, and high expectations (Klassen & Chiu, 2019). In Philippine public schools, challenges such as large class sizes, limited resources, and increasing performance demands further contribute to teacher stress (Bautista et al., 2018). These stressors highlight the need to better understand teachers' well-being and professional performance.

Despite these challenges, teachers use different coping strategies to manage stress and maintain their effectiveness. Effective coping strategies can help sustain teaching performance, while high stress and ineffective coping may lead to burnout, emotional exhaustion, and reduced effectiveness (Richards et al., 2018). This highlights the importance of stress management in teaching.

Teaching effectiveness is an important component of quality education because it influences students' learning experiences and academic outcomes. When teachers experience excessive stress, their instructional competence, classroom management, and professional performance may be affected. Conversely, effective coping mechanisms may help teachers remain productive and effective despite occupational pressures (Wong et al., 2017).

Teachers experience different levels of stress and use different ways of coping with their work demands. Understanding how these factors affect teaching effectiveness can help schools provide better support for teachers and improve student learning. While many studies have examined teacher stress, few have focused on the specific experiences of teachers in the Lucena West District. This study aims to better understand these relationships and provide information that may help improve teacher well-being and performance.

This study focuses on the experiences of public school teachers by examining the stressors they encounter, the coping mechanism strategies they employ, and how these factors influence their teaching effectiveness within the Lucena West District. Hence, this study is entitled "Management of Teachers' Stressors and Coping Mechanism Strategies to Their Teaching Effectiveness."

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to determine the "Management of Teachers' Stressors and Coping Mechanism Strategies to Their Teaching Effectiveness".

Specifically, this study sought to answer the following questions:

1. What is the level of Teachers' Stressors in terms of:
 - 1.1 Work-Related stressors;
 - 1.2 Classroom-Related stressors;
 - 1.3 Organizational Stressors; and

- 1.4 Personal Stressors?
2. What is the level of Teachers' Coping Mechanism Strategies in terms of:
 - 2.1 Problem-Focused Coping;
 - 2.2 Emotion-Focused Coping; and
 - 2.3 Avoidance-Based Coping?
3. What is the level of Teaching Effectiveness in terms of:
 - 3.1 Adaptive functioning;
 - 3.2 Teaching competence;
 - 3.3 Classroom management;
 - 3.4 Self-efficacy; and
 - 3.5 Instructional strategies?
4. Is there a significant relationship between the Teachers' Stressors and their Teaching Effectiveness?
5. Is there a significant relationship between the Teachers Coping Mechanism and their Teaching Effectiveness?

II. METHODOLOGY

This study employed a descriptive-correlational design using quantitative research to describe existing conditions and determine the relationships among variables. Utilizing purposive sampling, the respondents comprised 104 public school teachers from the Lucena West District in Lucena City, Quezon Province. Data were gathered using a research instrument consisting of a survey questionnaire based on a five-point Likert scale.

III. RESULTS AND DISCUSSION

This part deals with the presentation, analysis and interpretation of data gathered from the respondents.

Level of Management of Teachers' Stressors

In this study, The Management of Teachers' stressors refer to the various demands, pressures, and challenges experienced by teachers in their professional responsibilities.

The following tables present the level of Management of Teachers' stressors were revealed in the following tables, which show the statement, mean, Standard Deviations, and remarks.

Table 1 presents the level of Teachers' stressors in terms of work-related stressors.

Level of Management of Teachers' Stressors in terms of Work-Related Stressors got a weighted mean of 4.42 with a standard deviation of 0.67, indicating a Very High level of work-related stressors among teachers.

Among the indicators, Statement 4 obtained the highest mean score ($M = 4.57$), while Statement 1 obtained the lowest mean score ($M = 4.19$). In terms of variability, Statement 1 recorded the highest standard deviation ($SD = 0.79$), while Statement 4 registered the lowest standard deviation ($SD = 0.59$).

This indicates that teachers strongly recognize the time demands associated with checking and grading student outputs compared to other work-related stressors. The variation in responses suggests that teachers differ more in their perceptions regarding deadlines for reports and administrative tasks, while they share more similar views regarding the time required for student assessment.

Table 1. Level of Management of Teachers' Stressors in terms of Work-Related Stressors

Statements	Mean	SD	Remarks
I notice that deadlines for reports and administrative tasks can affect my work performance.	4.19	0.79	Agree
I recognize that preparing lessons and instructional materials needs considerable amount of time.	4.54	0.61	Strongly Agree
I perceive the number of teaching hours assigned to me as manageable.	4.37	0.65	Strongly Agree
I consider checking and grading student outputs requires considerable time.	4.57	0.59	Strongly Agree
I respond to the challenge of balancing teaching duties with additional school responsibilities.	4.43	0.62	Strongly Agree
Weighted Mean	4.42		
SD	0.67		
Verbal Interpretation	Very High		

In general, teachers demonstrate a very high level of management of work-related stressors. Despite differences in the degree of agreement across the indicators, teachers consistently exhibit awareness of and ability to manage the various work-related demands associated with their teaching responsibilities.

Similarly, the findings highlight that teachers are able to manage the various demands associated with their professional responsibilities despite experiencing considerable workload-related pressures. Moreover, the consistently high ratings across all indicators indicate that work-related stressors remain prevalent in the teaching profession. However, certain aspects of work-related stress, particularly those involving instructional responsibilities, appear to be experienced more intensely than others.

Table 2 presents the level of Teachers' stressors in terms of classroom-related stressors.

Table 2. Level of Management of Teachers' Stressors in terms of Classroom-Related Stressors

Statements	Mean	SD	Remarks
I manage the challenges of student behavior in the classroom effectively.	4.38	0.56	Strongly Agree
I respond to the stress of handling students with diverse learning needs appropriately.	4.35	0.54	Strongly Agree
I demonstrate persistence in maintaining discipline in the classroom.	4.45	0.54	Strongly Agree
I attend to the challenges posed by large class sizes while teaching.	4.30	0.62	Strongly Agree
I address the impact of students' lack of motivation on my classroom performance.	4.33	0.58	Strongly Agree
Weighted Mean	4.36		
SD	0.57		
Verbal Interpretation	Very High		

Level of Management of Teachers' Stressors in terms of Classroom-Related Stressors got a weighted mean of 4.36 with a standard deviation of 0.57, indicating a Very High level of classroom-related stressors among teachers.

Among the indicators, Statement 3 obtained the highest mean score ($M = 4.45$), while Statement 4 registered the lowest mean score ($M = 4.30$). In terms of variability, Statement 4 recorded the highest standard deviation ($SD =$

0.62), while Statements 2 and 3 obtained the lowest standard deviation (SD = 0.54).

This indicates that teachers strongly perceive maintaining classroom discipline as a significant classroom-related concern, whereas challenges associated with large class sizes are perceived to a relatively lesser extent. The variation in responses suggests that teachers differ more in their perceptions regarding the challenges posed by large class sizes, while they share more similar views concerning handling students with diverse learning needs and maintaining classroom discipline.

In general, teachers demonstrate a very high level of management of classroom-related stressors. Despite the challenges encountered in the classroom, teachers consistently exhibit the ability to address student behavior, diverse learning needs, classroom discipline, and student motivation.

Similarly, the findings suggest that teachers frequently encounter challenges related to student behavior, diverse learning needs, classroom discipline, and student motivation. Moreover, the consistently high ratings across all indicators indicate that classroom-related demands remain a common source of stress among teachers. However, despite these challenges, teachers appear capable of managing classroom situations effectively and maintaining a positive learning environment.

Table 3 presents the level of Teachers' stressors in terms of organizational stressors.

Table 3. Level of Management of Teachers' Stressors in terms of Organizational Stressors

Statements	Mean	SD	Remarks
I implement strategies to address challenges related to limited school resources (e.g., books, facilities).	4.29	0.55	Strongly Agree
I respond to limited administrative support that affects my teaching performance.	4.18	0.55	Agree
I attend to challenges arising from poor communication within the school organization.	4.22	0.57	Strongly Agree
I adapt to stress caused by conflicting school policies.	4.12	0.66	Agree
I demonstrate resilience when frequent changes in school policies increase my workload and stress.	4.23	0.61	Strongly Agree
Weighted Mean	4.21		
SD	0.59		
Verbal Interpretation	Very High		

Level of Management of Teachers' Stressors in terms of Organizational Stressors got a weighted mean of 4.21 with a standard deviation of 0.59, indicating a Very High level of organizational stressors among teachers.

Among the indicators, Statement 1 obtained the highest mean score (M = 4.29), while Statement 4 registered the lowest mean score (M = 4.12). In terms of variability, Statement 4 recorded the highest standard deviation (SD = 0.66), while Statements 1 and 2 obtained the lowest standard deviation (SD = 0.55).

This indicates that teachers strongly perceive limited school resources as the most evident organizational stressor, whereas conflicting school policies are perceived to a relatively lesser extent. The variation in responses suggests

that teachers differ more in their perceptions regarding conflicting school policies, while they share more similar views concerning limited resources and administrative support.

In general, teachers demonstrate a very high level of management of organizational stressors. Despite the institutional challenges they encounter, teachers consistently exhibit the ability to adapt and remain resilient in carrying out their professional responsibilities.

Similarly, the findings suggest that teachers frequently encounter organizational challenges related to resources, administrative support, communication, and policy changes. Moreover, the consistently high ratings across all indicators indicate that organizational demands remain a significant source of stress among teachers. However, despite these institutional challenges, teachers demonstrate the ability to adapt and remain resilient in carrying out their professional responsibilities.

Table 4 presents the level of Teachers' stressors in terms of personal stressors.

Table 4. Level of Management of Teachers' Stressors in terms of Personal Stressors

Statements	Mean	SD	Remarks
I fulfill my teaching duties while managing family responsibilities.	4.49	0.59	Strongly Agree
I resolve financial matters to avoid disruptions to my teaching.	4.48	0.56	Strongly Agree
I maintain my work effectiveness despite challenges.	4.44	0.59	Strongly Agree
I cope with personal issues in a way that does not interfere with my teaching responsibilities.	4.44	0.55	Strongly Agree
I implement strategies that support work-life balance and reduce stress.	4.39	0.58	Strongly Agree
Weighted Mean	4.45		
SD	0.57		
Verbal Interpretation	Very High		

Level of Management of Teachers' Stressors in terms of Personal Stressors got a weighted mean of 4.45 with a standard deviation of 0.57, indicating a Very High level of personal stressors among teachers. Among the indicators, Statement 1 obtained the highest mean score (M = 4.49), while Statement 5 registered the lowest mean score (M = 4.39). In terms of variability, Statements 1 and 3 recorded the highest standard deviation (SD = 0.59), while Statement 4 obtained the lowest standard deviation (SD = 0.55).

This indicates that teachers strongly recognize the challenge of fulfilling their teaching duties while managing family responsibilities. The variation in responses suggests that teachers differ more in their perceptions regarding managing family responsibilities and maintaining work effectiveness despite challenges, while they share more similar views concerning their ability to cope with personal issues without affecting their teaching responsibilities. In general, teachers demonstrate a very high level of management of personal stressors. Despite the personal challenges they encounter, teachers consistently exhibit the ability to balance their personal concerns with their professional responsibilities.

Similarly, the findings suggest that teachers encounter personal challenges arising from family responsibilities,

financial concerns, and other personal matters that may influence their professional lives. Moreover, the consistently high ratings across all indicators indicate that personal stressors remain evident among teachers. However, despite these challenges, teachers appear capable of managing personal concerns while maintaining their effectiveness in the workplace.

Level of Teachers' Coping Mechanism Strategies

In this study, Teachers' coping mechanism strategies refer to the cognitive, emotional, and behavioral approaches employed by teachers to manage occupational stress and address the demands associated with their professional responsibilities.

The following tables show the statements, mean, standard deviation, and corresponding remarks. The levels of coping mechanism strategies were determined using the mean and standard deviation to identify the extent to which teachers utilize various coping approaches in managing work-related challenges and stress.

Table 5 presents the level of Teachers' coping mechanism strategies in terms of problem-focused coping.

Table 5. Level of Teachers' Coping Mechanism Strategies in terms of Problem-Focused Coping

Statements	Mean	SD	Remarks
I identify the causes of work-related problems before deciding how to address them.	4.35	0.50	Strongly Agree
I seek advice from colleagues or supervisors when facing teaching difficulties.	4.26	0.57	Strongly Agree
I plan my tasks and schedule to manage teaching responsibilities.	4.36	0.52	Strongly Agree
I adopt new teaching strategies when students experience difficulty in learning.	4.38	0.53	Strongly Agree
I participate in trainings or seminars to improve my teaching skills.	4.44	0.59	Strongly Agree
Weighted Mean	4.36		
SD	0.54		
Verbal Interpretation	Very High		

Level of Teachers' Coping Mechanism Strategies in terms of Problem-Focused Coping got the weighted mean of 4.36 with a standard deviation of 0.54 indicates a very high level of problem-focused coping among teachers. Among the indicators, Statement 5 obtained the highest mean score ($M = 4.44$), while Statement 2 registered the lowest mean score ($M = 4.26$). In terms of variability, Statement 5 recorded the highest standard deviation ($SD = 0.59$), while Statement 1 obtained the lowest standard deviation ($SD = 0.50$).

This indicates that teachers highly utilize participation in trainings and seminars to improve their teaching skills as a means of coping with work-related challenges. The variation in responses suggests that teachers differ more in their perceptions regarding participation in trainings and seminars, while they share more similar views concerning the importance of identifying the causes of work-related problems before deciding how to address them.

In general, teachers demonstrate a very high level of problem-focused coping. They consistently employ planning, problem-solving, professional development, and other

proactive strategies to manage occupational stress and workplace challenges.

Similarly, the findings suggest that teachers frequently employ problem-focused coping strategies to address occupational stress and challenges encountered in their professional responsibilities. Moreover, the consistently high ratings across all indicators indicate that teachers actively engage in planning, problem-solving, professional development, and the adoption of effective teaching practices.

Table 6 presents the level of Teachers' coping mechanism strategies in terms of emotion-focused coping.

Table 6. Level of Teachers' Coping Mechanism Strategies in terms of Emotion-Focused Coping

Statements	Mean	SD	Remarks
I seek emotional support from family and friends when experiencing stress.	4.33	0.60	Strongly Agree
I demonstrate self-control and emotional regulation when faced with challenges.	4.34	0.53	Strongly Agree
I engage in meaningful hobbies and activities to manage and reduce stress.	4.27	0.59	Strongly Agree
I apply positive thinking during stressful situations.	4.33	0.55	Strongly Agree
I participate in trainings and seminars to enhance my professional skills.	4.40	0.55	Strongly Agree
Weighted Mean	4.33		
SD	0.56		
Verbal Interpretation	Very High		

Level of Teachers' Coping Mechanism Strategies in terms of Emotion-Focused Coping got a weighted mean of 4.33 with a standard deviation of 0.56, indicating a Very High level of emotion-focused coping among teachers. Among the indicators, Statement 5 obtained the highest mean score ($M = 4.40$), while Statement 3 registered the lowest mean score ($M = 4.27$). In terms of variability, Statement 1 recorded the highest standard deviation ($SD = 0.60$), while Statement 2 obtained the lowest standard deviation ($SD = 0.53$).

This indicates that teachers highly utilize participation in trainings and seminars as a means of enhancing their professional skills and managing stress. The variation in responses suggests that teachers differ more in their perceptions regarding seeking emotional support from family and friends, while they share more similar views concerning the practice of self-control and emotional regulation when faced with challenges.

In general, teachers demonstrate a very high level of emotion-focused coping. They consistently rely on emotional regulation, social support, positive thinking, and personal activities to manage stress and maintain their emotional well-being.

Similarly, the findings suggest that teachers frequently employ emotion-focused coping strategies to manage the emotional demands associated with their profession. However, the extent to which these strategies are utilized varies among teachers depending on their individual experiences and circumstances.

Table 7 presents the level of Teachers' coping mechanism strategies in terms of avoidance-based coping.

Table 7. Level of Teachers' Coping Mechanism Strategies in terms of Avoidance-Based Coping

Statements	Mean	SD	Remarks
I tend to avoid confronting problems, allowing them to resolve on their own.	3.82	0.96	Agree
I cope with stress by diverting attention to other activities.	4.14	0.64	Agree
I withdraw from social interaction when I feel overwhelmed.	3.77	0.84	Agree
I ignore problems to temporarily lessen my stress.	3.87	0.79	Agree
I postpone engaging with stressful work-related situations.	3.86	0.85	Agree
Weighted Mean	3.89		
SD	0.83		
Verbal Interpretation	High		

Level of Teachers' Coping Mechanism Strategies in terms of Avoidance-Based Coping got a weighted mean of 3.89 with a standard deviation of 0.83, indicating a High level of avoidance-based coping among teachers. Among the indicators, Statement 2 obtained the highest mean score ($M = 4.14$), while Statement 3 registered the lowest mean score ($M = 3.77$). In terms of variability, Statement 1 recorded the highest standard deviation ($SD = 0.96$), while Statement 2 obtained the lowest standard deviation ($SD = 0.64$).

This indicates that teachers tend to cope with stress by diverting their attention to other activities more frequently than the other avoidance-based coping strategies. The variation in responses suggests that teachers differ considerably in their perceptions regarding avoiding confrontation of problems and allowing them to resolve on their own, while they share more similar views concerning the use of other activities as a means of coping with stress.

In general, teachers demonstrate a high level of avoidance-based coping. Although these strategies are evident among teachers, they are utilized less frequently than problem-focused and emotion-focused coping strategies.

Similarly, the findings suggest that teachers occasionally employ avoidance-based coping strategies when faced with stressful situations. However, avoidance-based coping appears to be less dominant than other coping approaches, suggesting that teachers generally favor more adaptive strategies in dealing with occupational stress.

Level of Teaching Effectiveness

In this study, teaching effectiveness refers to the ability of teachers to facilitate learning, manage the classroom environment, and implement appropriate instructional strategies while maintaining professional competence and adaptability. It reflects how well teachers perform their roles in promoting student learning and achieving instructional objectives.

The following tables show the statements, mean, standard deviation, and corresponding remarks.

Table 8 presents the level of teaching effectiveness in terms of adaptive functioning.

Level of Teaching Effectiveness in terms of Adaptive Functioning got a weighted mean of 4.37 with a standard deviation of 0.53, indicating a Very High level of adaptive functioning among teachers. Among the indicators, Statements

3, 4, and 5 obtained the highest mean score ($M = 4.38$), while Statement 2 registered the lowest mean score ($M = 4.35$). In terms of variability, Statement 1 recorded the highest standard deviation ($SD = 0.56$), while Statement 3 obtained the lowest standard deviation ($SD = 0.51$).

Table 8. Level of Teaching Effectiveness in terms of Adaptive Functioning

Statements	Mean	SD	Remarks
I adapt teaching methods effectively when new strategies are introduced.	4.37	0.56	Strongly Agree
I apply flexible approaches to meet sudden changes in school requirements.	4.35	0.54	Strongly Agree
I adjust classroom practices when unexpected situations arise.	4.38	0.51	Strongly Agree
I modify teaching strategies based on students' responses and learning needs.	4.38	0.53	Strongly Agree
I implement changes in instruction efficiently to maintain learning outcomes.	4.38	0.54	Strongly Agree
Weighted Mean	4.37		
SD	0.53		
Verbal Interpretation	Very High		

This indicates that teachers highly demonstrate their ability to adjust classroom practices, modify teaching strategies based on students' needs, and implement instructional changes effectively. The variation in responses suggests that teachers differ more in their perceptions regarding adapting teaching methods when new strategies are introduced, while they share more similar views concerning adjusting classroom practices when unexpected situations arise.

In general, teachers demonstrate a very high level of adaptive functioning. They consistently exhibit flexibility and responsiveness in addressing changes in instructional practices, classroom situations, and educational demands.

Table 9 presents the level of teaching effectiveness in terms of teaching competence.

Table 9. Level of Teaching Effectiveness in terms of Teaching Competence

Statements	Mean	SD	Remarks
I prepare my lessons thoroughly before teaching to ensure clarity and effectiveness.	4.57	0.50	Strongly Agree
I explain lessons confidently and accurately to support student understanding.	4.55	0.52	Strongly Agree
I demonstrate sufficient knowledge of the subjects I teach.	4.54	0.52	Strongly Agree
I present lessons in a clear and organized manner.	4.53	0.56	Strongly Agree
I illustrate concepts using appropriate examples to enhance student comprehension.	4.53	0.52	Strongly Agree
Weighted Mean	4.54		
SD	0.52		
Verbal Interpretation	Very High		

Level of Teaching Effectiveness in terms of Teaching Competence got a weighted mean of 4.54 with a standard deviation of 0.52, indicating a Very High level of teaching competence among teachers.

Among the indicators, Statement 1 obtained the highest mean score ($M = 4.57$), while Statements 4 and 5 registered the lowest mean score ($M = 4.53$). In terms of variability, Statement 4 recorded the highest standard deviation ($SD = 0.56$), while Statement 1 obtained the lowest standard deviation ($SD = 0.50$).

This indicates that teachers highly demonstrate thorough lesson preparation to ensure clarity and effectiveness in instruction. The variation in responses suggests that teachers differ more in their perceptions regarding presenting lessons in a clear and organized manner, while they share more similar views concerning the importance of lesson preparation.

In general, teachers demonstrate a very high level of teaching competence. They consistently exhibit strong subject matter knowledge, effective lesson preparation, and instructional skills necessary for facilitating student learning.

Table 10 presents the level of teaching effectiveness in terms of classroom management.

Table 10. Level of Teaching Effectiveness in terms of Classroom Management

Statements	Mean	SD	Remarks
I establish clear classroom rules and expectations for students.	4.59	0.49	Strongly Agree
I implement strategies to maintain discipline in my classroom.	4.58	0.50	Strongly Agree
I handle disruptive behavior calmly and appropriately.	4.40	0.55	Strongly Agree
I manage large classes while maintaining order.	4.45	0.54	Strongly Agree
I create a supportive and respectful classroom environment that promotes learning.	4.57	0.50	Strongly Agree
Weighted Mean	4.52		
SD	0.52		
Verbal Interpretation	Very High		

Level of Teaching Effectiveness in terms of Classroom Management got a weighted mean of 4.52 with a standard deviation of 0.52, indicating a Very High level of classroom management among teachers.

Among the indicators, Statement 1 obtained the highest mean score ($M = 4.59$), while Statement 3 registered the lowest mean score ($M = 4.40$). In terms of variability, Statement 3 recorded the highest standard deviation ($SD = 0.55$), while Statement 1 obtained the lowest standard deviation ($SD = 0.49$).

This indicates that teachers highly demonstrate their ability to establish clear classroom rules and expectations for students. The variation in responses suggests that teachers differ more in their perceptions regarding handling disruptive behavior, while they share more similar views concerning the establishment of clear classroom rules and expectations.

In general, teachers demonstrate a very high level of classroom management. They consistently exhibit the ability to maintain discipline, manage student behavior, and create a positive learning environment that supports effective teaching and learning.

Similarly, the findings suggest that teachers consistently demonstrate effective classroom management practices in maintaining order and promoting a positive learning environment. Moreover, the high ratings across all indicators indicate that teachers are capable of implementing discipline strategies, managing large classes, and fostering supportive classroom conditions.

Table 11 presents the level of teaching effectiveness in terms of self-efficacy.

Table 11. Level of Teaching Effectiveness in terms of Self-efficacy

Statements	Mean	SD	Remarks
I demonstrate confidence in my teaching abilities.	4.53	0.50	Strongly Agree
I value my ability to handle difficult students.	4.52	0.50	Strongly Agree
I respond positively to teaching challenges and seek solutions.	4.58	0.52	Strongly Agree
I encourage and motivate students to actively participate in class activities.	4.59	0.49	Strongly Agree
I uphold that my teaching makes a positive impact on students.	4.55	0.50	Strongly Agree
Weighted Mean	4.55		
SD	0.50		
Verbal Interpretation	Very High		

Level of Teaching Effectiveness in terms of Self-Efficacy got a weighted mean of 4.55 with a standard deviation of 0.50, indicating a Very High level of self-efficacy among the respondents.

Among the indicators, Statement 4 obtained the highest mean score ($M = 4.59$), while Statement 2 registered the lowest mean score ($M = 4.52$). In terms of variability, Statement 3 recorded the highest standard deviation ($SD = 0.52$), while Statement 4 obtained the lowest standard deviation ($SD = 0.49$).

This indicates that teachers highly demonstrate their ability to encourage and motivate students to actively participate in class activities. The variation in responses suggests that teachers differ more in their perceptions regarding responding positively to teaching challenges and seeking solutions, while they share more similar views concerning their ability to motivate students to participate actively in classroom activities.

In general, teachers demonstrate a very high level of self-efficacy. They consistently exhibit confidence in their teaching abilities, capacity to address classroom challenges, and ability to positively influence student learning outcomes.

Table 12 presents the level of teaching effectiveness in terms of instructional strategies.

Table 12. Level of Teaching Effectiveness in terms of Instructional Strategies

Statements	Mean	SD	Remarks
I apply different teaching strategies to meet my students' diverse learning needs.	4.57	0.52	Strongly Agree
I design activities that make learning engaging and effective.	4.54	0.52	Strongly Agree
I monitor students' progress and adjust my teaching strategies accordingly.	4.58	0.50	Strongly Agree
I set clear learning objectives and ensure students understand them.	4.58	0.52	Strongly Agree
I utilize instructional materials that enhance student learning outcomes.	4.62	0.49	Strongly Agree
Weighted Mean	4.58		
SD	0.51		
Verbal Interpretation	Very High		

Level of Teaching Effectiveness in terms of Instructional Strategies got a weighted mean of 4.58 with a standard deviation of 0.51, indicating a Very High level of instructional strategies among teachers.

Among the indicators, Statement 5 obtained the highest mean score ($M = 4.62$), while Statement 2 registered the lowest mean score ($M = 4.54$). In terms of variability,

Statements 1, 2, and 4 recorded the highest standard deviation (SD = 0.52), while Statement 5 obtained the lowest standard deviation (SD = 0.49).

This indicates that teachers highly utilize instructional materials that enhance student learning outcomes. The variation in responses suggests that teachers differ more in their perceptions regarding the application of varied teaching strategies, design of engaging learning activities, and establishment of clear learning objectives, while they share more similar views concerning the use of instructional materials to support student learning.

In general, teachers demonstrate a very high level of instructional strategies. They consistently employ appropriate teaching methods, learning activities, and instructional resources to address students' diverse learning needs and promote effective learning outcomes.

Similarly, the findings highlight that teachers demonstrate a very high level of instructional strategies, primarily through the use of varied teaching methods, learner-centered approaches, and adaptive instructional techniques. Moreover, the consistently high ratings across all indicators indicate that teachers effectively select and implement instructional approaches that support student learning and classroom success.

However, slight variations in responses suggest that certain instructional practices are applied more consistently than others.

Table 13 presents the significant relationship between Teachers' stressors and their teaching effectiveness

Table 13. Significant relationship between the Teachers' Stressors and their Teaching Effectiveness

Teachers' Stressors		Teaching Effectiveness				
		AF	TC	CM	SE	IS
Work-Related Stressors	Pearson Correlation	.395***	.216*	.274**	.313**	.232*
	Sig. (2-tailed)	<0.001	0.028	0.005	0.001	0.018
	N	104	104	104	104	104
Classroom-Related Stressors	Pearson Correlation	.766***	.508***	.607***	.630***	.541***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	104	104	104	104	104
Organizational Stressors	Pearson Correlation	.634***	.462***	.448***	.417***	.383***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	104	104	104	104	104
Personal Stressors	Pearson Correlation	.731***	.653***	.596***	.578***	.571***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	104	104	104	104	104

Note: *p<.05, **p<.01, ***p<.001

There is a significant relationship between the Management of Teachers' Stressors in terms of Work-Related Stressors and their Teaching Effectiveness in terms of Adaptive Functioning,

Teaching Competence, Classroom Management, Self-Efficacy, and Instructional Strategies. It is reflected that the Pearson correlation coefficients of 0.395, 0.216, 0.274, 0.313, and 0.232, respectively, indicate a positive relationship

between the variables. It is also confirmed that these relationships are significant as evidenced by the p-values of <0.001, 0.028, 0.005, 0.001, and 0.018, which are lower than 0.05.

There is a significant relationship between the Management of Teachers' Stressors in terms of Classroom-Related Stressors and their Teaching Effectiveness in terms of Adaptive Functioning, Teaching Competence, Classroom Management, Self-Efficacy, and Instructional Strategies. It is reflected that the Pearson correlation coefficients of 0.766, 0.508, 0.607, 0.630, and 0.541, respectively, indicate a strong positive relationship between the variables. It is also confirmed that these relationships are significant as evidenced by the p-values of <0.001, which are lower than 0.05.

There is a significant relationship between the Management of Teachers' Stressors in terms of Organizational Stressors and their Teaching Effectiveness in terms of Adaptive Functioning, Teaching Competence, Classroom Management, Self-Efficacy, and Instructional Strategies. It is reflected that the Pearson correlation coefficients of 0.634, 0.462, 0.448, 0.417, and 0.383, respectively, indicate a moderate to strong positive relationship between the variables. It is also confirmed that these relationships are significant as evidenced by the p-values of <0.001, which are lower than 0.05.

There is a significant relationship between the Management of Teachers' Stressors in terms of Personal Stressors and their Teaching Effectiveness in terms of Adaptive Functioning, Teaching Competence, Classroom Management, Self-Efficacy, and Instructional Strategies. It is reflected that the Pearson correlation coefficients of 0.731, 0.653, 0.596, 0.578, and 0.571, respectively, indicate a strong positive relationship between the variables. It is also confirmed that these relationships are significant as evidenced by the p-values of <0.001, which are lower than 0.05.

In summary, the findings reveal that all dimensions of teachers' stressors have significant positive relationships with the different dimensions of teaching effectiveness. This indicates that teachers who effectively manage work-related, classroom-related, organizational, and personal stressors tend to demonstrate higher levels of adaptive functioning, teaching competence, classroom management, self-efficacy, and instructional strategies.

The null hypothesis stating that there is no significant relationship between teachers' stressors and teaching effectiveness is therefore rejected. This result emphasizes that both internal and external stress factors influence how Teachers' function, manage classrooms, and implement instructional strategies.

Therefore, addressing various sources of stress may be essential in enhancing Teachers' overall effectiveness and sustaining quality teaching outcomes.

Table 14 presents the significant relationship between Teachers' coping mechanism strategies and their teaching effectiveness.

There is a significant relationship between the Teachers' Coping Mechanism Strategies in terms of Problem-Focused Coping and their Teaching Effectiveness in terms of Adaptive

Functioning, Teaching Competence, Classroom Management, Self-Efficacy, and Instructional Strategies. It is reflected that the Pearson correlation coefficients of 0.844, 0.671, 0.698, 0.677, and 0.610, respectively, indicate a strong positive relationship between the variables. It is also confirmed that these relationships are significant as evidenced by the p-values of <0.001, which are lower than 0.05.

Table 14. Significant relationship between the Teachers Coping Mechanism and their Teaching Effectiveness

Teachers' Coping Mechanism Strategies	Coping	Teaching Effectiveness				
		AF	TC	CM	SE	IS
Problem-Focused Coping	Pearson Correlation	.844***	.671***	.698***	.677***	.610***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	104	104	104	104	104
Emotion-Focused Coping	Pearson Correlation	.663***	.470***	.553***	.500***	.427***
	Sig. (2-tailed)	<0.001	<0.001	<0.001	<0.001	<0.001
	N	104	104	104	104	104
Avoidance-Based Coping	Pearson Correlation	.293**	0.049	0.092	0.139	0.053
	Sig. (2-tailed)	0.003	0.618	0.355	0.160	0.592
	N	104	104	104	104	104

Note: *p<.05, **p<.01, ***p<.001

There is a significant relationship between the Teachers' Coping Mechanism Strategies in terms of Emotion-Focused Coping and their Teaching Effectiveness in terms of Adaptive Functioning, Teaching Competence, Classroom Management, Self-Efficacy, and Instructional Strategies. It is reflected that the Pearson correlation coefficients of 0.663, 0.470, 0.553, 0.500, and 0.427, respectively, indicate a moderate to strong positive relationship between the variables. It is also confirmed that these relationships are significant as evidenced by the p-values of <0.001, which are lower than 0.05.

There is a significant relationship between the Teachers' Coping Mechanism Strategies in terms of Avoidance-Based Coping and their Teaching Effectiveness in terms of Adaptive Functioning. It is reflected that the Pearson correlation coefficient of 0.293 indicates a weak positive relationship between the variables. It is also confirmed that the relationship is significant as evidenced by the p-value of 0.003, which is lower than 0.05. However, there is no significant relationship between Avoidance-Based Coping and Teaching Competence ($r = 0.049$, $p = 0.618$), Classroom Management ($r = 0.092$, $p = 0.355$), Self-Efficacy ($r = 0.139$, $p = 0.160$), and Instructional Strategies ($r = 0.053$, $p = 0.592$). Although positive relationships were observed, the p-values are higher than 0.05, indicating that these relationships are not statistically significant.

In summary, the findings reveal that problem-focused coping and emotion-focused coping have significant positive relationships with all dimensions of teaching effectiveness. This indicates that teachers who utilize adaptive coping strategies tend to demonstrate higher levels of adaptive functioning, teaching competence, classroom management, self-efficacy, and instructional strategies. On the other hand, avoidance-based coping shows a significant relationship only

with adaptive functioning and does not significantly relate to the other dimensions of teaching effectiveness. Therefore, the null hypothesis stating that there is no significant relationship between teachers' coping mechanism strategies and teaching effectiveness is partially rejected. This means that avoiding problems or stressors does not meaningfully contribute to improving most aspects of teaching effectiveness.

IV. CONCLUSION AND RECOMMENDATIONS

There is significant relationship between the management of Teachers' stressors and teaching effectiveness among public school teachers in the Lucena West District. Therefore, the null hypothesis is rejected.

Moreover, it was revealed a significant relationship between Teachers' coping mechanism strategies and teaching effectiveness. Thus, the null hypothesis is rejected. Based on the conclusions of the study, the following recommendations are presented:

District and school heads may strengthen support systems by implementing organized schedules for paperwork submission, ensuring equitable distribution of school responsibilities, and reducing unnecessary non-teaching tasks to help minimize Teachers' workload-related stress.

School heads may promote a supportive working environment by encouraging open communication, collaboration, mentoring, and sharing of effective coping practices among Teachers within the school community.

Schools heads may conduct regular wellness activities such as stress management seminars, mental health awareness programs, peer support sessions, and team-building activities to promote Teachers' emotional and psychological well-being.

Schools heads may provide accessible instructional resources, teaching materials, and professional assistance that may help reduce organizational stressors and support Teachers in performing their instructional responsibilities effectively.

Teachers may continue utilizing adaptive coping strategies such as time management, task prioritization, collaboration with colleagues, relaxation activities, and seeking emotional support to better manage occupational stress and maintain teaching effectiveness.

Future researchers may conduct similar studies in other school districts or educational settings and include additional variables such as resilience, motivation, organizational support, and job satisfaction to obtain broader and more comprehensive findings regarding Teachers' well-being and professional effectiveness.

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