International Journal of Arts, Sciences and Education
Volume 4 Issue 2023
ISSN: 2799 - 1091
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STRESS MANAGEMENT PRACTICES OF BASIC EDUCATION TEACHERS IN THE IMPLEMENTATION OF MODULAR DISTANCE LEARNING (MDL) IN GASAN DISTRICT: BASIS FOR ENHANCED PROPOSED WELLNESS PROGRAM

MARICEL F. EVANGELISTA, MAED
Marinduque State College
Marinduque. Philippines
maricelevangelista1980@gmail.com

Abstract

Teachers faced difficulties relating to their personal and professional obligations, worries about students' well-being that went beyond academics, and dissatisfaction with the administration during the 2020–2021 academic years as they struggled to educate learners amid the COVID–19 PANDEMIC. Job-related stress may result in teacher shortages, a decline in mental health, and ultimately worse outcomes for pupils if instructors are not given enough support and inclusion.

Thus, the main purpose of the study is to identify the causes, effects of stress, and coping mechanisms of basic education teachers in the District of Gasan during Modular Distance Learning. The respondents are Grade 6, 10, and 12 basic education teachers in the District of Gasan. All of the respondents participated in the survey using the purposive sampling method. The research utilized a descriptive research design, using a survey questionnaire as the primary research instrument. In the analysis and interpretation of data percentage, frequency, weighted mean, and rank order will be used.

Keywords: modular distance learning, stress, stress management, causes, effects, coping mechanism, basic education teachers, wellness program

1. Introduction

Teachers play a critical role in determining how children live their lives. They serve an important role in socialization and learning, supporting students in reaching their full potential and maturing into responsible individuals. Despite the vitality of the teachers' role in the teaching-learning process of the learners, they encountered stress connected with teaching has escalated in recent years. (Gallup, 2014)

According to Metropolitan Life Survey (2013), teaching is the most stressful profession in the United States. Stress influences teachers' health and well-being towards their work attitudes and job satisfaction. In connecting, teachers' stress been linked to both student academic performance and teaching effectiveness. Moreover, teachers are departing their positions owing to excessive stress levels, causing instability among the staff, students, and community. Districts are responding by hiring younger, less experienced teachers, which reduces student progress and adds significantly to the cost of teacher training in the Philippine school system.

Santoro (2020) states that when describing stress in their own words, 61% of educators say that their work is always or frequently stressful, and over 50% say that they do not have the same enthusiasm as they did when they first started teaching.

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According to the study, 7% of teachers had low-stress levels, and strong coping skills are uncommon. Based on the 2017 survey, 58% of teachers described their mental health as not good for at least one week out of the previous month, an increase of 24% from merely 2015. In line with, the cost of teacher turnover is estimated to be over $7 billion annually. (Gallup, 2014).

Teachers are valuable assets in every community because they must manage time, ethics, and discipline in addition to teaching in ways that satisfy the required teaching tasks. Some of these tasks are motivating pupils, assuring interaction, and sustaining connections with parents and administration while imparting knowledge and skills for economic development (Hanif, 2010).

Modern educational innovations have brought new challenges that have molded technology development, quality control, standardization, and cost-cutting in education. Academic and educational leaders are under enormous pressure to meet the expectations of both internal and external stakeholders. Likewise, teachers are subjected to unnecessary stress find it difficult to do their daily work with the same level of satisfaction and productivity, which leads to exhaustion and strain. So, when teachers are under much of strain, students suffer socially and academically, resulting in absenteeism, bad behavior, and dissatisfaction. (Greenberg, MT et al. 2016).

A few numbers of teacher suicides produce frightening consequences in the Philippine education system (Business Mirror, 2018). Based on multiple media sources, the Department of Education is in sorrow over the loss of a teacher and has stated that it is not work-related. Hence, the Department further adds that the workload should not be blamed for the teachers' suicide because other circumstances may have played a role. (Mateo, 2018; Reyes, 2018). While the Teachers Dignity Coalition (TDC) met with DepEd officials to raise concerns about the alleged workload, it listed the high burden of paperwork as one of the reasons for the teacher who killed herself in one example of teachers' suicide in 2018 (Mateo, 2018).

The District of Gasan utilized Modular Distance Learning (MDL) modality to continue the education of the students during the pandemic. Modular Distance Learning modality can be stressful because working on time schedules and meeting deadlines can be overwhelming. Furthermore, teachers suffer stress as they combine social life, working life, and family life. Therefore, teachers must develop skills to manage stress levels well to become effective teachers even during a pandemic.

Teachers feel stressed because severe health issues are caused or influenced by stress. It is difficult to understand how stress affects a teacher's body and to practice appropriate stress management techniques. Even in the Division of Marinduque, a tiny province, instructors experience various stressful situations and are learning to manage them appropriately.

Thus, the researcher wants to conduct this study to determine the causes of stress and the stress management practices of Grade 6, 10, and 12 teachers in the Division of Marinduque in the modular distance learning modality.

Statement of the Problem

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This study aims to determine the causes of stress, effects, and coping mechanism of teachers in the District of Gasan during modular distance learning.

Specifically, it attempts to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
   a. Age:
   b. Sex;
   c. Educational attainment;
   d. Total Years in Service;
   e. Plantilla Position; and
   f. Level assigned?

2. What are the causes, effects, and coping mechanisms of stress among basic education teachers during the implementation of modular distance learning?

3. What are the stress management practices of teachers as coping mechanisms to minimize stress during modular distance learning modality?

4. Is there a significant difference between the causes of stress and the stress management practices of teachers during the implementation of modular distance learning of primary and secondary public school teachers?

5. What can be proposed to enhanced wellness intervention program to address the findings of the study?

RESEARCH METHODOLOGY

This part presents the different research methods and procedures employed in this research. It starts with the research design used, the locale of the study, the respondents and sampling strategy, the data gathering instrument and procedures, and the data analysis.

Research Design

This study employed a descriptive-correlational type of research to determine if there is a significant relationship between the two variables in this research study.

Research Locale

Figure 1

Map of Marinduque (Google map)

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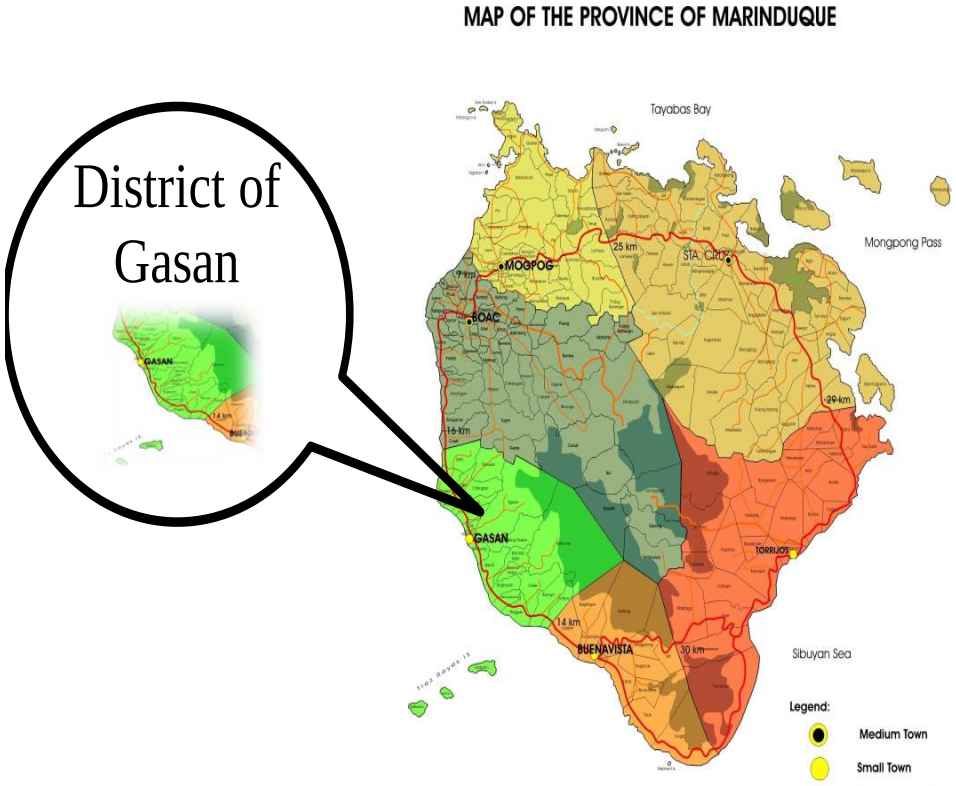

This study conducted in the province of Marinduque. It is a heart-shaped island with a total area of 952.58 square kilometers (367.79 sq. mi), situated between Tayabas Bay in the north and Sibuyan Sea to the south.

Marinduque has six (6) municipalities such as Boac, Gasan, Buenavista, Torrijos, Sta. Cruz and Mogpog.

This research was conducted primarily in all primary and secondary public schools within the District of Gasan (Figure 3). It is selected as the research locale because the researcher is teaching in the district. She wants her district to get the study's findings, which will improve instructional services and instruction.

Respondents of the Study

Using a purposive sampling technique, the respondents were 160 teachers from Grades 6, 10, and 12 in the district of Gasan.

The purpose of choosing the respondents from the Elementary level, JHS, and SHS is to compare their stress levels related to implementing modular distance learning.

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Research Population and Sample

Table 1

Research respondents

GASAN DISTRICT	POPULATION Grade 6,10 and 12, Teachers	SAMPLE (%)
SENIOR HIGH SCHOOL		
Bangbang SHS	6	100%
Bognuyan SHS	8	100%
Tiguion SHS	4	100%
Tapuyan SHS	4	100%
Paciano SHS	2	100%
SECONDARY SCHOOLS		
Bangbamg NHS	15	100%
Bognuyan NHS	14	100%
Paciano A. Sena Memorial High School	8	100%
Tapuyan National High School	7	100%
Tiguion National High School	5	100%
PRIMARY SCHOOL		
Antipolo E/S	5	100%
Bachao E/S	5	100%
Bacongbacong E/S	2	100%
Bahi E/S	5	100%
Bangbang E/S	5	100%
Banot-Mahunig E/S	2	100%
Banuyo E/S	4	100%
Bognuyan E/S	3	100%
Cabugao E/S	3	100%
Dawis E/S	4	100%
Gasan Central E/S	7	100%
Gaspar E/S	2	100%
Libtangin E/S	5	100%
Masiga E/S	3	100%
Matandang Gasan E/S	4	100%
Pangi E/S	4	100%

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Pinggan E/S	4	100%
Quatiz E/S	4	100%
Tabionan E/S	3	100%
Talao E/S	3	100%
Tapuyan E/S	5	100%
Tiguion E/S	5	100%
TOTAL	160	

Research Instrument

This study used a self-made questionnaire to determine the causes of stress and stress management strategies among teachers in Grades 6, 10, and 12 in the District of Gasan.

Furthermore, before the questionnaire used for survey purposes, it was validated by the research teacher, selected Master teachers, Guidance counselors, and teachers who graduated with a Doctor of Education in different schools in the Division of Marinduque. The questionnaire was subjected to a reliability test with a Cronbach value of 0.75 to determine if its content was statistically appropriate for the said study in gathering the needed data.

Result of Validation of Instrument

To ascertain the validity of the research instrument it was validated by four experts in the field composed the following; one (1) master teacher, one (1) guidance counselor, one (1) educational management graduate, and one (1) Doctor of Education.

Based on the results of validation, indicators 1, 2, and 6 got an average point of 4.5 which means that the instrument is valid and can provide unbiased data for the interpretation allowing 0.5% error or interpreted as ***most valid*** while indicator 3 having an average point of 4.25, it falls to ***more valid*** interpretation, or the instrument is valid and can provide unbiased data for the interpretation, allowing 6-10% error. Moreover, the indicator 4 and 5 got an average point of 4.75 which falls to the ***most valid*** interpretation. Lastly, for the overall evaluation, it got an average point of 4.5 which also fall on **Most Valid.**

Data Gathering Procedure

To ensure ethical standard as to critical technical aspects of research is being considered, all the activities relative to that were done with consent from the Schools Division Superintendent, the district supervisor, the principal, and the respondents. A letter informing that the researchers were conducted this study sent to the concerned offices for their information and approval.

A major priority throughout of this research study is protecting the involved participants. All participants were entirely informed that their involvement is strictly voluntary and that their contributions to the study will remain confidential. When

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participants were made aware of the voluntary and confidential nature of this study, they were given details about the purpose of the study, associated risks of participation, and benefits of participation.

Clear communication between the researcher and participants allowed the participants to make informed decisions about their choice to participate in this study. Before any data are collected, the researcher obtained an official informed consent document signed by all participants. Before signing this document, the researcher thoroughly explained the document to all participants and allowed time for questions to ask about the literature contained in the document. This time, all participants once again made aware of the fact that their participation is entirely voluntary and that they can withdraw from the study at any time without penalty.

After the approval of the request, the researcher crafted a tentative working schedule for the conduct of data collection. Afterward, the researcher immediately distributed the research instrument. Upon retrieval of the questionnaire, the raw data subjected to tabulation, statistical analysis, and interpretation.

Statistical Analysis of Data

In the analysis and interpretation of data percentage, frequency, weighted mean, and rank order were used.

The formula was

$$\boldsymbol{P = \frac{F}{n} x 10}$$

Where P= refers to the percentage

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Where P= refers to the percentage

Table 2

Degree or Level of Satisfaction

Mean Interval	Description	Indicator
4.20 – 5.00	Strongly Agree	Agree with the majority of the related areas
3.40 – 4.19	Agree	Agree in 75% of the areas
2.60 – 3.39	Neutral	Agree and or disagree with 50% of the concerned areas
1.80 – 2.59	Disagree	Disagree in 75% of the areas
1.00 – 1.79	Strongly Disagree	Disagree with the majority of the related areas

Paired T-test will be used to get the significant difference between the causes of stress and stress management practices of teachers during the implementation of modular distance learning of primary and secondary public school teachers.

RESULTS AND DISCUSSION

This chapter covers the results of the data analysis as well as its interpretation. The results are given in tables and figures in the sequence whereby the problem is presented in Chapter 1.

1. Demographic Profile:

Figure 2

Age of the respondents

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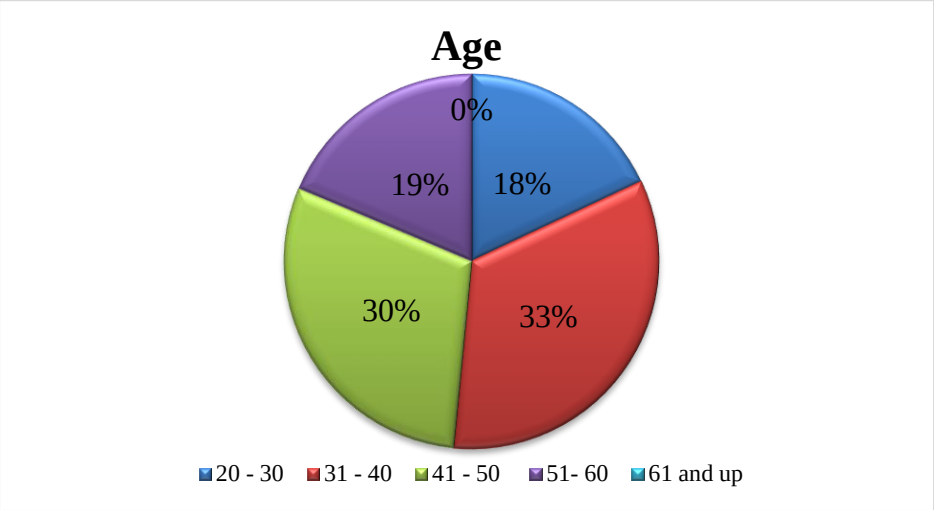

Figure 2 shows the distribution of respondents based on their age. The largest percentage of respondents were between the ages of 31 and 40 (33%), with the least number of respondents between the ages of 20 and 30 (18%).

Figure 3

Distribution of respondents according to sex

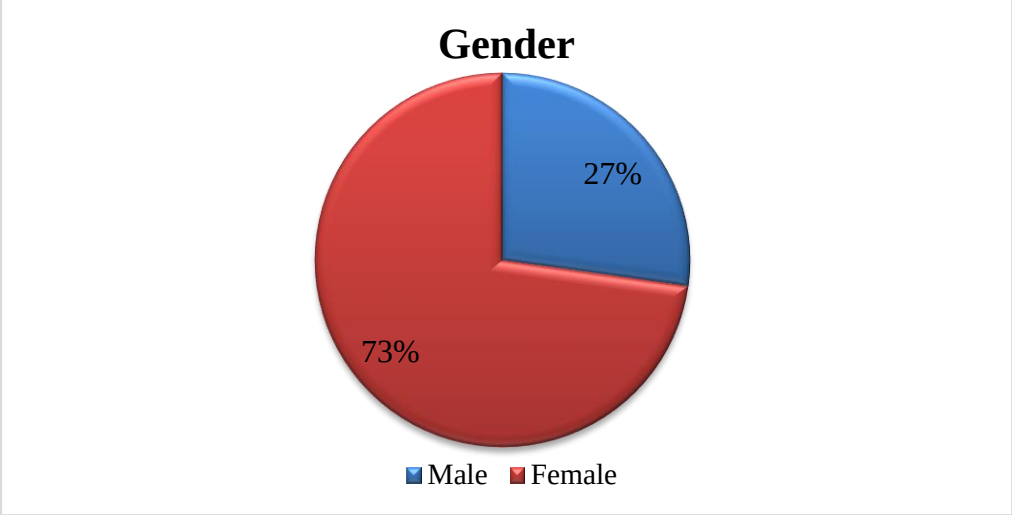

Figure 3 illustrates that there are 160 responders based on gender. As shown in the graph, 73% (115 out of 160) are female, whereas 27% (43 out of 160) are male.

Figure 4

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Educational Attainment of the Respondents

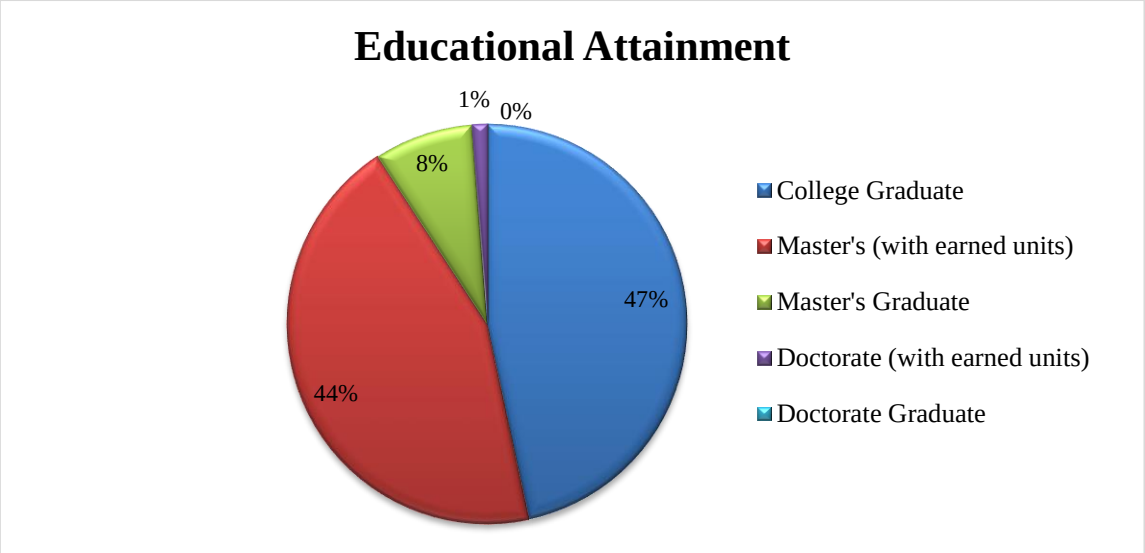

Figure 4 shows the respondents' educational attainment. The majority of respondents (47%), are a college degree. It was followed by 44% of all respondents who had Master's Degree units. While just 8 % received a Master's degree. Finally, 1 % hold Doctorate Degree units.

Figure 5

Total number of years in teaching

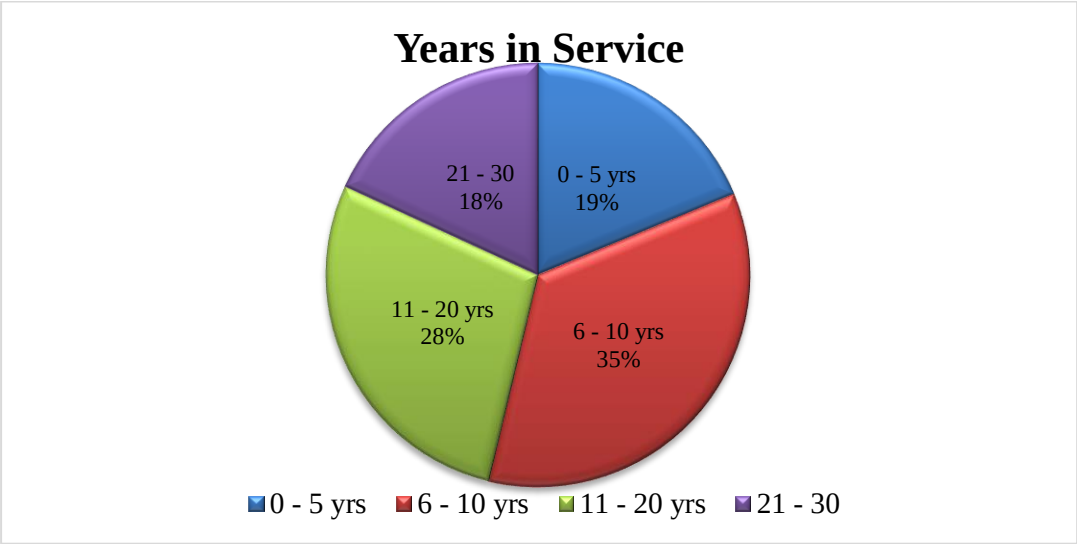

Figure 5 represents the respondents' years of service. The findings revealed that the majority of respondents (35%), had 6-10 years of teaching experience.

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Following that, 28% of respondents teach 11 to 20 years, 18% teach 0 to 5 years, and 18% teach 21 to 30 years.

Figure 6

Total number of years in teaching

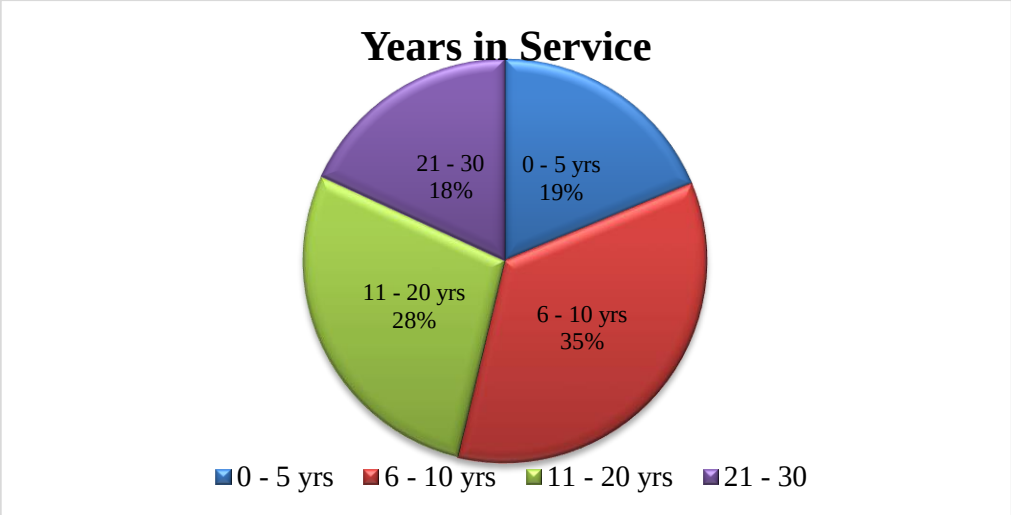

Figure 6 represents the respondents' years of service. The findings revealed that the majority of respondents (35%), had 6-10 years of teaching experience. Following that, 28% of respondents teach 11 to 20 years, 18% teach 0 to 5 years, and 18% teach 21 to 30 years.

Figure 7

Year level assigned

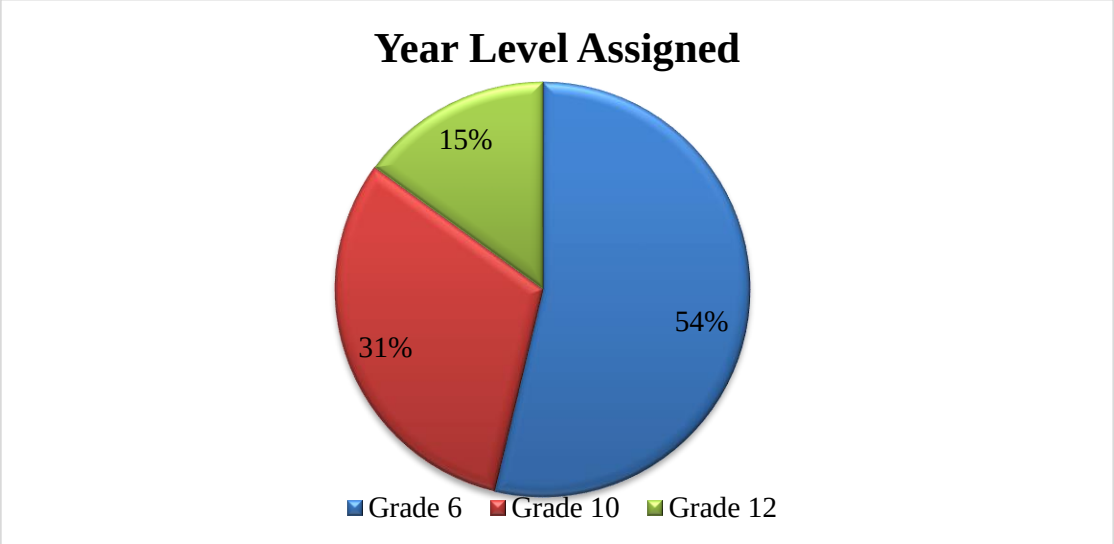

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Figure 7 shows the assigned year level of the respondents. Statistics shows 54% of the total respondents were Grade 6 teachers. Secondly, 31% were Grade 10 teachers, and 15% were Grade 12 teachers.

2. What are the causes, effects, and coping mechanisms of stress among basic education teachers during the implementation of modular distance learning?

A. Causes of Stress

Table 3

Mean score gained on the causes of stress

Causes of Stress	Frequency					SD	Mean	Description
	5	4	3	2	1			
1. Lack of support	5	23	66	56	10	.895	2.61	Neutral
2. House environment not conducive to learning	31	66	36	14	12	1.159	3.57	Agree
3. Internet connectivity issue/ slow network connectivity	87	35	27	6	5	1.053	4.23	Strongly Agree
4. Family problems	38	52	41	18	11	1.170	3.55	Agree
5. Pressure in collecting outputs, recording, giving remediation, and other related activities to students	65	64	21	5	5	.967	4.14	Agree
6. Health problems	43	62	33	14	7	1.120	3.79	Agree
7. Financial problems	42	60	43	7	7	1.070	3.78	Agree
8. A demanding workload	72	53	26	6	3	.955	4.16	Agree
9. The bulk of paper works and reports are to be submitted urgently	88	44	21	5	2	.907	4.32	Strongly Agree
10. Preparation of modules and other related activities	73	56	22	7	2	.921	4.19	Agree
Grand Mean						**1.022**	**3.83**	**Agree**

Legend:

Mean Interval	*Description*	*Verbal Interpretation*
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 3 presents the causes of the stress of the respondents. It revealed that most respondents agree on the causes of stress, with a total mean score of 3.83. As observed in the table, most respondents strongly agree that the bulk of paperwork and reports being submitted urgently caused them so much stress. This is supported by the mean score of 4.32. This implies teachers' most prominent source of stress during modular distance learning.

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Aside from that, they strongly agree that internet connection is also one of the sources of their stress, with a mean of 4.23.

Furthermore, they agree that the home atmosphere in Schools of Advanced Education is not favorable to learning (3.5688) and that family difficulties (3.550), health problems (3.7938), and financial concerns (3.7813) generate stress for them.
During the absence of in-person sessions due to the global COVID-19 epidemic, Latin American educators demonstrated high levels of stress, sorrow, and fear, according to research (Becerra Hernández, 2020; Casimiro Urcos et al., 2020).
According to Klapproth et al., (2020), Europe reported quite high levels of stress on average under the same settings.

On the other hand, teachers with greater support in their personal life tend to be less stressed at work. Although active planning is part of the typical workload, it allows teachers to de-stress and focus on their work.

A form of active planning involves focusing their efforts, establishing a plan, acting, devising tactics, attempting to take steps, and doing whatever is necessary to maintain their attention on the pupils rather than the stressor.

Burned-out teachers have left their jobs in droves after two years of dealing with pandemic interruptions, safety issues, and intense public scrutiny. According to The Wall Street Journal, at least 300,000 public school teachers and other professionals left the field between February 2020 and May 2022. According to new research published in Educational Researcher, a publication of the American Education Research Association, teachers had shockingly high rates of anxiety, even higher than healthcare workers.

According to a June 2022 Gallup poll, K-12 teachers had the highest rate of burnout of any occupation in the United States, with more than four out of every ten teachers reporting feeling burned out "often" or "very often" at work. Teachers face a variety of challenges, including safety dangers, low compensation, budget constraints, and declining mental health. Nonetheless, the current Covid-19 epidemic has exacerbated these problems. Schools around the country are competing for a limited number of talented instructors, exacerbating the teacher burnout pandemic.

Enrollment in teacher education programs has decreased, a tendency intensified by the epidemic. Some instructors resigned due to the difficulties of teaching amid a global epidemic, while others, taking note of the Great Resignation, obtained higher-paying jobs in other fields. Those who remain in the classroom describe feeling fatigued and disillusioned with the role they previously thought was their ideal career.

B. Effects of Stress

Table 4

Effects of stress due to lack of support

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Effects	Mean	Description
1. Dissatisfaction	3.08	Neutral
2. Unproductive	3.01	Neutral
3. Loss of Motivation	3.14	Neutral
4. Poor performance in teaching	3.04	Neutral
Grand Mean	**3.07**	**Neutral**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 4 shows the effects of stress in terms of lack of support from supervisors, school heads, co-workers, and parents. This is supported by the grand mean of 3.07. It simply means that they still received assistance, even in a little way.

As a result, the Department of Education (DepEd), working together with the Departments of Interior and Local Government (DILG) and Budget and Management (DBM), issued Joint Circular No. 2, s. 2020, to broaden the use of the Special Education Fund (SEF) to support schools further this year.

As a result, the instructors proposed that the government turn the modules into textbooks and that the DepEd allocate more funds for modules in addition to donations, fundraising, and assistance from the PTA and other stakeholders. Teachers believe that the following interventions are appropriate for use with struggling students: constant teacher consultation via text, phone, and other social media platforms; establishment of Community Learning Facilitators (CLF); home visits for direct tutorials; module simplification; and immediate note/feedback written by teachers in vernacular language. Teachers can assist parents by texting, calling, arranging community activities, consulting with them, providing social media updates, and encouraging them.

Table 5

Effects of stress due to house environment not being conducive for teaching and learning

Effects	Mean	Description

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1. Low motivation to learn	3.29	Neutral
2. Low motivation to learn	3.29	Neutral
Grand Mean	**3.26**	**Neutral**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 5 presents the effects of stress on the house not being conducive to learning. Statistics show that the respondents rated as neutral the effect of stress in terms of the house environment not being conducive for teaching and learning in all indicators, with a grand mean of 3.26. This means that the teachers agree that the house is not conducive to the learners' learning.

This supports Parveen's (2007) and Muola's (2010) belief that children's general development is hampered or aided by their family settings. Parents' attitudes have a major role, and when they are supportive, learners' performances improve and a child's development improves. Interactions among family members benefit pupils by allowing them to strengthen their language, social, and intellectual abilities. There is evidence that a supportive family environment boosts a child's self-esteem and allows them to be sociable. This self-assurance aids children in developing their ability to adapt to new circumstances, which improves their academic achievement.

Creating a learning environment in which students feel encouraged to study while adhering to the restrictions and expectations of a safe classroom is thus another critical responsibility of the instructor. When a safe environment with defined standards is modeled and promoted, students are inspired to act morally and support one another. Teachers must place a heavy emphasis on intrinsic motivation in the classroom to keep students interested and invested in their learning objectives. Extrinsic motivators can also help students grasp classroom goals and intrinsic motivation. This form of motivator includes praise, constructive criticism, and awards for outstanding behavior.

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Table 6

Effects of stress due to issues in Internet connectivity

Effects	Mean	Description
1. Problems in online communication with students	3.82	Agree
2. Delayed communications	3.81	Agree
3. Limited access	3.78	Agree
4. Delayed submission of reports	3.68	Agree
5. Disrupted tasks	3.62	Agree
6. Unproductivity	3.54	Agree
Grand Mean	**3.71**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 6 indicates the effects of stress in terms of issues with internet connectivity. The table revealed that most respondents agree that internet connectivity gives them stress when implementing modular learning. This is supported by a grand mean of 3.71.

Dive further into the table: issues with online communication with students (3.82), delayed communications (3.81), limited access (3.78), delayed report submission (3.68), disrupted work (3.62), and finally, unproductivity (3.62). (3.54). It simply means that the internet connection impacts the teaching-learning process between the teacher and the learners, causing them to face difficulties in online learning.

Teachers in Argentina stated increased work-related tasks, a lack of technical resources, communication outside of working hours, and difficulty supporting students' schooling about this. They also reported feeling concerned, anguished, and stressed.

Table 7

Effects of stress due to family problems

Effects	Mean	Description
1. Anxiety	3.79	Agree
2. Sadness	3.19	Neutral
3. Anger	3.07	Neutral

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Grand Mean	**3.35**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 7 highlights the consequences of stress on family difficulties. According to the table, the majority of respondents agree that the stated effect brought on by family problems causes stress to them, with a grand mean of 3.35.

The outcome reflects the reactions to the factors in terms of family difficulties, such as anxiety (3.79), melancholy (3.19), and anger (3.19). (3.07). As a result, these three stress-related family difficulties have a significant impact on the responses.

Table 8

Effects of stress due to pressure in collecting outputs, recording, and giving remediation and other related activities to students

Effects	**Mean**	**Description**
1. Over fatigue	3.76	Agree
2. Headache	3.74	Agree
3. Sleepiness	3.56	Agree
4. Chronic tiredness	3.47	Agree
5. Dizziness	3.42	Agree
6. Poor diet	3.41	Agree
Grand Mean	**3.56**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 8 shows the effects of stress on students' performance in terms of output collection, recording, remediation, and other associated activities. It establishes that

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the majority of respondents, with a grand mean of 3.56, agree with the pressures in module development, delivery, and related activities across all parameters. Overfatigue had the highest mean of 3.76 among the indicators. It was followed by a headache (3.74), sleepiness (3.56), persistent fatigue (3.47), dizziness (3.42), and a poor diet (3.42). (3.41). It suggests that respondents have a major impact on module preparation, delivery, and related activities.

According to the United Nations (2020), disruptions to instructional time in the classroom can have a significant impact on a child's ability to learn. The longer children from disadvantaged backgrounds are absent from school, the less likely they are to return. Teenage pregnancy, sexual exploitation, child marriage, violence, and other dangers are increased by life outside of school. Furthermore, extended closures impair vital school-based services such as immunization, school meals, and mental health and psychosocial assistance, and can create stress and anxiety as a result of the loss of peer interaction and altered routines. (Baloran, 2020; Henaku, 2020; World Health Organization, 2020b).

Table 9

Effects of Stress Due to Health problem

Effects	Mean	Description
1. Over fatigue	3.62	Agree
2. Headache	3.54	Agree
3. Sleepiness	3.47	Agree
4. Poor performance	3.43	Agree
5. Chronic tiredness	3.42	Agree
6. Absenteeism	3.41	Agree
7. Poor diet	3.36	Neutral
8. Dizziness	3.35	Neutral
9. Unproductivity	3.31	Neutral
Grand Mean	**3.43**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 9 shows the impact of stress on health problems. With a grand mean of 3.43, respondents agree that stress has an impact on their health concerns. Among the listed health impacts, the majority of respondents say that they experience over-fatigue at work. Aside from that, headache (3.54), sleepiness (3.47), poor performance (3.43), and persistent fatigue (3.42) were recognized as stress-related consequences on respondents' health.

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It should be emphasized that the global spread of the COVID-19 pandemic disease has had numerous implications that may have an impact on people's overall health. On the other hand, the virus itself causes personal conditions in which, in addition to medical symptoms, people may experience human emotions such as fear (Asmundson and Taylor, 2020), worry, panic, anxiety, or depression-related suffering (Bao et al., 2020). Some studies (Ozamiz-Etxebarria et al., 2020; Rodrguez-Rey et al., 2020) found an increase in despair and stress between the first and third weeks of the pandemic disease lockdown.

Many studies have found a correlation between anxiety and poor sleep. (Rajkumar, 2020). Sickness and quarantine (Zhang et al., 2020), as well as caring for dependent or diseased persons or those with other medical disorders at home or nearby, have, nonetheless, transformed social dynamics.

Government preventive measures such as imprisonment or lockdown also played a role. (Liu et al., 2020). Individual differences appeared to matter in prior pandemics. (Asmundson and Taylor, 2020). More research into mental health is still required. (Mahase, 2020).

Table 10

Effects of stress due to financial problem

Effects	Mean	Description
1. Poor performance	3.24	Agree
2. Unmotivated	3.28	Agree
3. Diminished Productivity	3.22	Agree
4. Low level of teaching well-being and morale	3.22	Agree
5. Sickly	3.18	Agree
Grand Mean	**3.43**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

As shown in Table 10, the majority of respondents, with a grand mean of 3.43, agree that financial troubles cause stress and harm them across all parameters. Dive further into the table, and you'll see that respondents were unmotivated due to financial difficulties, with the highest mean score of 3.28. Poor performance (3.24), decreased production (3.22), low levels of teacher well-being and morale (3.22), and illness ensued. (3.18). It can be concluded that public school instructors are suffering from financial difficulties. The majority of the scientific study indicates that they require a suitable financial adviser for financial literacy.

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It is possible to conclude that public school instructors are having significant financial difficulties. The majority of them need to enhance their money management skills. The majority of scientific literature implies that they require competent financial counseling to be financially literate.

It is stated in the Philippine Constitution (Article XIV, Section 5) that "the state shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment." Teachers, on the other hand, are dissatisfied with the three-year compensation tranches, which represent only an 11.86 percent increase over the following four years.

According to household research conducted by the Philippine Institute for Developmental Studies (PIDS), the current secretary of education highlighted that public school teachers are 50 percent more likely to borrow than government personnel such as police officers and nurses. Leisure travel was the most frequently mentioned hobby among instructors. Travel, whether planned or unexpected, results in the waste of financial resources. They also spend the majority of their money on necessities. These include food, shelter, clothing, and daily transportation. (Perculeza et al., 2016). They also spend money on a first-aid kit for the classroom and cleaning supplies. Every school year, instructors budget for furniture and decorations to make classrooms more welcoming to students.

Additionally, teachers have low family income and homeownership rates. They also lack financial management and planning abilities, which leads to a high incidence of informal credit and large housing debt. These are some of the reasons why teachers tend to borrow money. (Ferrer, 2017).

Table 11

Effects of stress due to demanding workload (Class size, paper works, lack of planning and time)

Effects	Mean	Description
1. Low levels of teacher well-being and morale	3.44	Agree
2. Decreasing job satisfaction	3.47	Agree
3. Early retirement	3.48	Agree
Grand Mean	**3.46**	**Agree**

Legend:

Mean Interval	*Description*	*Verbal Interpretation*
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 11 shows the consequences of stress on a demanding assignment. It can be shown that most respondents believe that stress affects their workload across all

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indications in terms of demanding workload, with a grand mean of 3.46. With a mean score of 3.48, it demonstrated that early retirement is a common result of stress in heavy workloads. It simply means that, due to hard workloads, teachers consider living their lives with fewer paperwork hassles. Furthermore, some respondents feel that they are more likely to be dissatisfied with their jobs (3.47) and that they have low levels of teacher well-being and morale. (3.44).

The entire number of duties assigned to a person by their employer or organization is referred to as their "workload." The workload must be matched between the allocated duties and the skill levels of the personnel. If the duties or obligations are not in line with existing capabilities, imbalances such as fatigue or work depletion will occur. An excessive workload can be caused by a variety of causes, including working hours, assigned obligations, and work that is above an individual's ability. The type of difficulty allocated to each task or job also has an impact on workload. Employee fatigue and depletion caused by a persistent burden, as well as the consequences of personal psychological changes, will eventually affect how productive employees are. Employees' perceptions of workload contribute to "work saturation," which can occupy a person's time and energy, causing workers to feel threatened and leading to other undesirable behaviors at work. Burnout is caused by prolonged labor exhaustion or boredom. Employees' heavy workloads will affect the occurrence of burnout.

Table 12

Effects of stress due to bulk of papers and reports to be submitted

Effects	Mean	Description
1. Increasing mental problem	3.75	Agree
2. Over fatigue	3.93	Agree
Grand Mean	**3.84**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 12 shows the effects of stress on the amount of paperwork and reports that must be filed quickly. It was shown that the majority of respondents felt that the volume of paperwork and reports caused them stress. A grand mean of 3.84 supports this. Furthermore, respondents report excessive exhaustion, with a mean score of 3.93, and increased mental issues. (3.75).

Job pressure is a major source of teachers' stress (Pacheco 2017; citing Olata, 2009); and it also confirms the findings of a survey conducted by the Professional

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Teachers' Union of Hong Kong (2005), which revealed that excessive paperwork and clerical work are major sources of teachers' stress.

Table 13

Effects of Stress on Preparation of Modules and related activities

Effects	Mean	Description
1. Insufficient supply of bond papers and printing materials	3.69	Agree
2. Lack of financial support for printer repairs and other unexpected experiences	3.84	Agree
Grand Mean	**3.77**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerne areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

As shown in Table 13, the majority of respondents agree that preparing modules and related activities are stressful. A grand mean of 3.77 backs this up. With a mean of 3.84 and an insufficient supply of bond papers and printing supplies, it can be deduced that a lack of financial support for printer repairs and other unanticipated events is one source of stress for teachers. (3.69).

Teachers' stressful experiences in the preparation, distribution, and retrieval of modules during learning delivery, according to respondents, include learners and parents failing to submit their answer sheets on time, a lack of preparation and coordination among teachers, the number of learners in one class, and the difficulty in accessing remote areas in the distribution of modules.

Teachers highlighted the variables that contributed to this load as making it difficult for them to distribute and retrieve modules. The study's findings revealed that teachers faced challenges due to a lack of resources, stating that "we do not have adequate resources, printers, bond papers, etc." Printers are critical in enabling instructors to print modules during these tough times. However, the teachers do not have access to printers. As a result, several teachers purchased one for their pupils with their own money, claiming, "We spent from our wallet." Similarly, Tagupa (2018) stated that teachers are frequently forced to spend their salaries to cover expenses for which they should not be held accountable. Teachers had another issue when modules were not posted on the schedule. Teachers rely on regional or national modules that can be downloaded. "We're having trouble obtaining a copy."

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Furthermore, Anzaldo (2021) stated that they may produce the module sooner to assist teachers in completing their weekly home learning plans. When uploads are delayed, teachers must create their teaching activities for their students. As a result, the teacher's burden is increased. Aside from these concerns, teachers expressed their displeasure when students failed to claim modules on time: "We prepared the modules on time, so we expect them to be distributed on time as well." Despite the difficulties of purchasing their printer and designing their modules to continue assisting students, they will be confronted with the reality that there are still students who were late in claiming modules. It is an additional burden because it just adds extra work for the teachers. After all, they will have to wait for late outputs, which means they will be unable to compute their grades. Furthermore, some students were late in delivering their answer sheets. Teachers were challenged because of the deadline for submitting grades: "We have compliances too; teachers have to submit their reports on time." Another factor is that a teacher has limited time to wait to owe to the numerous activities listed in the module that must be done.

As a result, Dangle and Sumaoang (2020) observed that the number of activities in each module was one of the key obstacles encountered during the implementation of modular distance learning. As a result, this could be one of the reasons why module retrieval was not completed on time, contributing to the student's unsatisfactory performance.

C. Coping Mechanism / Strategies

Table 14

Coping mechanism/strategies on lack of support from supervisors, school heads, coworkers, and parent

Coping mechanisms/strategies	Frequency					SD	Mean	Description
	5	4	3	2	1			
1. Self – motivation	26	95	21	11	5	.997	3.75	Agree
2. Open communication	23	93	23	10	6	1.119	3.64	Agree
3. Solicitation / other income-generating activities	23	77	35	17	5	1.081	3.54	Agree
			Grand Mean			**1.066**	**3.64**	**Agree**

Legend:

Mean Interval	*Description*	*Verbal Interpretation*
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

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Table 14 shows the coping mechanisms for a lack of support from bosses, school administrators, employees, and parents. With a grand mean of 3.64, most respondents agree with the coping techniques in terms of a lack of assistance. With a mean of 3.75, it was discovered that self-motivation is the most prevalent coping method among instructors. Then there's open communication (3.64), solicitation, and other revenue-generating activities. (3.54).

The capacity to motivate oneself is an important talent. Self-motivated people are more likely to persevere in the face of adversity, seize opportunities, and display dedication to the goals they have set for themselves, no matter how difficult things may seem.

Table 15

Coping mechanisms/strategies on house not being conducive to teaching and learning

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Develop adjustment capabilities	22	106	19	9	3	.851	3.83	Agree
2. Time management	24	105	19	8	3	.848	3.85	Agree
3. Maintenance of home/workplace	28	99	20	9	3	.882	3.85	Agree
			Grand Mean			**.860**	**3.84**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 15 shows the coping mechanisms used when the house is not favorable to teaching. The respondents scored all indications as "agree." Most teachers practice time management and keep a clean and pleasant workplace; both have a mean of 3.85.

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With a mean of 3.82, they also attempt to establish adjusting capabilities with the new arrangement for educating their students.

Researchers found that the quality of school infrastructure affected student learning. Students who feel comfortable are more likely to attend class and are less likely to fall unwell. These characteristics are all derived from classrooms that have adequate ventilation, are well-lit, and follow strict cleaning schedules. Students who are not distracted or uncomfortable as a result of environmental factors are better able to remain focused and remember information.

The same concept applies to teachers. A teacher who is not distracted by his or her surroundings can concentrate on his or her students. It seems to reason that if the work environment is secure, healthy, and comfortable, instructors will enjoy their workday much more, passing the benefits on to their kids. Because seasoned teachers are less likely to depart and skilled teachers are more easily hired, favorable school facility conditions are expected to boost educational performance.

Adequate facilities provide more than just a better learning environment. The physical health of children and teachers has also improved significantly. Among the options are improving maintenance processes and assessing the performance of your ventilation, lighting, and cleaning services. Whatever you do, keep in mind the connection between your school's facilities and student health.

Table 16

Coping mechanism on issues in internet connectivity

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Install network infrastructure	53	81	15	7	4	.908	3.16	Neutral
2. Optimize network security	30	104	16	6	4	.814	3.99	Agree
3. Train staff	37	88	22	9	4	.903	3.97	Agree
4. Hire internet/computer expert	42	75	22	14	7	1.057	3.91	Agree
5. Identify weakness	43	78	25	8	4	1.022	3.89	Agree
6. Adjust frequency	32	84	29	9	5	.974	3.79	Agree
			Grand Mean			**.946**	**3.79**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

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Table 16 shows the coping mechanism in terms of issues with internet connectivity. As perceived by the respondents, these are: installing network infrastructure (3.1563), optimizing network security (3.9875), training staff (3.9688), hiring internet computer experts (3.9063), identifying weaknesses (3.8875), and adjusting the frequency (3.7875). The indicators demonstrate that respondents agreed. On the graph, optimizing network security has the highest mean score (3.9875), while installing network infrastructure has the lowest mean score (6.1565). This indicates that the person finds alternative solutions to alleviate tension regarding internet connectivity issues.

Wi-Fi boosters and external antennae can be installed by teachers. Schools may also supply enough load cards to teachers. Furthermore, the Department of Education may enter into an agreement or memorandum of understanding with the Departments of Energy and Information and Communications Technology to support the electrification of remote areas and to establish strong internet connections for schools, teachers, students, and parents to connect and communicate with one another.

Table 17

Coping mechanism/strategies for family problems

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Praying	88	59	9	2	0	.828	4.42	Strongly Agree
2. Self-reflection	59	79	18	2	0	.838	4.18	Agree
3. Motivation	66	73	16	1	0	.950	4.20	Strongly Agree
4. Be optimistic	65	71	19	2	0	.919	4.19	Agree
5. Hanging with friends	42	66	45	5	0	.926	3.87	Agree
6. Vacation/Leave	41	58	51	9	0	.930	3.80	Agree
7. Browse Facebook/twitter	38	68	47	5	1	.889	3.84	Agree
			Grand Mean			**.897**	**4.07**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 17 shows the coping mechanisms in terms of family problems. The respondents "strongly agree" on seven stress management strategies: praying (4.41), motivation (4.20), optimism (4.18), and self-reflection (4.14). Some respondents "agree" that hanging out with friends (3.86), browsing Facebook or Twitter (3.84),

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and taking a vacation (3.80) can also help manage stress. It means that the respondents adjusted to the causes of stress.

Family coping mechanisms may help to maintain and strengthen the family's resources, ensuring that family dynamics are correctly managed and the family is shielded from stressful situations. They take the form of contact, connections, and the promotion of high self-esteem among group members. It is important to recall that coping varies through time as a function of the stressor, the intensity of the conflict, the scope and accumulation of additional demands, the number of disturbances in the family system, and the availability and use of interfamily and community resources.

Nonetheless, coping techniques in families are built and adjusted through time rather than in a single moment. Furthermore, it should be noted that these strategies serve a variety of functions, including maintaining satisfactory internal conditions for communication and family organization, promoting the independence and self-esteem of its members, preserving coherence and family unity, maintaining and developing social support and community relations, and monitoring the impact of situations and change in the family system.

Table 18

Coping mechanism/strategies on pressures in collecting outputs, recording, giving remediation, and related activities to students

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Time Management	55	69	25	8	2	.958	4.14	Agree
2. Healthy diet	56	79	21	1	2	.838	4.11	Agree
3. Proper sleep	61	64	29	4	0	.926	4.10	Agree
4. Proper exercises	59	69	26	4	1	.883	4.10	Agree
5. Relaxation	58	68	29	3	1	.877	4.03	Agree
			Grand Mean			**.896**	**4.10**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 18 shows the mean score gained from respondents on the pressures of collecting outputs, recording, giving remediation, and other related activities for students. As revealed, the mean score is arranged from highest to lowest. The respondents try to find ways to overcome the stress and pressure in collecting outputs as follows: time management (4.14), a healthy diet (4.11), proper sleep (4.10), proper

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exercise (4.10), and relaxation (4.03). From these, the mean scores range from 3.40 to 4.20, and it is interpreted as "agree." It means that the respondents find ways to eliminate stress in the preparation of modules, delivery, and related activities.

Nonetheless, coping techniques in families are built and evolved. Furthermore, it should be noted that these strategies serve a variety of functions, including maintaining satisfactory internal conditions for communication and family organization, promoting the independence and self-esteem of its members, maintaining the bonds of coherence and family unity, maintaining and developing social support and community relations, and monitoring the impact of situations and change in the family system.

Teachers must maintain track of their students' completed outputs (both formative and summative) and keep them updated on their progress. (transparency). Pre- and post-tests may be required where research is conducted to assist define the pupils' development. To avoid errors, teachers must double-check the offered answer keys. In essay-type questions, teachers may additionally check for plagiarism. Furthermore, teachers should return their pupils' graded work. Because monitoring and evaluation are equally vital in guaranteeing quality education and preparing competitive graduates (Kankaew et al., 2021), schools and concerned teachers may apply stronger procedures. Teachers must endeavor to explain the given instruction in as many ways as possible so that pupils grasp it. Furthermore, professors must always be accessible and allow pupils to ask questions. Provide examples and visuals to help pupils if feasible. Teachers may allow both students and parents to submit comments because feedback is vital (Pentang, 2021a).

Table 19

Coping mechanism/strategies on the health problem

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Regular check-up	66	62	23	8	0	.917	4.14	Agree
2. Healthy diet	61	73	20	4	0	.887	4.16	Agree
3. Relaxation	61	73	18	6	0	.910	4.14	Agree
4. Vacation/Leave	37	72	41	7	1	.944	3.82	Agree
			Grand Mean			**.915**	**4.10**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 19 reveals the computed mean scores on the level of satisfaction of the respondents toward health problems. As perceived by the respondents, these are the coping mechanisms or strategies that contribute to their level of satisfaction towards

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stress: regular check-ups (4.14), a healthy diet (4.16), relaxation (4.14), and vacation or leave (3.82). In the result with a grand mean of 4.07, the respondents' responses on the level of satisfaction were "agree."

The teachers faced the health risk of distributing and collecting modules because "we have co-teachers who were infected by COVID-19." Despite the risk to their lives, teachers continued to serve and teach pupils to provide a great education for the students. Indeed, teachers have no choice but to do their jobs regardless of the circumstances because "this is our profession and we have made it our passion, but we still have to go out and serve our students." This demonstrates the teachers' commitment and dedicated service despite their fears of becoming infected with COVID-19. Even during the epidemic, devotion, dedication, and a passion for clients and service remainned. (Pizaa et al. 2021).

Table 20

Coping mechanism/strategies for financial problem

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Sidelines	32	86	30	8	3	.913	3.83	Agree
2. Praying hard	62	65	28	3	1	.884	4.13	Agree
3. Borrowing from agencies	28	78	45	5	3	.890	3.75	Agree
4. Financial literacy seminar	34	85	34	4	2	.854	3.89	Agree
			Grand Mean			**.885**	**3.90**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 20 presents the different aspects of coping in terms of financial problems. As indicated in Figure 1, all of the respondents were described as "agreeing," having a grand mean score of 3.90. They are the following: sidelines

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(3.83), borrowing from agencies (3.75), praying hard (4.13), and lastly, a financial literacy seminar (3.89).

Teachers' inadequate payment is one of today's most contentious issues. It is a low-paying job, but more people are eager to pursue the teaching course. (Liang, 2000). Otter (2010) discovered that there is a need to strengthen teachers' financial understanding by putting it in the curriculum in a survey he performed. At the same time, it is critical to begin instructing learners as soon as feasible. Furthermore, the number of teachers that teach financial literacy must be considered. Teachers in OECD nations today lack financial literacy. They concede they are unqualified to teach economics and personal finance. (OECD, 2013).

The compensation rate stimulates employees to work more efficiently. However, loans combined with a lack of savings lead to workers' worse financial well-being and satisfaction rates. (Campara et al., 2021).

Table 21

Coping mechanism/strategies on demanding workload (Class size, paper works, lack of planning and time)

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Time management	56	70	25	5	2	.974	4.13	Agree
2. Relaxation	57	73	27	1	1	.833	4.04	Agree
3. Consultation	47	76	33	2	0	.869	4.01	Agree
4. Meditation	43	76	37	1	0	.910	3.95	Agree
			Grand Mean			**.897**	**4.03**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 21 describes the coping mechanisms in terms of the demanding workload. Most of the respondents strongly believe that time management (4.13), relaxation (4.04), and consultation (4.01) help them lessen stress at the workplace. while the respondents interpreted meditation (3.95) as "agree." This means that the respondents find strategies in their workload to make this work easy.

Although teachers face obstacles due to their demanding workload, open communication with parents, students, and school administrators is critical in dealing with the challenges and assisting teachers in facilitating teaching and learning.

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According to primary sources (a survey performed by Scholastic and the Gates Foundation), the average teacher spends 53 hours per week. Another study discovered that 78% of instructors believe they do not have enough planning time to address Common Core Standards. Almost half of the teachers say their stress levels are severe enough to interfere with their health, sleep, and work quality.

Aside from concerns about instructors, teacher workload is a challenge for our entire educational system. Children suffer when teachers do not have enough time to plan effectively or are too pressured to perform at their best, according to research.

Respondents genuinely believed that dealing with stress caused by demanding workloads made them better instructors. Reduced stress from a rigorous workload enables them to fully deliver their best to pupils, think imaginatively about the teachings, and bring more pleasure into the classroom. Teachers must endeavor to explain the given instruction in as many ways as possible so that pupils grasp it. Furthermore, professors must always be accessible and allow pupils to ask questions. Provide examples and visuals to help pupils if feasible. Teachers may allow both students and parents to submit comments because feedback is vital (Pentang, 2021a). Teachers may have these plans of action in place to deal with numerous obstacles that may arise during the teaching process.

Table 22

Coping mechanism/strategies on the bulk of papers and reports to be submitted

Coping mechanisms/strategies	**Frequency**					**SD**	**Mean**	**Description**
	5	**4**	**3**	**2**	**1**			
1. Time management	67	75	13	1	3	.860	4.24	Strongly Agree
2. Self – motivation	61	75	20	0	3	.865	4.18	Agree
3. Peer – consultation	58	76	20	3	2	.872	4.14	Agree
4. Maintain emotional composure	59	73	23	2	2	.872	4.14	Agree
5. Listening to music	52	71	30	4	2	.911	4.03	Agree
			Grand Mean			**.876**	**4.15**	**Agree**

Legend:

Mean Interval	***Description***	***Verbal Interpretation***
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

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Table 22 presents the coping mechanisms in the bulk of the paperwork and reports to be submitted urgently. The result revealed that all respondents "strongly agree" with minimizing stress in paper works and reports as indicated: time management (4.24), self-motivation (4.18), peer consultation (4.14) while maintaining emotional composure (4.14), and lastly, listening to music (4.03).

Table 23

Coping mechanism/strategies for preparing modules and related activities

Coping mechanisms/strategies	Frequency					SD	Mean	Description
	5	4	3	2	1			
1. Motivation	56	67	30	4	0	.971	4.19	Agree
2. Be resourceful	21	66	59	8	3	.977	4.18	Agree
3. Financial support	59	75	24	1	0	.784	4.04	Agree
4. Solicitation	63	69	26	1	0	.804	3.53	Agree
			Grand Mean			**.884**	**3.99**	**Agree**

Legend:

Mean Interval	*Description*	*Verbal Interpretation*
4.20 – 5.00	*Strongly Agree*	*Agree with the majority of the related areas*
3.40 – 4.19	*Agree*	*Agree in 75% of the areas*
2.60 – 3.39	*Neutral*	*Agree and or disagree with 50% of the concerned areas*
1.80 – 2.59	*Disagree*	*Disagree in 75% of the areas*
1.00 – 1.79	*Strongly Disagree*	*Disagree with the majority of the related areas*

Table 23 illustrates the coping mechanism for preparing modules and related activities. As observed in the figure, the majority of the respondents strongly agree with motivation (4.19), being resourceful (4.18), and financial support (4.04), while other respondents reveal they agree with the aspects of solicitation (3.53).

Despite the obstacles described, the teachers, including De Villa and Manalo, were able to manage modular education. (2020). This illustrates the teachers' adaptability, flexibility, and innovativeness. Among the coping techniques, six emerging themes were discovered.

Teachers modify the activities to match the needs of the students. When a module is unavailable, they design activities based on the most significant learning qualities. These examples show how versatile and imaginative Filipino instructors can be. Teachers, according to Guiamalon et al. (2021), should develop their modules or activities to suit the demands of the new normal education. According to Hodges et al. (2020), the present health issue has compelled many instructors to create short online

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learning alternatives. Teachers find a way to subject themselves to any scenario, going above and beyond what is expected of them.

4. Is there a significant difference between the causes of stress and the stress management practices of teachers during the implementation of modular distance learning of primary and secondary public-school teachers?

Table 24

Significant differences in causes of stress and the stress management practices of teachers during the implementation of the modular distance learning of primary and secondary public-school teachers

	Mean	Computed p-value	Decision	Remarks
Causes of stress	3.4804			
Stress management of teachers	3.9892	0.000	*Reject Ho*	*Not Significant*
Difference	0.5088			

Note: "If the p-value is less than to the level of significance (0.05) reject H_0, otherwise failed to reject H_0".

This shows a comparison between the causes of stress and the stress management of teachers. The table shows that the cause of stress and stress management among teachers has a mean difference of 0.5088 and a computed p-value of 0.000. Since the p-value is less than the level of significance (0.05), the cause of stress and the stress itself are not significant. Therefore, there is no significant difference between the causes of stress and the stress management practices of teachers during the implementation of modular distance learning for primary and secondary public school teachers.

This finding is consistent with the findings of Aftab and Kahtoon (2012) and Siong (2002), who discovered no significant relationship between education background and teacher stress level. Meanwhile, married respondents reported more stress than other marital status groups. With a mean difference of.42434, p.05., there is a statistically significant difference in the mean stress level score between single and married instructors. However, this conclusion contradicts the findings of Aftab and Kahtoon's investigation, (2012).

Meanwhile, Fazura (2012) discovered substantial disparities in stress levels among primary school students based on race, relationship with parents, and appreciation and support for teachers' stress.

Secondary school teachers are also regarded to be stressed in the classroom. According to Kamaruzaman (2007), 57.2% of teachers had medium levels of job stress, 37.2% experienced low levels of job stress, and just 4.7% experienced severe levels of job stress. This study also found that, of the five elements that contribute to work stress, student misbehavior is the most significant. According to the researcher, the school should implement disciplinary measures against sound policy implementation, provide basic facilities to aid teaching and learning, maintain

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appropriate segregation of duties and sensitivity toward teacher relationships, and organize training courses or work stress management skills among teachers. Furthermore, Azizi and Nik (2009) discovered that workload, interpersonal interactions, student discipline difficulties, and school rules are all sources of stress in secondary school.

Although past research on the type of school and its relationship to levels of stress experienced by teachers has been limited, the current study supports the conclusion that stress is a problem at all levels of education. (Travers & Cooper, 1996). This study discovered no differences in overall levels of stress between elementary and high school teachers; however, high school teachers reported much more stress linked to relationships with parents than elementary school instructors. This could be because elementary school parents are more active in their children's education than high school parents. Although stress is a worry at all levels of schooling, the exact sorts of stressors that are harmful tend to be distinct, (Travers & Cooper, 1996).

Furthermore, the study's findings revealed that time management was the source of the most stress for both elementary and secondary school teachers. Time management entails teachers feeling as if they have too much to do and not enough time to accomplish it, having to bring work home, feeling unable to keep up with academics, and having difficulties organizing time to complete duties. This conclusion backs up previous research that reveals the major sources of stress for teachers are time constraints and task overload. (Kyriacou, 2001).

Conclusion

Based on the findings of the study, it is concluded that basic education stress management strategies in the implementation of modular distance learning in Gasan District: Basis for Enhanced Proposed Wellness Program have a significant impact on their work.

It is found that internet connectivity, pressure-preparing modules, and delivery, a demanding workload, and a large amount of paperwork and reports that must be filed immediately are the most common sources of stress among respondents that affect their teaching performance.

It is also stated that teachers discover various processes and strategies for removing various sorts of stress in the field of teaching in modular distant learning.

There is no statistically significant difference between the causes of stress and teachers' stress management strategies during the implementation of modular distance learning for primary and secondary public school teacher.

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