Managing Stress Among the Public Elementary School Teachers in Cagwait District

Quinto Christine V

Teacher I, Department of Education

ABSTRACT

This study aimed to determine the stress factors of public elementary teachers in Cagwait District and their coping mechanisms. Universal sampling for teachers and pupils, purposive sampling for parents, and convenience sampling for community members were used. Also, fifteen (15) teachers participated in the focus group discussion. This study used quantitative and qualitative research designs. The survey questionnaires and interview questions were validated by the supervisor, principals, and district mathematics coordinator in Bayabas District.

The study found that the most stressful factor for teachers, ranked as 1, is the financial aspect, with a weighted mean of 3.48, categorized as "more stressful". Also, for the effectiveness of coping strategies for the Cagwait District teachers, active vs. passive with a weighted mean of 4.01, categorized as "more effective," ranked 1. With this, as to the level of significance, it can be concluded that there is a significant relationship between the stressful factors and the coping strategies, with a p-value of .039. These significant findings led the researcher to design an intervention program to improve the stress coping strategies among public elementary school teachers of Cagwait District.

Keywords: Stress Management, Public Teacher, Elementary Teacher, Stress Factors

Chapter 1
THE PROBLEM AND ITS SCOPE
Background of the Study

Stress is everywhere; that is why it is unavoidable in one's daily life experiences, especially for teachers. Teachers today encounter various demands and pressures be it at home, in school, or in the community where they work and live.

To have an idea on how to manage stress, one, has to understand first its definition. Stress, according to (Kyriacou 2001) as cited by (Ferguson, et al. 2017), is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression, and nervousness that the teacher experiences due to some facets of his/her job. Teachers deal with a variety of issues and challenges on a daily basis, making teaching a challenging profession to be in. Teachers go through stressful situations when the demands of the environment are more than their capacity to deal with these expectations. Furthermore, according to Kyriacou (2001), cited by Ferguson et al. (2017), educators are put in a stressful position due to a number of different factors. The most significant of these are having to instruct students who are not motivated,

maintaining discipline in the classroom, having a demanding workload, being exposed to frequent changes, being evaluated by others, enduring difficult or challenging relationships with colleagues and administrators, and having poor working conditions. With this number of different stressors, teachers' competence will be at risk. Instead of doing more to give quality education to the children, they are demotivated to do so.

Nowadays, during this pandemic, one sees many teachers resigning. In the news report, there are 100 teachers who "recently resigned from service and are processing their clearances as they prepare to leave the country for work abroad." (Hernando-Malipot, October 2022). Those who see these teachers' resignations in action, find it unsettling. The lack of teachers' motivation and salary is one of the causes of this. Also, some whose immune systems are deteriorating due to exhausting physical and emotional dilemma are unable to keep up with the demands and pressures of their jobs as public teachers. With this, teachers can think of finding a good workplace where they can feel valued.

In Cagwait district, the scenario of teachers sharing some inconveniences, worries, and challenges encountered regarding classroom settings, structuring, fixtures, pupil misbehavior, and low academic performance is observable. In addition, they discuss parents' passivity as to their school involvement and their children's academic support, as well as their personal and family relationships, and other stressors. Furthermore, the administrative assistant in Cagwait District said that approximately 5 teachers resigned from Deped and went abroad because of the work demands and pressure they encountered here and also because of the salary problem. All these have become a burden to their personal and work life as teachers, unless a resolution to these issues and concerns through a scientific way of giving focus, the teaching-learning situation would be greatly affected. These stressors become barriers to effectiveness. Hence, this study.

Theoretical Framework

This study anchored its concepts on some of the relevant theories. Transactional model: Richard Lazarus and Susan Folkman (1984) as cited by Bulilawa and Pagulong (2021) stated that stress can be thought of as resulting from an "imbalance between demands and resources.'' or as occurring when "pressure exceeds one's perceived ability to cope." Stress management was developed and premised on the idea that stress is not a direct response to a stressor but rather one's resources and ability to cope mediate the stress response and are amenable to change, thus allowing stress to be controllable.

The Theory of Cognitive Appraisal by Folkman and Lazarus as cited by Klapproth et al. (2020), elaborates that stress is a two-way process where it involves the production of stressors by the environment and the response of an individual subjected to these stressors. It further elaborates that an individual's response to stress is influenced by these two factors: the threatening tendency of the stress to the individual or commonly known as the stressors, and what these assessments of resources required to minimize, tolerate or eradicate the stressor and the stress it produces as cited by Balladares et al., (2018). They also elaborated that the appraisal in the theory of cognitive appraisal is divided into two stages: primary and secondary appraisal. The primary appraisal is further divided into two stages. The first stage refers to the process of an individual asking what the'' situation means and how it influences him or her. It usually has an answer of "this is not important", "this is good", and "this is stressful". The second stage refers to the decision of

whether the situation is threatening, challenging, or harm-loss to the person's life. If the situation is threatening, then it may cause future harm. If it is challenging, then it will develop a positive stress response and will lead one to be better. Lastly, if it is harm-loss, then the damage is already experienced (Sincero, 2012) as cited by (Pamela Akinyi et al., 2017). The secondary appraisal is the internal and external options the person assesses in order to cope with or combat this stressor. The three secondary appraisal components can be categorized into: a. blame or credit comes up from a person whom he or she thinks is the one responsible for a certain event, b. coping potential means to provide behavioral or cognitive operations that will produce positive outcomes, and c. future expectations means that there is a judgment on the further course of the encounter of the person (Krohne, 2001) as cited by (Berjot & Gillet, 2011). It is a fact that in addition to their actual classroom teaching, teachers have multiple requirements that need to be submitted to their superiors, teachers go through a lot of experiences that can cause stress especially due to the demands that are always dictated by their superiors. Furthermore, complying with other tasks such as communicating with the parents about their child's grades and academic performance in school as well as having consultations with them, add more to their responsibilities as teachers. With this, there are a lot of duties that the teachers should consider aside from the work inside the classroom. Thus, this theory aids the study of how teachers feel and cope with stress (Balladares et al., 2018).
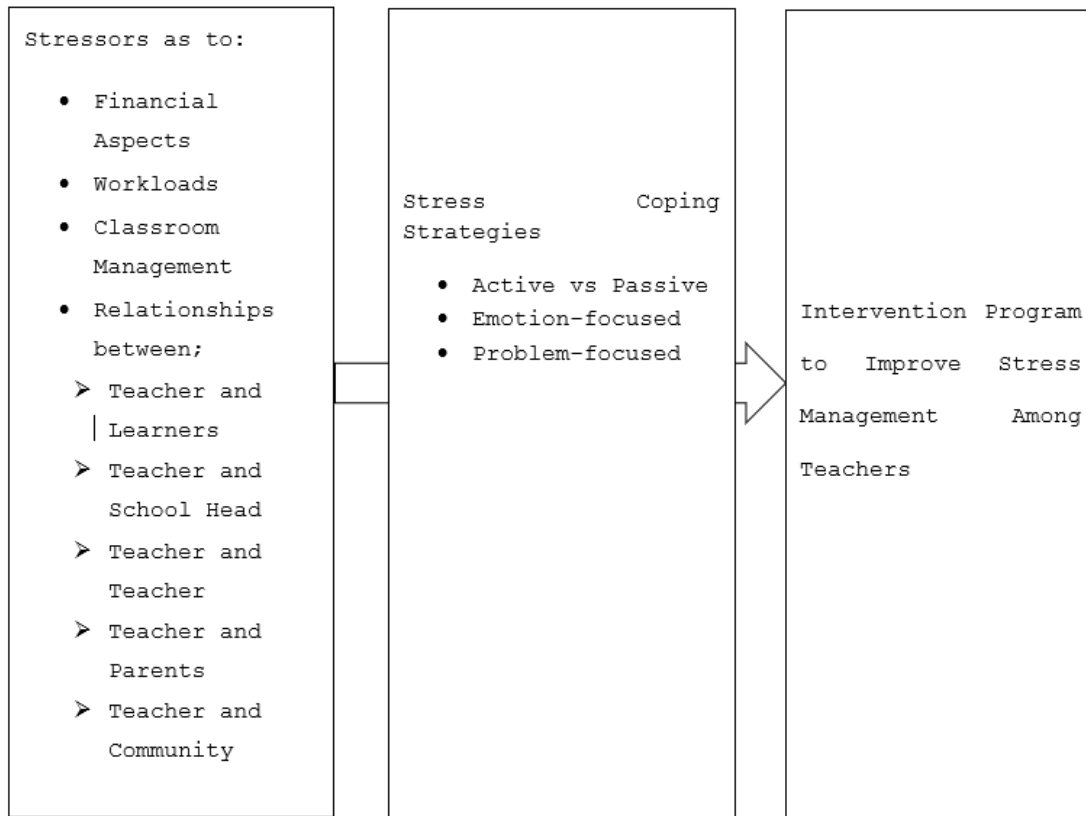
These stressors experienced by the teachers must be reduced. According to Ahmed (2019), there are some new techniques for reducing stress; first, redesign the environment of the classroom, lessen the harsh behavior of admin, and additional work. Second, the "emotional professional stress" is related to the teacher's inward behavior that causes unmotivating and passiveness. The third one is appraisal or discouragement both give an individual boost or discourage their work respectively. With this, a recommendation will provide teachers stress-free environment and can focus on the goal which is to provide quality education to students.

This observation supported this study in helping the elementary teachers of the Cagwait District manage their stress. Furthermore, the dissatisfaction of public teachers with their service would be understood.

Conceptual Framework

The variables of the study are depicted in the schematic diagram.

```
     Figure one (1) has three boxes drawn. Box 1 contains the

independent variables which are stressors, financial aspects,

workloads, classroom management, the relationship between teacher

and learners, teacher and school head, teacher and teacher, and

teacher and parents. Box 2 has the dependent variables stress

coping strategies--- active vs passive, emotion-focused, and

problem-focused. Box 3 is the output of the study Intervention

Program to Improve Management Stress Among Teachers.
```

Fig. 1 Schematic Diagram of the Study

Statement of the Problem

This study aimed to determine the stress level of public elementary school teachers in the Cagwait District and their coping strategies towards stress. Specifically, it sought to answer the following questions;

1. How stressful are the following factors for teachers as to:
   1.1 Financial Aspects
   1.2 Workloads
   1.3 Classroom Management
   1.4 Relationship between;
       1.4.1 Teacher and Learners
       1.4.2 Teacher and School Head
       1.4.3 Teacher and Teacher
       1.4.4 Teacher and Parents
       1.4.5 Teacher and Community

2. How effective are the coping strategies of teachers as to:
   2.1 active vs passive
   2.2 emotion-focused
   2.3 problem-focused

3. Is there a significant relationship between the stressful factors as to; Financial Aspects, Workloads, Classroom Management, Relationship between; Teacher and Learners, Teacher and School Head, Teacher and Teacher, Teacher and Parents, Teacher and Community and those of Coping Strategies as to; active vs passive, emotion-focused, and problem-focused?

4. What measures can be recommended to improve the stress coping strategies among public elementary school teachers of Cagwait District?

5. What intervention program can be designed to improve the stress coping strategies among public elementary school teachers of Cagwait district?

Hypothesis

This study tested the hypothesis at a .05% level of significance.

H_0: There is no significant relationship between the stressful factors for teachers and stress coping strategies.

Scope and Limitations of the Study

This study entitled Managing Stress among the Elementary Teachers of Cagwait District involved the public elementary school teachers in the Cagwait district, SY 2022-2023. It covers the following areas: the factors attributable to teachers' stress, their stress coping strategies, the measures recommended for improving their coping strategies, and an intervention program.

Significance of the Study

This research would be of help to the following members of society.

Teachers. The Cagwait School District teachers will benefit from this study by giving them more knowledge on managing their stress to slow down the weakening of their immune systems. Thus, it will help them to perform better in maintaining the quality education of the said school. Additionally, the interaction between each other is an essential factor to consider to create a more positive atmosphere, which in turn results in improved performance.

School Administrators. The study's findings will help them be aware of the state of the teachers, and with that, they will get an idea of allowing teachers to stabilize their sanity. Also, they will come up with a method in leading more strategically and effectively to teachers' health. Furthermore, the school quality education will improve more. Thus, it helps market the school, knowing that the teachers perform more in handling learners.

Learners. The teacher will show their good performances by providing them with an interac 11 sson. Thus, giving them excellent quality of education.

Future Researchers. This study will be of help as one of their references in collecting data and information.

Definition of Terms

The following terms are defined based on the study:

Active vs Passive. It is a coping strategy wherein active is a direct response to the stress while passive is an indirect response to the stress.

Classroom Management. It is the teaching strategy of a teacher on how he/she will handle the students on a daily basis. Also, how he/she handles the teacher related concerns inside the classroom.

Coping Strategies. It is a coping response on how to confront a stressful situation and reduce stress.

Emotion-focused coping. It is focused on the feelings/passion of a teacher on how they will respond to their problems and how they will cope with them.

Problem-focused coping. It is focused on the teacher's role in his/her environment- in school and at home to reduce the source of their stress in order to perform well in the workplace.

Salary. It is the incentive they are receiving after all the hard work in a month.

Stress. Teachers face demand and pressure in the workplace specifically in the salary, workloads, classroom management, relationships between teacher and learners, teacher and school head, teacher to teacher, and teacher and parents.

Stress Management. It is how to handle stress depending on the situation where you are in.

Teacher and Learners Relationship. This is about the teaching-learning rapport between teachers and learners inside the classroom. Academic guidance, advising, and remedial teaching activities are part of the teaching-learning relationship.

Teacher and School Head Relationship. This will associate in terms of work inside and outside of the teaching profession to strengthen the relationship for the better performance of the school working place.

Teacher-to-Teacher Relationship. This is the connection between two or more teachers to help one another get the work done faster and easier in school.

Teacher and Parents Relationship. Communication between teacher and parents in this relationship will help the progress of their children's performances.

Workload. It means the coordinatorship they handle, the subjects, and the kind of teacher if he/she is a multi-grade or a monograde.

Chapter 2
REVIEW OF RELATED LITERATURE AND STUDIES
This chapter deals with the series of literature and studies which are relevant to the present study.
Related Literature
Foreign
The sudden shift to distance learning has placed unprecedented stress on teachers to quickly adapt their curricula to an online format accessible to all students. When describing stress in their own words, 61% of educators say that their work is always or often stressful and over 50% say that they don't have the same enthusiasm as when they started teaching. A study that measured stress and coping levels found that educators with both low levels of stress and high coping abilities were extremely rare. Only 7% of all teachers reported both. Another poll revealed that half of teachers agree with the following statement: "The stress and disappointments involved with teaching at this school aren't really worth it." Unfortunately, this trend is only increasing in both severity and frequency (Learning, M. (2020, April 13). A 2017 survey revealed that 58% of educators characterized their mental health as "not good" for at least a week out of the last month, which is up 24% from just 2015 (Albright, S. D. & K. (n.d.)).

Coping styles can be problem-focused—also called instrumental—or emotion-focused. Problem-focused coping strategies are typically associated with methods of dealing with the problem in order to reduce stress, while emotion-focused mechanisms can help people handle any feelings of distress that result from the problem. Further, coping mechanisms can be broadly categorized as active or avoidant. Active coping mechanisms usually involve an awareness of the stressor and conscious attempts to reduce stress. Avoidant coping mechanisms, on the other hand, are characterized by ignoring or otherwise avoiding the problem (Good Therapy, 2018).

Headlines such as "Depression hits hard in schools", and "Teaching can make you sicker for longer" cited by Austin, V., Shah, S., & Muncer, S. (2005). This arises in teachers' everyday experience of high workloads and demands. The attitude of the pupils that teachers would see daily will also increase their stress levels.

Almost half of the teachers say they experience high levels of stress every day. Fewer than one-third of teachers in K-12 schools say they feel engaged at work and report that their engagement fell significantly within their first few years at the front of the classroom. Between 23 and 42 percent of teachers quit their jobs within the first five years. Contrary to popular belief, pay isn't always the main factor. Rather, teachers who leave say their decision was based on the things that cause them stress: job dissatisfaction, poor working conditions, classroom resources, unsupportive leadership, and lack of autonomy, to name a few. Addressing teacher mental health and the stressors that put teachers' well-being at risk can help bridge that gap, while saving money for schools, improving turnover rates, boosting student outcomes – and above all, keeping teachers happy Sahito, Z., & Vaisanen, P. (2017).

The responsibility that must be carried out by teachers of children with special needs in special schools, apart from their students, are the parents of special needs students. Teachers are required to be able to provide understanding to parents that they must also take a role in participating within the educational process of their children. In a study conducted by Amalia, et al., (2017), as cited by Wijaya, B. J., & Prastuti, E. (2021), the results showed that as many as 22 special school teachers (61%) experienced heavy workloads, a number of 12 teachers (33%) experienced moderate workloads, and two teachers (6%)) experienced a light workload.

Every single teacher is expected to be able to satisfy every single existed demand for instance competing in offering a satisfactory teaching process and performing a role as stated within Special Guidelines for the Implementation of Inclusive Education. However, the real condition in the field does not support the teacher to be able to satisfy the existing demand they have. When the teachers occupy a great degree of demands, yet they are not able to satisfy all demands, it triggers a nerve-racking feeling within them. This gap between teachers' expectation and reality triggers a pressure and tension (Dewi & Paramita, 2012) as cited by Wijaya, B. J., & Prastuti, E. (2021). When the teachers could not manage the tension and pressure they obtained or in other words they have insufficient coping stress strategies and it occurs in a relatively long term, it is called as burnout (Maslach & Goldberg, 1998). The degree of stress experienced by teachers in inclusive schools has a higher intensity than the teachers in general schools. The phenomenon that occurs in Indonesia, shows that 30.27 percent of teachers experience serious work stress (categorized as a very high), 48.11 percent of teachers experience moderate stress, and 21.62 percent of teacher experience less serious stress, as cited by Wijaya, B. J., & Prastuti, E. (2021)

According to Abbasi et al. (2015) as cited by Sun Y. (2021) declared that praise is encouraging interpersonal feedback. Positive feedback is categorized as a dynamic element in nurturing learners' educational success and strengthening the preferred classroom behavior. Also, it pinpointed that positive feedback is perceived as an attractive corresponding that is in line with the learner's self-image. Praise is generally regarded as positive feedback since it has the same meaning as it makes students feeling reinforced and meaningful and praise can be universal or specific. The former refers to as behavior-specific praise, while the latter type of praise is a well-organized and constructive educational tactic that can surge

an extensive range of proper behaviors. Teacher praise is a manifestation of support or appreciation that goes further than feedback for an accurate reaction. Teacher praise is regarded as a classroom strategy as dependent or a result of suitable student behaviors. In academic settings, praise should be associated with the performances or skills that the teacher desires to develop. Praise makes the students feel respectable, and it increases student-teacher relations through constructing a positive learning setting, diminishes troubles in the classroom, and makes learning promising. To develop student engagement and success, teachers use praise regularly to reassure suitable behavior, while it reduces problematic behaviors in the classroom. "Research shows that home support for early learning complements learning at school," said Christina Weiland, assistant professor at the University of Michigan and co-principal investigator on ELN's MDRC team studying Boston Public Schools' P-3 programs. Positive connections between parents and teachers have been shown to improve children's academic achievement, social competencies and emotional well-being. When parents and teachers work as partners, children do better in school and at home. Almost in all schools, distribution of work poses a problem. Very few headmasters know the principles of distribution of workload among the teaching staff. There is a sort of hierarchy of subjects as regards strain involved in an ascending order. In some big schools there are sections in different classes. Here the teachers take less strain. 40 pupils are the convenient number in a section. In some states it goes up to 45 or 50. In some schools, the number in a section becomes 55 even. So, the teacher is involved in a heavy size of correction work in every week. Again, such load becomes proportionately heavier when the school goes understaffed. More periods involve more strain, according to an article shared by. More so, few teachers are there are who devotees of teaching to take any strain are really. Dr. K.L. Shrimali in his pamphlet, "Better teacher education" makes an accurate study of situation. "A general survey of the teaching profession will reveal that a large majority of teachers do not cater this profession by choice, but are forced into it by circumstances. It will also be found that people who go into the profession come mostly from families belonging to lower income groups in the community". So, the teaching staff in India rarely comes from the upper strata of society with their brilliant academic achievements and job satisfaction, this was according to Swastik, (2011).

Locale

Pressures from teachers' school-related engagements such as attendance in meetings and seminars, submission of paperwork, observation of heads and peers, and attendance and tardiness in class were identified as the main reasons for their stress. Among the fifteen coping styles, Filipino ESL teachers tend to ignore (3.0 weighted mean), seek professional help (2.70 WM), and laugh at the problem (2.60 WM) as their response mechanism to stress. Finally, among the personal variables, respondents' age, civil status, years of teaching experience, and educational attainment were found to be related to the teacher's level of stress Vizconde, C. (2012).

Mingoa, (2017) suggested that some common coping strategies employed by teachers to deal with stress is watching TV and deep breathing and relaxation, which can be likened to daily balance self-care.

Teachers have enough maturity to handle stress. Despite experiencing stress in different levels there is no overt manifestation of adverse effects on the learning processes of students. Work environment which is perceived by teachers as hazardous is the main source of stress. Teachers have resulted in Cognitive Strategy (CS) by facing life with paradox and humor as the best way to cope with stress. It is therefore

recommended that the institution should conduct regular sensitivity training and spiritual consultations with experts. A regular and periodic self-evaluation to reduce the feeling of rage and negative emotions may take a prominent space in the creation of a Psycho-Social Program (PSP) with provisions on recognitions and incentives, Alson, Jollie, (2019).

Work assignments should be distributed relatively, i.e., no teacher should be overworked, and no teacher also should be excused from carrying out specific responsibilities like handling co-curricular and extra-curricular activities initiated by the school, Jomuad et al., (2021).

Related Studies
Foreign
During the Covid-19 teaching and learning setting, teachers struggled with keeping their relationships with their students and missed advice and support from their schools OECD. (2020, September 24). Presumably, the gap in students' achievement between families of high and low socioeconomic status will be widened due to differences in material and educational resources, living space, or availability of time, when children were taught at home Klapproth, F., Federkeil, L., & Heinschke, F., (2020).

Major barriers limiting teachers' ability to use and integrate technology into classrooms are lack of resources, time, and support. Ample studies have shown that teachers are prone to experience stress when they feel lack of support and time when teaching students. In addition, teachers are also likely to experience stress if they have to use technology for which they do not feel competent enough. During the lockdown, both conditions certainly applied. Stressors outside of work can also play a key role, such as socio-demographic factors or coping strategies. It distinguished between different styles of coping with stress, which could be either active or functional on the one hand or could impede activity and hence be dysfunctional on the other hand as cited by Klapproth, F., Federkeil, L., & Heinschke, F., (2020).

According to ERTÜRK, R. (2022), the cause of stress in teaching staff is low motivation, low motivation leads to low performance and teachers think about a switch to the job. Additionally, the lack of appreciation contributes to a low level of motivation. This lack of appreciation is also connected to low pay and limited opportunity to grow professionally and personally in the teaching field.

Huns, S defined stress as a non-specific response of the body that inhibits the school teacher's performance Publishing, S. (2019). With this, when a teacher is under stress, it may have an effect on their performance, which in turn can have a negative influence on their health in both the physical and emotional aspects.

According to Lazarus and Folkman (1984) as cited by Balladares, H., et al., (2018), "psychological stress is a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being". This relationship goes through two important phases that are (1) *cognitive appraisals* and (2) *coping*. *Cognitive appraisal* is the "process of categorizing an encounter, and its various facets, with respect to its significance for well-being". Indeed, before actually coping with a situation, this one has to be cognitively evaluated as potentially stressful. This appraisal goes through two cognitive mechanisms which are primary and secondary appraisals. Primary appraisal is an assessment of what is at stake: "Am I in trouble or being

benefited, now or in the future, and in what ways?" If the answer to this question is yes, then people categorize the situation as being a threat, a challenge or a loss. Loss refers to damages or harms that have already happened; threat and challenge appraisals can refer to past events or to anticipated ones. While threat suggests potential danger to one's well-being or self-esteem, challenge suggests that one focuses on the success, the social rewards and the personal growth that the situation could bring. It is important to note however that threat and challenge appraisals are not necessarily mutually exclusive. Threat and challenge appraisals are not two ends of a single continuum. Although they are negatively correlated, threat and challenge appraisals can occur simultaneously. For example, it was showed that students waiting for an exam appraised the upcoming event as particularly threatening and challenging. The secondary appraisal is an assessment of coping resources and answers to the question: "Can I cope with this situation?" It indicates confidence in one's ability to cope with the situation because one has the resources to cope with it. Resources can be physical (e.g., health, energy), social (e.g., social support one can get from family, friends, and social network), psychological (e.g., beliefs, self-esteem, perceived control, morale), or material (e.g., financial, tools). Coping refers to "cognitive and behavioral efforts to master, reduce, or tolerate the internal and/or external demands that are created by the stressful transaction". Given the diversity of responses to stress that exist, most authors tried to make significant and meaningful categorizations. Coping serves two major functions. One is the regulation of emotions or distresses that come with the stressful situation (emotion-focused coping). The other is the management of the problem that is causing the stress by directly changing the elements of the stressful situation (problem-focused coping). Although both forms of coping are used in most stressful encounters, they are nevertheless dependent of the way one appraises the situation (i.e., as a threat and/or a challenge) and of the antecedents of the model. For example, Folkman and Lazarus, who analyzed 1300 stressful episodes reported by people, found that both forms of coping were used in most encounters. Nevertheless, people tended to use more problem-focused strategies when the situation was appraised as changeable and more emotion-focused strategies when the situation was appraised as not or less changeable. It was identified at least to broad categories of antecedents which will directly influence how people appraise and cope with the situation: those linked to the characteristics of the individual and those linked to the characteristics of the situation. Among the first ones, we can find, for example, commitments (which defines what is important for the person and so what is at skate in that situation), beliefs, such as beliefs about personal control, and personal traits such as self-esteem. Among situational factors, we can find the novelty or the predictability of the situation, the uncertainty of the event, temporal factors (e.g., time generally enhance threat but can also leave some time to think through) or the ambiguity of the situation.

In order to cope with the accumulated stress at their job, teachers call for some solutions: discussing problems with their family members, friends or colleagues cited by Clipa, (2018), psychological counselling, taking part in training programs for personal development and resilience, self-examination of the life style avoiding situations or persons who generated the stress, spending free time in nature, practicing physical relaxation exercises, changing jobs, eating healthy food and taking pills, isolation and reflection on the situation. Among the measures considered by specialized institutions to be efficient for stress relieve are the following: avoiding educational politics changes, improving work conditions, suggesting objectives with a moderate level of accomplishment, a transparent, objective assessment, increasing wage and number of teachers, decreasing the number of pupils in a classroom, orientation on clear objectives, program implementation regarding stress management at the job, mini-brakes during

work hours, time keeping, an attitude full of kindness, positivism and gratitude, valuing these and the feeling of membership, development of the support groups and mentors for professional development, establishing flow in teaching, establishing spaces for stress relief at the job and improvement of the teaching wellbeing.

To achieve high levels of student learning, establish collaborative cultures, and produce a laser-like focus on results, professional learning communities must begin by building stronger relationships between the building principal and the school's teachers. Effective schools host effective and positive relationships between the building principal and teachers. Historically, the principal's role resembled a master teacher of sorts, and one who completed extra tasks, such as coming in early to open the school building and staying late with students who needed extra help or were in trouble. The relationship changed to cast the principal more in the role of a manager, as teachers became more empowered and received collective bargaining powers, as high-stakes testing and school accountability was introduced, and student populations became more diverse, especially in urban centers. Van Beck, Scott, (2010).

Research on teachers who play leadership roles and increased opportunities for professional relationships demonstrates that there are benefits for these teachers, but there is little evidence that they are able to provide much support or benefit to other teachers. This lack raises organizational and policy questions on the extent to which conferring teachers with additional roles and responsibilities for professional development of peers can be effective in making specific changes in teacher practice at the organizational level. Professional relationships among teachers adhere to norms that govern the ways teachers ask for and provide help. Research on professional development reveals that interactions among mentors and their paired teachers are often reserved, non-problematic, and uncritical. These studies show that in the beginning of such supervisory relationships, the content of the interpersonal interactions is informational and focuses on district policies and procedures, not classroom practice. Relationships between mentor teachers and novices tend to be about maintaining harmony and support, rather than developing competence. Further research indicates that increasing the quality of teachers' work- relationships requires professional and organizational change through, for example, the establishment of professional communities, including professional development schools, where teachers' work is collaborative, coordinated, and interdependent. Educating new teachers into the field should focus on strengthening interpersonal relationships among new teachers and their mentor teachers. Professional development programs should stress collegiality and the creation of shared standards of practice in the hope s of creating and sustaining communities of learners (Wang and Haertel, 2005).

School community collaboration can be defined as a situation where both the school and the community join efforts together to provide certain essential services for the school or the community, depending on the need. In this regard, it was noted that schools can help families gain access to support services offered by other agencies such as health care, cultural events, tutoring service, and after school child care programs. They also can help families and community groups provide services to the community, such as recycling programs and food pantries. Valentine J, O. (2019).

Locale
The five most common sources of stress for these teachers are as follows: (1) having too much paperwork

(52%); (2) high cost of living (51%); (3) insufficient salary and other money concerns (46%); (4) oversized classes (43%), and (5) being too busy (including simultaneous activities as being enrolled in school, being employed, parenting, community service, and so on 32%) Mingoa, (2017).

Rilveria (2018) identified nine coping strategies: cognitive reappraisal, social support, problem-solving, religiosity, tolerance, emotional release, overactivity, recreation, and substance use. It has been observed that Antique Diocesan Catholic School teachers often experience high levels of stress resulting from multiple job responsibilities. Younger teachers are more stressed and engage more in coping strategies than older teachers. The more stressed teachers are, the more the 30 ige in coping strategies to ease their stress, anxiety, and worries.

Coping strategies Teacher's personal recommendations for relieving stress in their workplace include both environmental and physical changes in mental attitudes. Specifically, air conditioning, enough work space, summer vacation, learning to be contented with what you have, avoiding conflict with coworkers, daily prayer, decreasing tension especially with superiors, sharing encouraging words with each other, being humane and understanding individual differences, discipline, enough facilities which are accessible, a spacious faculty room, well-ventilated room, clean and orderly place, less paperwork, and to stop gossiping about co-teachers. Other activities that teachers find helpful for relieving stress are prayer, listening to classical music, dancing, singing, reading wholesome books, and going to church. (Mingoa, 2017) Based on the findings and conclusion drawn from the study, the researcher, therefore, recommends the following: 1. School heads or school leaders can help reduce teachers stress by cultivating working conditions that support teachers; 2. Implementation of the advance submission of requisition form of the Maintenance and other Operating Expenses (MOOE) to the school principal for the school supplies of teachers and other resource materials needed before the start of the school year; 3. Conduct a differentiated faculty development seminar on enhancing faculty understanding of the stressors encountered and coping mechanism used for men and women; 4. Implement the proposed action plan program to increase awareness of stress factors and manifestations before it can cause adverse effects to the body. The management techniques to handle daily stressors can be enhanced through this program; and 5. For future researchers, it is recommended that they take replication study to determine on the effectiveness of the coping mechanism used by the teachers in dealing with the stressors encountered and there should be an equal number of respondents of the male and female populations as cited by Bulilawa, and Pagulong, (2021).

This confirms the study of Taft, Hosein, Mehrizi and Roshan, (2013) that financial well-being and financial concerns are two important factors determining the quality of life and are investigated in several studies. Furthermore, in the study on financial literacy among elementary teachers, declared that experts in investment and financial management often say that ignorance is the greatest risk in investment and financial management. The authors also stated that it is a general agreement that many people lack the financial literacy necessary to make important personal financial decisions in their best interests.

Every day teachers deal with a lot of stressors daily. With this, literature and studies will help teachers improve their coping strategies for improving service as public-school teachers. Also, coping strategies are essential in reducing stress. It helps adapt the mind and body to situations where there is a stressor.

With this adaptation, we let the body respond to whether we will ignore or manage how to low the alertness in our body to prevent serious health problems.

Chapter 3
RESEARCH METHODOLOGY

This chapter presents the procedure for analyzing the information about the topic to evaluate its validity and reliability. It also includes the research design, research environment, study respondents, sampling technique, research instrument, instrument validation, data gathering procedure, and statistical treatment.

Research Design

This study used the quantitative and qualitative research designs. It was qualitative because the researcher gathered and interpreted non-numerical data through interview and focus-group discussion. In addition, quantitative used numerical statistics to analyze and interpret the data gathered. This study elicited specific information from the respondents through a questionnaire as well as structured interview questions for the oral responses of the participants concerned.

Research Environment

The researcher conducted this study at Cagwait School District Elementary Level. There are fourteen (14) schools under Cagwait District Elementary Level. These are the fourteen schools with a proximal distance using a vehicle from the school to the district. Also, this distance is based on a google map. Tawagan Elementary School (5.1km), Santiago Chu Elementary School (6.7km), Bacolod Elementary School (5.3km), Cagwait Central Elementary School (4.8km), Lactudan Elementary School (5.1km), La Purisima Elementary School (3.7km), Mam-on Elementary School (700m), Cempron Elementary School (1km), Aras-asan Elementary School (the district belongs in this school), Unidad Elementary School (1.2km), Bitaugan Integrated School (3.6km), Tagbalidbid Elementary School (3.7km), Mat-e Elementary School (1.3km), and Arangasa Elementary School (1.2km)

Respondents of the Study

The respondents of the study were the elementary public-school teachers of the Cagwait district, all grade six (6) pupils, parents, and community.

Table 1 Respondents of the Study

Respondents	Public Elementary Schools of Cagwait District														TOTAL	PERCENTAGE
	Arangasa ES	Aras-asan ES	Bacolod ES	Bitaugan Integrated	Cagwait Central ES	Cempron ES	Lactudan ES	La Purisima ES	Mam-on ES	Mat-e ES	Santiago Chu ES	Tagbalidbid ES	Tawagan ES	Unidad ES		
A. Teachers	4	31	9	11	16	15	5	4	5	5	8	5	4	16	138	30
B. Pupils	5	50	15	14	23	18	7	4	7	6	5	6	4	19	183	40
C. Parents	3	20	5	5	10	8	3	3	3	3	5	3	3	10	84	18
D. Community	2	7	4	4	6	3	3	2	3	3	3	2	2	6	50	11
TOTAL															455	100

Sampling Technique

This study used universal sampling involving the public elementary teachers of the Cagwait district,

purposive sampling for grade six (6) pupils, and eighty-four (84) parents, and convenience sampling for community. This group took part for quantitative research design. A focus group discussion involving randomly selected fifteen (15) teachers were participants of the qualitative research.

Research Instrument

For the quantitative, a researcher-made questionnaire was used having the following parts: For part I, the stressors of the respondents. Part II, the coping strategies of respondents and lastly, part III, is the recommendable measures to improve stress coping. Also, the same questionnaire was set for pupils, parents, and community.

For the qualitative, a set of interview questions for focus group discussion was formulated.

Validation of the Instrument

The researcher-made questionnaire and interview questions were validated by the selected public elementary teachers; one (1) district mathematics coordinator, three (3) principals, and one (1) district supervisor of Bayabas district.

Data Gathering Procedure

For the data gathering, the researcher did the following steps:

Firstly, the researcher sent a letter to the supervisor and school head of each school to ask permission to conduct the study. Secondly, after the approval, the researcher sent letters to the respondents to be oriented about the survey. Thirdly, the respondents answered the questionnaires given. Furthermore, the researcher collected the responses after the respondents answered the questionnaires. Finally, the researcher tallied the scores, and the researcher sent the data based on the tally score to the statistician for analysis.

On the other hand, for focus group discussion, the researcher contacted the respondents and scheduled an interview with them. Upon arriving at the interview room, she recorded what has been said in the process of the interview. She transcribed the recorded material. After transcribing the material, she analyzed and interpreted the answers of the students in the interview.

Statistical Treatment

For analysis and interpretation of data, simple percentages, weighted mean, and Pearson r correlation were used.

Scale	Range	Adjectival Description		
		Factors	Coping Strategies	Recommendable Measures
5	4.20-5.00	Most Stressful	Most Effective	Most Recommendable
4	3.40-4.19	More Stressful	More Effective	More Recommendable
3	2.60-3.39	Less Stressful	Less Effective	Less Recommendable
2	1.80-2.59	Least Stressful	Least Effective	Least Recommendable
1	1.0-1.79	Not Stressful	Not Effective	Not Recommendable

Chapter 4
PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA
This chapter presents, analyzes and interprets the data gathered by the researcher on Managing Stress among the Public Elementary School Teachers in Cagwait District, which served as the basis for designing an intervention program.
Sub-Problem Number 1. How stressful are the following factors for teachers as to financial aspects, workloads, classroom management, relationships between teacher and learners, teacher and school head, teacher and teacher, teacher and parents, and teacher and community?
Table 2 Stressful Factors for Teachers as to

Indicators	Weighted Mean	Descriptive Category	Rank
1. Salary is enough for the daily needs.	3.54	More Stressful	4
2. Salary can support the educational needs of the family members.	3.42	More Stressful	5
3. Salary is under a loan.	3.89	More Stressful	2

4. Salary receivable is always consumed within the month.	3.91	More Stressful	1
5. Salary is delayed.	2.34	Less Stressful	6
6. Net take-home pay is still manageable.	3.42	More Stressful	5
7. Net take-home pay is sufficient for relaxation and travel.	3.86	More Stressful	3
TOTAL WEIGHTED MEAN	**3.48**	**More Stressful**	
Legend: 4.20-5.00- Most Stressful (MstS); **3.40-4.19-** More Stressful (MrS); **2.60-3.39-** Less Stressful (LssS); **1.80-2.59-** Least Stressful (LstS); **1.00-1.79-** Not Stressful (NS)			

Financial Aspects

Table 2, shows that salary receivable is always consumed within the month is the most stressful in the financial aspects is rank 1. According to Zarate (2015), when a person is highly stressed in his/her financial situation, it is because of low financial literacy where one does not have the proper knowledge in dealing with finances. Thus, a financial concern arises for the future needs. Furthermore, it can be concluded that teachers need enhancement on how to budget their income in order for them to make both ends meet. Since the teachers' salaries will be received before the month's end, the last rank, which indicates that "Salary is delayed," is less stressful. The teachers were therefore already aware of the date.

Table 2.1 Stressful Factors for Teachers as to Workloads

Indicators	Weighted Mean	Descriptive Category	Rank
1. Teachers are assigned multiple coordinatorship.	3.94	More Stressful	1
2. Performs other tasks of the school head.	3.25	Less Stressful	5
3. Member in other areas like fiscal management of the school as canvasser, inspectorate, BAC member, etc.	3.17	Least Stressful	6
4. Teacher is a member of the school planning team.	2.50	Least Stressful	7
5. Areas for improvement of school are handed down to teachers other than focus on teaching-learning engagements.	3.35	Less Stressful	3
6. Attendance to seminars, meeting, and emergency call-ups.	3.26	Less Stressful	4
7. Teacher is overloaded.	3.45	More Stressful	2
TOTAL WEIGHTED MEAN	**3.27**	**Less Stressful**	
Legend: **4.20-5.00-** Most Stressful (MstS); **3.40-4.19-** More Stressful (MrS); **2.60-3.39-** Less Stressful (LssS); **1.80-2.59-** Least Stressful (LstS); **1.00-1.79-** Not Stressful (NS)			

Table 2.1, can be cited that teachers are given additional loads that of their multiple coordinatorship, rank as number 1, implies that it is more stressful to teachers because aside from the teaching load that they prepare every day they will also submit reports in their coordinatorship that is making them sacrifice of their time to rest but still they are awake working. Thus, it can lead to overload. According to Jomuad (2021), the task or distribution of work has to be done with utmost care and tact. Work assignments should be distributed relatively, i.e., no teacher should be overworked, and no teacher also should be excused from carrying out specific responsibilities like handling co-curricular and extra- curricular activities initiated by the school. Hence, this study can be an eye-opener for the DepEd in their loading or assignment of workload to teachers.

The last rank indicator, "Teacher is a member of the school planning team," is the least stressful to teachers because this is the school head's responsibility. The school head will simply ask for the data on teachers, unless the school head is computer-illiterate and unable to keep up with an immediate submission of the reports, in which case the teacher will be bothered by the administrative work. A small school, particularly one with several grades, will experience this. As one of the teachers stated on the interview, "*Admin works-school head--- kay kuan ga plano na kaw nan dayaw sa kuman na adlaw, dayaw na imo pagklase pero sa pag tunga tunga kalit da kaw ma distorbo kay tungod sa asap na mga reports.*" (T3)

Table 2.2 Stressful Factors for Teachers as to Classroom Management

Indicators	Weighted Mean (Teachers)	Descriptive Category	Rank	Weighted Mean (Learners)	Descriptive Category	Rank	Total Average Weighted Mean	Descriptive Category	Rank
1. Teachers are required to make intervention plans/ action plans that need immediate submission and implementation.	3.81	More Stressful	1	4.16	More Stressful	4	3.99	More Stressful	1
2. Teaching strategies learned are not implemented because material preparation is too limited.	3.63	More Stressful	2	4.20	Most Stressful	3	3.92	More Stressful	2
3. The diversity of learners is not addressed	3.30	More Stressful	3	4.00	More Stressful	6	3.65	More Stressful	5

because teachers lack training on this matter.								
4. There is unclear direction of assigned tasks.	2.96	Less Stressful	6	4.15	More Stressful	5	3.56	More Stressful	6
5. Time constraints in delivering a lecture.	3.20	Less Stressful	4	4.43	Most Stressful	1	3.82	More Stressful	3
6. Teachers' inadequacy in giving time and attention to their learners.	3.03	Less Stressful	5	4.31	Most Stressful	2	3.67	More Stressful	4
7. Teacher lacks/ no prepared student's routine.	2.52	Least Stressful	7	3.64	More Stressful	7	3.08	Less Stressful	7
TOTAL AVERAGE WEIGHTED MEAN	**3.21**	**Less Stressful**		**4.12**	**More Stressful**		**3.67**	**More Stressful**

Legend: 4.20-5.00- Most Stressful (MstS); **3.40-4.19-** More Stressful (MrS); **2.60-3.39-** Less Stressful (LssS); **1.80-2.59-** Least Stressful (LstS); **1.00-1.79-** Not Stressful (NS)

In Table 2.2, for the teacher part, the indicator "Teachers are required to make intervention plans or action plans that need immediate submission and implementation", ranks number 1 as more stressful, which implies that it will affect the classroom management of the teacher because he or she has to divide his or her attention between the reports and the learners, especially this time that we are addressing the learning loss. Teachers' lack of personal achievement is predicted by all aspects of emotional labor (Yilmaz et al., 2015), as cited by Jomuad (2021). Teachers should possess knowledge and ability in managing burnout because if this is not minimized, this will affect their performance in teaching. They will not be at ease performing their job because of stress that they experience in the workplace. With this, teachers need to widen their understanding that teaching is a complex and, in some cases, a frustrating job. In addition, indicator, "Teacher lacks/ no prepared student's routine", is in the last rank where it is the least stressful. With this, during the first day of class the teacher will implement the rules and regulations

inside the classroom and also the expectations to the learners. According to Sheffield as cited by Rabadi, S., & Ray, B., (2017) establish the code of conduct early in the year, and be sure that everyone—including the teacher—tries to stay true to it. Predictability counts: "Follow through with rewards and consequences. If you say it, mean it. And if you mean it, say it. Be clear, be proactive, and be consistent."

Table 2.2, for the learner's part, it shows that this indicator, "Time constraints in delivering a lecture" is number 1 in rank as most stressful. When they have their lesson, there is a disturbance because their teacher needs to have their reports done immediately and with that, according to Wijaya, B. J., & Prastuti, E. (2021) Being a teacher in a special school, apart from being patient and diligent, must also have a sense of sincerity in teaching. The task of teachers of children with special needs is not only teaching, but also having to nurture and take care of their students with special treatments according to the characteristics of each student. Teachers of children with special needs possess a duty and responsibility to encourage independence in their students and enable them to interact with the social environment. Teachers are also required to make questions of subject lessons that adapt to the various abilities of students. In addition, the teachers of special needs kids receive a great degree of demands and burden from their students who fail to keep up with the learning process. So, there will be no sense of sincerity in teaching because the teacher cannot keep up to the students need, especially to the ones who have more problem in their literacy and numeracy skills. Furthermore, the indicator "teacher lacks or has no prepared student's routine" ranks last because the teacher already implemented the rules and regulations, the expectations, and the routines inside the classroom. It is still worrisome for the learners, because it suggests that the procedures in the classroom are not consistently followed and that some of the teachers won't mean what they say to them, particularly when it comes to giving consequences. As a result, it will be a disorganized classroom and a chaotic setting.

Table 2.3-A Stressful Factors for Teachers as to Relationship between Teachers and Learners

Indicators	Weighted Mean (Teachers)	Descriptive Category	Rank	Weighted Mean (Learners)	Descriptive Category	Rank	Total Average Weighted Mean	Descriptive Category	Rank
1. The teacher provides support for all learners.	2.69	Less Stressful	1	3.35	Less Stressful	3	3.02	Less Stressful	2
2. The teacher cares about the academic and social well-being of learners.	2.54	Least Stressful	2	3.26	Less Stressful	5	2.90	Less Stressful	4
3. The teacher acknowledges the learners' effort through recognition and praise.	2.18	Least Stressful	5	2.53	Least Stressful	7	2.36	Least Stressful	7
4. The learners are able to ask for teacher's assistance without fear of rejection or embarrassment.	2.15	Least Stressful	6	4.15	More Stressful	1	3.15	Less Stressful	1
5. The teacher presents the information in a way that is easy to understand.	2.12	Least Stressful	7	3.31	Less Stressful	4	2.72	Less Stressful	5
6. The teacher takes the time to assist individual learners who need help.	2.22	Least Stressful	4	3.08	Less Stressful	6	2.65	Less Stressful	6
7. The teacher gets angry easily when the students do not do what the teacher asks them to do.	2.42	Least Stressful	3	3.51	More Stressful	2	2.97	Less Stressful	3
TOTAL AVERAGE WEIGHTED MEAN	2.33	Less Stressful		3.31	Less Stressful		2.82	Less Stressful	

Legend: 4.20-5.00- Most Stressful (MstS); 3.40-4.19- More Stressful (MrS);2.60-3.39- Less Stressful (LssS); 1.80-2.59- Least Stressful (LstS); 1.00-1.79- Not Stressful (NS)

Table 2.3-A shows that the indicator "the teacher provides support for all learners" is less stressful for teachers because they already know their job description according to their position. DepEd Memorandum No. 008, s.2023, entitled "Multi-year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers". This is a tool for teachers to fulfill the expected performances, one of them is that they provide focused teaching programs that meet curriculum and assessment requirements and display skills in planning, implementing, and managing learning programs. Also, they display high levels of performance in their teaching practice. In addition, they develop their professional knowledge and practice by reflecting on their own needs, and those of their colleagues and students. Furthermore, the indicator "the teacher presents the information in a way that is easy to understand" is last in rank and causes the least stress for teachers because it is the teacher's responsibility to simplify and make the material simple for the students. In Cagwait district urge the teachers to contextualize and localize our learning resources so that the students can relate to the discussion.

On the learner's response to the indicator "The learners are able to ask for the teacher's assistance without fear of rejection or embarrassment," number 1 ranks as more stressful. With this, it implies that the confidence of learners is not yet fully developed because they think that when they ask something to clarify things, the teacher will react exaggeratedly. Meanwhile, indicator, "teacher who acknowledges the learners' effort through recognition and praise", rank last with the description least stressful this means that their teachers encouraged them to give best performances and at the end of quarters they are given awards in the form of giving certification of appreciation, medals, and other forms of rewards for the hard work. The study conducted by Awang et al., (2013) as cited by Sun Y. (2021), indicated that teachers praise is a common management strategy that is used in the classroom to manage behavior and upsurge student learning engagement in the classroom.

Table 2.3-B Stressful Factors for Teachers as to Relationship between Teachers and School Head

Indicators	Weighted Mean (Teachers)	Descriptive Category	Rank	Weighted Mean (School Heads)	Descriptive Category	Rank	Total Average Weighted Mean	Descriptive Category	Rank
1. The school head gives technical assistance to improve teachers' performance.	2.44	Least Stressful	1	2.57	Least Stressful	4	2.51	Least Stressful	2
2. The school head sets a good example.	2.31	Least Stressful	2	2.64	Less Stressful	2	2.48	Least Stressful	3
3. The school head looks out for the teachers' welfare.	2.29	Least Stressful	3	2.58	Least Stressful	3	2.44	Least Stressful	4
4. The school head shares meaningful ideas.	2.28	Least Stressful	4	2.79	Less Stressful	1	2.54	Least Stressful	1
5. The school head listens to the opposing views.	2.29	Least Stressful	3	2.50	Least Stressful	5	2.40	Least Stressful	5
6. The school head gives constructive criticism to the teachers.	2.22	Least Stressful	5	2.42	Least Stressful	6	2.32	Least Stressful	6
TOTAL AVERAGE WEIGHTED MEAN	2.31	Least Stressful		2.58	Least Stressful		2.45	Least Stressful	
Legend: 4.20-5.00- Most Stressful (MstS); 3.40-4.19- More Stressful (MrS); 2.60-3.39- Less Stressful (LssS); 1.80-2.59- Least Stressful (LstS); 1.00-1.79- Not Stressful (NS)									

Table 2.3-B, on teachers' response to the indicator "the school head gives technical assistance to improve teachers' performance", rank number 1. The school heads in Cagwait district, do their job per job description like conducting classroom observation and providing technical assistance to teachers to improve their performance in school. The school head is able to make a big difference in improving student achievement through varied intervention plans, well equipped classrooms, participation of stakeholders, all for the well-being and welfare of learners. Building of a professional school community is most important, especially when the teaching and learning process largely depends on it (Rice, 2010), as cited by Van Beck, (2010). Also, the success of a school is highly dependent on an effective school head. The indication "the school head gives constructive criticism to the teachers" is also the one with the least stress among the bottom ranks. This suggests that the school head evaluates teachers' work, particularly after observing them in the classroom. This provides school head with suggestions on how to enhance their performance during the teaching-learning process.

On the part of the school head, the indicator "the school head shares meaningful ideas" ranks 1 as less stressful. It implies that during the meeting, the teacher will raise an issue and share ideas on how to solve it. Also, the school head welcomes and encourages suggestions for the betterment of their respective school. It is apparent to most school communities that a bond of trust, respect, and mutual support must be present between the school head and the teachers within a school for student achievement to prosper (Leithwood et al. (2004), Marzano, Water, & McNulty (2005), Portin et al. (2009), Louis & Leithwood et al. (2010), and Knapp et al. (2010)), as cited by Van Beck, (2010).

Table 2.3-C Stressful Factors for Teachers as to Relationship between Teacher and Teacher

Indicators	Weighted Mean	Descriptive Category	Rank
1. There is a teacher-to-teacher collaboration.	1.99	Least Stressful	6
2. Promotes motivation and encouraging gesture in the workplace.	1.97	Least Stressful	5
3. Creates a non-toxic environment.	2.07	Least Stressful	3
4. There is patience and understanding towards each other.	2.06	Least Stressful	4
5. Crab mentality is not evident among the workforce.	2.07	Least Stressful	3
6. Respect for each other's space in terms of professional and personal work is shown.	2.10	Least Stressful	2
7. The teacher has disagreement with colleagues in giving ideas and suggestions.	2.17	Least Stressful	1
TOTAL WEIGHTED MEAN	**2.06**	**Least Stressful**	
Legend: 4.20-5.00- Most Stressful (MstS); **3.40-4.19-** More Stressful (MrS); **2.60-3.39-** Less Stressful (LssS); **1.80-2.59-** Least Stressful (LstS); **1.00-1.79-** Not Stressful (NS)			

Table 2.3-C, shows that indicator "The teacher has disagreement with colleagues in giving ideas and suggestions" ranks 1 as least stressful. With this, it indicates according to Wang and Haertel, (2005), relationships between mentor teachers and novices tend to be about maintaining harmony and support,

rather than developing competence. Research on professional development reveals that interactions among mentors and their paired teachers are often reserved, non-problematic, and uncritical.

On the other hand, the indicator "there is teacher-to-teacher collaboration" comes in last place as the least stressful. By sharing their thoughts and comments, teachers support one another. The task will be completed quickly with this.

Table 2.3-D Stressful Factors for Teachers as to Relationship between Teacher and Parents

Indicators	Weighted Mean (Teachers)	Descriptive Category	Rank	Weighted Mean (Parents)	Descriptive Category	Rank	Total Average Weighted Mean	Descriptive Category	Rank
1. Stakeholders' support for each other is evident.	2.18	Least Stressful	7	3.09	Less Stressful	7	2.64	Less Stressful	6
2. Fast-paced learners' progress in academics and performance is shown.	2.42	Least Stressful	6	4.15	More Stressful	1	3.29	Less Stressful	2
3. Complete attendance in parent-teacher's meetings.	2.90	Less Stressful	2	3.20	Less Stressful	5	3.05	Less Stressful	3
4. There is consistency in providing support inside the school.	2.65	Less Stressful	3	3.31	Less Stressful	3	2.98	Less Stressful	4
5. Parents give suggestions for the betterment of the school's performance.	2.53	Least Stressful	4	3.19	Less Stressful	6	2.86	Less Stressful	5
6. Parents help in decreasing the non-literates and non-numerates in school.	3.06	Less Stressful	1	3.76	More Stressful	2	3.41	More Stressful	1
7. Parents' feedback to teachers in teaching their children is evident.	2.48	Least Stressful	5	3.23	Less Stressful	4	2.86	Less Stressful	5
TOTAL AVERAGE WEIGHTED MEAN	2.60	Less Stressful		3.42	More Stressful		3.01	Less Stressful	

Legend (Teachers): 4.20-5.00- Most Stressful (MstS); 3.40-4.19- More Stressful (MrS); 2.60-3.39- Less Stressful (LssS); 1.80-2.59- Least Stressful (LstS); 1.00-1.79- Not Stressful (NS)

Table 2.3-D, for teacher response on indicator "parents help in decreasing the non-literates and non-numerates in school" rank as 1. Given that the learners' classroom adviser provides resources, it suggests that teacher require parental help by checking in with their children at home. As a result, it may help the teacher's intervention plan's success indicator. Also, indicator "stakeholders' support for each other is evident" rank last. This suggests that if they are not also preoccupied with work, they are still present at meetings and activities.

On the other hand, the indication "fast-paced learners' progress in academics and performance is shown" is rated 1 by parents as being more stressful. This suggests that the parents' approach to raising their children is uninvolved. These are the contributing factors: failing to respond to a child's needs; having few interactions with their kids because they are too preoccupied with their own issues; and having little to no monitoring. K. Cherry. (2021). Additionally, the indicator "stakeholders' support for each other is evident" comes in last because it suggests that even if they are not also focused on their jobs, they are still present at meetings and other events.

Overall teacher and parent's relationship are not that a problematic, majority of them have a supportive parent in their respective schools. With this, it's been found that parents and teachers communicate more effectively, develop stronger relationships with one another and develop skills to support children's behaviors and learning, this was according to Sheridan, (2020).

Table 2.3-E Stressful Factor for Teachers as to Teacher and Community

Indicators	Weighted Mean (Teacher)	Descriptive Category	Rank	Weighted Mean (Community)	Descriptive Category	Rank	Total Average Weighted Mean	Descriptive Category	Rank
1. Teacher initiates the first move to welcome parents, barangay officials, local government officials, sponsor, etc. in school.	2.22	Least Stressful	4	2.27	Least Stressful	5	2.25	Least Stressful	6
2. Stakeholders' support to school activities is evident.	2.33	Least Stressful	2	2.18	Least Stressful	6	2.26	Least Stressful	5
3. Active participation of stakeholders in school activities is evident.	2.44	Least Stressful	1	3.38	Less Stressful	1	2.91	Less Stressful	1
4. There is good relationship between the teacher and community.	2.15	Least Stressful	6	2.42	Least Stressful	4	2.29	Least Stressful	4

5. There is unity among teachers and stakeholders.	2.22	Least Stressful	4	3.22	Less Stressful	2	2.72	Less Stressful	2
6. Accountability in molding the future of the learners is shown.	2.27	Least Stressful	3	3.11	Less Stressful	3	2.69	Less Stressful	3
TOTAL AVERAGE WEIGHTED MEAN	**2.27**	**Less Stressful**		**2.76**	**Less Stressful**		**2.52**	**Least Stressful**	

Legend: 4.20-5.00- Most Stressful (MstS); **3.40-4.19-** More Stressful (MrS); **2.60-3.39-** Less Stressful (LssS); **1.80-2.59-** Least Stressful (LstS); **1.00-1.79-** Not Stressful (NS)   **52**

Table 2.3-E, indicates that teacher and community relationship is in the category of least stressful, wherein it will not give so much headache to the teacher's part. With this, teachers collaborate with local universities, museums, and community service organizations to expand the cultural resources available to students and enhance their educational experience. (Wang and Haertel, 2005)

On the other hand, the community strongly agree that there is a good relationship between teachers. Schools and communities share and disseminate information through communication with each other. Communication involves sharing and transmitting message ideas or attitudes among administrators, teachers, students, parents and other interested constituents. Information sharing, and dissemination is a give-and-take process that requires perfect partnership between schools and communities for a better result. It is the flow of information between the leaders or teachers of the school, and the leaders or parents of the community (Bala, 2013), as cited by Owan (2019).

Table 2.4 Summary Table on the Stressful Factors

Indicators	Total Weighted Mean	Descriptive Category	Rank
Financial Aspects	3.48	More Stressful	1
Workloads	3.27	Less Stressful	3
Classroom Management	3.67	More Stressful	2
Relationship between Teacher and Learners	2.82	Less Stressful	5
Relationship between Teacher and School Head	2.45	Least Stressful	7
Relationship between Teacher and Teacher	2.06	Least Stressful	8
Relationship between Teacher and Parents	3.01	Less Stressful	4
Relationship between Teacher and Community	2.52	Least Stressful	6
Total Average Weighted Mean	**2.91**	**Less Stressful**	

Legend: 4.20-5.00- Most Stressful (MstS); 3.40-4.19- More Stressful (MrS);2.60-3.39- Less Stressful (LssS); 1.80-2.59- Least Stressful (LstS); 1.00-1.79- Not Stressful (NS)

The indication "financial aspects" rated as 1 in terms of overall stressful elements. Researcher might draw the conclusion that workloads and classroom management are to be blamed for their lack of financial literacy, where, in the first place, they are aware of the public teacher's pay scale. The researcher also discovered that teachers from small schools choose workloads as one of their most stressful indicators because of other additional coordinatorships of the Deped programs and projects that need attention, focus, and reports submission. The number of teachers in every school is determined by the enrolment they have the reason why the school head cannot just ask for additional teachers because there is ideal pupil ratio followed by the top management in every division, and school. On the other hand, the indicator for "relationship between teacher and teacher" is listed last. This implies that most educators support one another's growth on both a professional and personal level, like taking up post graduate studies or avail of scholarship program offered by Deped.

The overall average total weighted mean of 2.93 with a description of less stressful shows that teachers have a wide range of effective coping mechanisms. They can control their tension even if they are loaded with responsibilities. As to what these teachers said "Think positive and enjoy." **(T3),** "Isalig nalang sa Ginoo." **(T6),** "Mag exercise.", **(T9)**, "pero sa ako stress manageable da siya kay you are the master of your own soul, so you can self-control," **(T2),** and majority of them said, that they should rest.

Sub-Problem Number 2. How effective are the coping strategies of teachers as to:
Table 3 Effective Coping Strategy to Teachers as to Active vs. Passive

Indicators	Weighted Mean	Descriptive Category	Rank
1. Shares feelings with his/her trusted friends.	4.56	Most Effective	1
2. Provides time for physical wellness.	3.81	More Effective	5
3. Gets enough rest.	3.89	More Effective	4
4. Self-composure is maintained.	4.44	Most Effective	2
5. Faces reality by mustering all resources at hand.	3.63	More Effective	7

6. Maintains self-esteem.	4.01	More Effective	3
7. Participates in stress reduction program.	3.75	More Effective	6
TOTAL WEIGHTED MEAN	**4.01**	**More Effective**	
Legend: 4.20-5.00- Most Effective (MstE); **3.40-4.19-** More Effective (MrE);**2.60-3.39-** Less Effective (LssE); **1.80-2.59-** Least Effective (LstE); **1.00-1.79-** Not Effective (NE) **55**			

Table 3, shows that "shares feelings with his or her trusted friends." is ranked first. Because the teacher wanted to release the stresses in his or her body, it signifies that one technique for managing stress is to communicate your feelings with trustworthy people.   Also, **(T4),** stated that *"Magtabi tabi, magpahungaw, manawag sa igsoon…"*. *"*Faces reality by mustering all resources at hand.", ranks last. It suggests that it is a useful coping mechanism, but it is not always the first choice because they are aware of the reality of their condition; they only need to cope if it is too much for them to manage. As a coping method, social interaction with close friends and family members is beneficial. Piedmont (2020), citing several studies, claims that it improves psychological well-being, lengthens life, lessens stress, and is good for cardiovascular health.

Table 3-A Effective Coping Strategy to Teachers as to Emotion-focused

Indicators	Weighted Mean	Descriptive Category	Rank
1. Accepts the problem as it is since there is no way to skip from.	3.70	More Effective	3
2. Gets away and forget the problem temporarily.	3.40	More Effective	4
3. Acts irritably and aggressively toward others.	2.50	Least Effective	6
4. Prepares oneself for the worst.	3.16	Less Effective	5
5. Meditates and prays regularly.	4.25	Most Effective	1
6. Look for positive outcomes of every endeavor.	4.01	More Effective	2
TOTAL WEIGHTED MEAN	3.50	**More Effective**	
Legend: 4.20-5.00- Most Effective (MstE); **3.40-4.19-** More Effective (MrE); **2.60-3.39-** Less Effective (LssE); **1.80-2.59-** Least Effective (LstE); **1.00-1.79-** Not Effective (NE)			

Table 3-A, shows that "meditates and prays regularly", is one of the most effective ways of coping with stress because it ranks as 1. With this, when you meditate and pray, you find inner peace and comfort, with the result that everything will be alright. These days, meditation is commonly used for relaxation and stress reduction. Meditation is considered a type of mind-body complementary medicine. Meditation can produce a deep state of relaxation and a tranquil mind. Furthermore, you focus your attention and eliminate the stream of jumbled thoughts that may be crowding your mind and causing stress. This process may result in enhanced physical and emotional well-being Mayo Clinic Staff, 2020. As for the last rank, the

teacher "acts irritably and aggressively toward others." It implies that this way of coping with stress is the least effective because it will lead to exhaustion.

Table 3-B Effective Coping Strategy to Teachers as to Problem-focused

Indicators	Weighted Mean	Descriptive Category	Rank
1. Accepting the responsibility.	4.01	More Effective	1
2. Create to-do list.	3.88	More Effective	4
3. Prepare timelines for every task.	3.97	More Effective	2
4. Plan for action and follow-up.	4.01	More Effective	1
5. Taking control of the situation.	3.93	More Effective	3
TOTAL WEIGHTED MEAN	3.96	**More Effective**	

Legend: 4.20-5.00- Most Effective (MstE); 3.40-4.19- More Effective (MrE); 2.60-3.39- Less Effective (LssE); 1.80-2.59- Least Effective (LstE); 1.00-1.79- Not Effective (NE)

Table 3-B, shows that "accepting the responsibility", and "plan for action and follow-up", rank as 1. This implies that teachers in Cagwait, use these coping strategies to manage their stress, as one of them shared that, "g*i set nako sa ako mind na yaon na mga stress, wala na nako gidibdib, kay kung ako dibdibon masakitan ako, mas grabi ang stress yaon sa ako, so wara dakan nako siya gi mind. I'm doing my work religiously, wara ako magpasagad. Gi trabaho nako ang ako trabahoon."* **(T1),** "…gina plastar nako na kani na day mao ni ako trabahoon." **(T8),** "d*ili na nako gina mind ang isa ka butang na dili naga sense, ipalabay dakan gayod."* **(T9).** With this, they already accepted the work that they were going to accomplish and prepared to make it an easy one to do. The indication "create a to-do list" is ranked last in this list, suggesting that it is an efficient coping mechanism. However, when people are anxious, they prefer to deal with their stress quickly rather than taking the time to write down what they need to accomplish. Accepting responsibility in order to cope with stress actually entails understanding and accepting our roles insofar as we are involved in contributing to the stress and seeking to improve. In doing this, we are not taking responsibility for the actions of others, only our own, which we have control over. Individuals who use this coping mechanism do so in order to lessen the stress of a given situation by being mindful of the influence of their own actions and words Boca Raton Drmikeadmin, (2015).

Table 3.1 Summary Table on Coping Strategies

Indicators	Total Weighted Mean	Descriptive category	Rank
Active vs. Passive	4.01	More Effective	1
Emotion-focused	3.53	More Effective	3
Problem-focused	3.96	More Effective	2
Total Average Weighted Mean	3.83	**More Effective**	

Legend: 4.20-5.00- Most Effective (MstE); 3.40-4.19- More Effective (MrE); 2.60-3.39- Less Effective (LssE); 1.80-2.59- Least Effective (LstE); 1.00-1.79- Not Effective (NE)

In summary, the active vs. passive coping approach is ranked first and is the one that teachers ought to use the most. To support this claim in table 3.1, here are the shared thoughts, *"Magtabi tabi, magpahungaw, manawag sa igsoon, mananom, makatulog."* **(T4),** **"***Mag relax ko, para makapagawas ko saakong stress.***"** **(T8),** *"Mag exercise."* **(T9).** The last rank in this table is the emotion-focused. After getting enough rest, spending time with their loved ones and trusted friends, and taking care of their physical health, they will turn their attention to their mental health and begin to meditate in order to achieve the inner peace they want. "*Think positive and enjoy. Ayaw himo nga problemaha ang daghan trabahoon kay ikaw da gihapon ang mag suffer.*" **(T3).** Thus, as you work to preserve your good self-image and emotional balance, coping typically entails adapting to or enduring unpleasant events or situations. Coping takes place in the midst of serious life transitions, Cleveland Clinic, (2020).

Sub-problem number 3. Is there a significant relationship between the stressful factors as to; Financial Aspects, Workloads, Classroom Management, Relationship between; Teacher and Learners, Teacher and School Head, Teacher and Teacher, Teacher and Parents, Teacher and Community and those of Coping Strategies as to; active vs passive, emotion-focused, and problem-focused?

Table 4 Significant Relationship between Stressful Factors and Stress Coping Strategies

Source of Variances		p-value	Decision	Conclusion
coping strategies of teachers	Financial Aspects	.033	Reject H_0	Statistically Significant
	Work Load	.061	Accept H_0	No Sig. Relationship
	Classroom Management	.038	Reject H_0	Statistically Significant
	Relationship	.047	Reject H_0	Statistically Significant

Source of Variance	p-value	Decision	Conclusion
coping strategies of teachers and factors for teachers	.039	Reject H_0	Significant

Table 4 demonstrates that there was a statistically significant relationship between coping strategy and the financial aspects, classroom management, and relationships, with p-values of .033, .038, and .047, respectively. Workloads and coping mechanisms, on the other hand, do not significantly correlate, indicating that teachers at a large school share the load of responsibility. Additionally, the selection of the school head, in whom faith and trust are placed, implies that one or two teachers can assist the school head in carrying out his or her obligations.

Some large schools, according to Swastik (2011), include divisions for various courses. Teachers in this place are not as stressed. Again, when the school is understaffed, such a load gets correspondingly higher. There is an additional strain with more periods.

In summary, it concluded that there is a significant relationship between the variables of sub-problem no.1 and those of sub-problem no.2 with a P-value of .039.

Sub-Problem Number 4. What measures can be recommended to improve the stress coping strategies among public elementary school teachers of Cagwait District?

Table 5

Indicators	Weighted Mean(Teachers)	Descriptive Category	Rank	Weighted Mean(School Heads)	Descriptive Category	Rank	Total Weighted Mean	Descriptive Category	Rank
1. School heads should identify, using an open-ended survey, the work-related stressors their teachers report that are detrimental to their teaching.	4.01	More Recommendable	8	3.28	Less Recommendable	8	3.65	More Recommendable	9
2. School heads collaborate with their teachers on approaches to help reduce work-related stressors for the teaching staff through professional development.	4.16	More Recommendable	5	3.51	More Recommendable	4	3.84	More Recommendable	5
3. Superintendents and principals should provide activities for health and well-being professional development programs available to school districts in order to support their teachers in promoting long-term, healthy coping methods.	4.19	More Recommendable	4	3.71	More Recommendable	2	3.95	More Recommendable	2
4. Teachers create healthy short-term and long-term goals to cope with their work-related stressors.	4.05	More Recommendable	6	3.5	More Recommendable	5	3.78	More Recommendable	8
5. Focused training in classroom management, techniques, and student motivation be checked to determine if training in this area will reduce teacher stress levels.	4.02	More Recommendable	7	3.57	More Recommendable	3	3.80	More Recommendable	6
6. Needs assessment include development of stress reduction programs by determining teachers' stress levels, needs, topics of interest, and scheduling of the program.	4.16	More Recommendable	5	3.42	More Recommendable	7	3.79	More Recommendable	7
7. Provides time for physical wellness.	4.26	Most Recommendable	3	3.5	More Recommendable	5	3.88	More Recommendable	3
8. Prepare oneself for the worst	3.89	More Recommendable	9	3.22	Less Recommendable	9	3.56	More Recommendable	10
9. Meditate and pray	4.38	Most Recommendable	1	3.85	More Recommendable	1	4.12	More Recommendable	1
10. Team Building	4.29	Most Recommendable	2	3.43	More Recommendable	6	3.86	More Recommendable	4
TOTAL AVERAGE WEIGHTED MEAN	4.14	More Recommendable		3.50	More Recommendable		3.82	More Recommendable	

Legend: 4.20-5.00- Most Recommendable (MstR); 3.40-4.19- More Recommendable (MrR); 2.60-3.39- Less Recommendable (LssR); 1.80-2.59- Least Recommendable (LstR); 1.00-1.79- Not Recommendable (NR)

Table 5, the weighted mean of the teacher and school administrators "meditate and pray,", have the same rank as the most recommendable measures to improve stress coping strategies. With this, it implies that teachers in Cagwait district use meditation and prayer to cope with stress because it brings them inner peace. In an interview, the majority of them stated that, *"Ang ako gihimo, una magmeditate kaw, mag ampo sa Ginoo na iguide kaw niya, kay para malamdagan kaw o ma enlighten imong mind na makaya da ang tanan."* **(T1), "***Prayer. Isalig nalang sa Ginoo."* **(T6).** On the last rank for teachers and school administrators, it is "Prepare oneself for the worst," wherein it is not the most recommendable measure in coping with stress because it is given that the teacher must prepare for everything they do and have an idea of its consequences. With that, meditation and prayers give a sense of calm, peace, and balance that can benefit both your emotional well-being and your overall health. You can also use it to relax and cope with stress by refocusing your attention on something calming. Meditation can help you learn to stay centered and maintain inner peace, (Mayo Clinic Staff, (2020)). In addition, Research has shown that people pray

more when experiencing stressful life situations, Ai, Peterson, Bolling, & Rodgers, 2006, Prayer has been shown to help the effects of depression in a wide variety of samples. Numerous correlational findings indicate that prayer is a healthy and effective technique for those who are depressed or who are experiencing pain and emotional suffering. Private religious involvement and prayer has been positively correlated with, faster recovery rates of depression, and lower rates of suicide across multiple studies, although some studies find that prayer use may increase in those who are depressed as a means to help cope with depressive symptom (Kennedy, 1998; Koenig, King, & Carson, 2012; Koenig, McCullough, & Larson, 2001, for a review). Prayer is a way for people to cope with depressive symptoms and health issues, across a variety of religions and belief ystems (Coleman, et al., 2006). In a study of religious beliefs and practices, faith (belief) and prayer (practice) were seen as the most helpful (Loewenthal, Cinnirella, Evdoka, & Murphy, 2001). "There is an overall positive relationship between many measures of religiosity and measures of mental health, (Loewenthal, et al., 2001)." As cited by Wachholtz et.,al (2012).

Sub-Problem Number 5. What intervention program can be designed to improve the stress coping strategies among public elementary school teachers of Cagwait district?
Rationale:
Stress is defined in terms of unpleasant negative emotions, such as anger, frustration, anxiety, depression, and nervousness that a person experiences due to some facets of their job (Kyriacou, 2001). Thus, stress should be prevented and managed to low the risk of its effect such as mental and medical health problems.

In a particular group of workers like the teachers, they need to balance their daily undertakings and avoid getting stressed because stress can endanger one's life. The management must see to it that employees are in good state of physical, social, emotional, and spiritual conditions because they are handling children.

In Cagwait District particularly, teachers have a lot of things done other than facilitating learning. These are a number of coordinatorship, doing some of the tasks of the school heads, coping the demands like submission of a number of reports, etc. It seems that teachers have no more time in themselves their families and other involvement in the community. Instead they are so much focused on their tasks yet due to so many interruptions, like preparing other reports, their main tasks sometime become their burden.

Objectives:
This study aims to manage the stress causing activities in the workplace through researcher made intervention plan.

PROGRAMS/ PROJECTS	OBJECTIVES	PROPOSED ACTIVITIES	TARGET OUTPUTS	TIME FRAME	PHYSICAL TARGETS	FINANCIAL REQUIREMENTS			KEY PERSONS INVOLVED	LOCATION
						EXPENDITURE ITEMS	ESTIMATED COST	FUNDING SOURCE		

Pre-Implementation	To address stress management & coping mechanism through a training workshop.	Present to district supervisor the plan for stress management for the conduct of a training.	Training design	September 8, 2023	Supervisor and 14 School Heads	Snacks	P 1,600.00	Personal	Supervisor School Heads	District Office
Implementation	To conduct 2-Day district Stress Management Training.	2-Day Stress Management Training	Reflections/ Insights	2nd and 3rd week of December 2023	Supervisor -4 speakers -Secretariat -ICT -69 teachers and 7 school heads (Batch 1)-December 15-16, 2023 -69 teachers and 7 schoo	-8 snacks and 4 lunches - 2 reams of bond paper - 100 pcs. cartolina (assorted) - 4 inks	-Batch 1- P41,500.00 Batch 2- P41,500.00 - P500.00 P1,000.00 P1,600.00 **Total= P86,100.00**	Local funds (SEF, MOOE)	Batch 1 & 2 teachers and school heads Supervisor Secretary Speakers Technical Working Group	TBA

					l heads (Batch 2)-December 18-19, 2023			**66**		
Post Implementation	To submit training accomplishment report	Reporting of the QATAME (Quality Assurance, Technical Assistance, Monitoring & Evaluation) Results	Accomplishment Report	May 2, 2024	All teachers of Cagwait District	N/A	N/A	N/A	All teachers of Cagwait District	School

Prepared by:

CHRISTINE V. QUINTO
CHAPTER 5
SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS
This chapter presents the summary of findings, conclusion, and recommendations offered from the study.

Summary of Findings
From the analyzed and interpreted data, the following summary of findings are as follows:
1. As to stressful factors for teachers, financial aspects with a weighted mean of 3.48, categorized as "more stressful" ranked 1, followed by workloads with a weighted mean of 3.43, categorized as "more stressful", and relationships between teacher and teacher with a weighted mean of 2.06, categorized as "least stressful," ranked last. These findings suggest that teachers struggle to make ends meet on their wages. In addition, in order to equitably share the duties and responsibilities within the school, workloads will also depend on the number of teachers. Furthermore, the teacher-teacher relationship

shows that in the Cagwait District, teachers support and encourage one another by sharing thoughts and criticism.

2. As to the effectiveness of coping strategies for the Cagwait District teachers, active vs. passive with a weighted mean of 4.01, categorized as "more effective" ranked 1, followed by problem-focused with a weighted mean of 3.96, categorized as "more effective". Lastly, emotion-focused with a 3.53 weighted mean, categorized as "more effective," ranked last. This signifies that teachers should be provided a day of uninterrupted relaxation and that programs and training should be made available to help them deal with their stress issues.

3. As to the level of significance, it can be concluded that there is a significant relationship as to the financial aspects, classroom management, and relationships between learners, school heads, teachers, parents, and the community with regard to coping strategies. However, there is no significant relationship between workloads and coping strategies because the number of teachers and the choice of the school's leader, in whom confidence and trust are placed, will both affect workloads. This suggests that one or two teachers can help the school heads fulfill his or her duties.

4. As to the recommended measures to improve coping strategies, "meditate and pray" with a weighted mean of 4.12, categorized as "more recommendable" ranked 1, followed by "providing activities for health and well-being programs to support teachers in promoting long-term, healthy coping methods" with a weighted mean of 3.95, categorized as "more recommendable". Lastly, the indicator "prepare oneself for the worst" ranked last. This suggests that training and activities for teachers' health and well-being should be strengthened.

5. Lastly, in Cagwait District, teachers do a lot of things other than facilitate learning. It seems that teachers have no more time for themselves, their families, or other involvement in the community. Also, they are so focused on their tasks, yet due to so many interruptions, like preparing other reports, their main tasks sometimes become their burden. With this, the researcher created an intervention plan to provide guidance, offer activities, and support teachers' personal and professional development.

Conclusions

Based on the findings of this study, the following conclusions were drawn:

1. The Cagwait District teachers need capacity building for financial literacy.
2. To help the teachers relieve stress, the indicators in their coping plan should be put into practice once a week.
3. According to the overall results, stressful situations and coping mechanisms are correlated.
4. The teachers of Cagwait District joined or are involved in a religious organization, programs, and activities.
5. The intervention plan will be the basis on creating a training design about managing stress.

Recommendations

Because of the study's result, the following recommendations were formulated:

1. The school administrator should provide financial literacy sessions to enhance their knowledge on financial matters. It is highly recommended that the workloads be equally divided to teachers so that the teachers have still time to prepared the needed materials in teaching.
2. The school administrator offer a team building to teachers. Also, they should promote that work should stay on the workplace, to give teachers the time for rest after an 8-hour duty.

3. Teacher should discipline themselves by not extending their works at home. No overtime be done by teachers.
4. The school administrator initiate a recollection or retreat to give rest or give inner peace to teachers. Also, the annual medical check- up will include mental health of teachers.
5. This intervention plan will be institutionalized and become a part of routines in every school year.
6. The teacher should improve his or her lifestyle.
7. The teacher will achieve the lifestyle of being disciplined in terms of his or her finances.

BIBLIOGRAPHY

1. Ahmed, I. (2019). Causes of Teacher Stress: its Effects on Teacher Performance and Health Problems. International Journal of Management and Business Sciences, 1(1), 1-13. doi: 10.63105/ijmbs.2019.1.1.6
2. Albright, S. D. & K. (n.d.). How to Help Teachers Manage Their Stress and Anxiety. Blog.teachboost.com. Retrieved May 2, 2023, from https://blog.teachboost.com/how-to-help-teachers-manage-their-stress-and-anxiety
3. Alson, J. (2019). Number 2 Article 3 4-2019 Recommended Citation Alson. Journal of Research Initiatives, 4(2), 3. https://digitalcommons.uncfsu.edu/cgi/viewcontent.cgi?article=1165&context=jri
4. Austin, V., Shah, S., & Muncer, S. (2005). Teacher stress and coping strategies used to reduce stress. Occupational Therapy International, 12(2), 63–80. https://doi.org/10.1002/oti.16
5. Balladares, H., et al., (2018) Stress Level and its Relationship with Attitude, Demographic Characteristics, and Coping Strategies. Ateneo De Davao University. Davao City, Philippines.
6. Berjot, S., & Gillet, N. (2011). Stress and Coping with Discrimination and Stigmatization. *Frontiers in Psychology*, *2*. https://doi.org/10.3389/fpsyg.2011.00033
7. Bulilawa, R., et.al (2021) Stressors and Coping Mechanisms of Teachers TECHNIUM PRESS: Romania, 2021
8. Cherry, K. (2021, July 26). Uninvolved Parenting and Its Effects on Children. Verywell Mind. https://www.verywellmind.com/what-is-uninvolved-parenting-2794958
9. Cleveland clinic. (2020, November 24). Stress: Coping With Life's Stressors. Cleveland Clinic. https://my.clevelandclinic.org/health/articles/6392-stress-coping-with-lifes-stressors
10. Clipa, O. (2018). Teacher Stress and Coping Strategies. In *Lumen Proceedings*. https://doi.org/10.18662/lumproc.icsed2017.14
11. Donguines, Iris & Deguma, Jabin & Case-Deguma, Melona & Capuno, Reylan & Pinili, Lilibeth & Pantaleon, Anabelle & Paulo, Johanna & Jr, Juanito & Arroz, Mitchelle. (2021). Teacher-Education Students' Stress Experience, Coping Strategies, and Pre-Teaching Performance: A Case in a Public Higher Education Institution in the Province of Cebu, Philippines. Journal of Educational and Social Research. 11. 235. 10.36941/jesr-2021-0143.
12. Drmikeadmin (2015) *Blog - page 7 of 29 - boca raton psychiatrist: Florida psychologists*, *Boca Raton Psychiatrist | Florida Psychologists*. Available at: https://drmikemd.com/blog/page/7 (Accessed: 22 June 2023).
13. ERTÜRK, R. (2022). The Effect of Teachers' Quality of Work Life on Job Satisfaction and Turnover Intentions. *International Journal of Contemporary Educational Research*. https://doi.org/10.33200/ijcer.1022519

14. Ferguson, K., Mang, C., & Frost, L. (2017). Teacher Stress and Social Support Usage. *Brock Education Journal*, *26*(2). https://doi.org/10.26522/brocked.v26i2.606

15. Fuente, Jesús & Amate, Jorge & González-Torres, María Carmen & Artuch, Raquel & García Torrecillas, Juan Manuel & Fadda, Salvatore. (2020). Effects of Levels of Self-Regulation and Regulatory Teaching on Strategies for Coping with Academic Stress in Undergraduate Students. Frontiers in Psychology. 11. 22. 10.3389/fpsyg.2020.00022.

16. GoodTherapy. (2018, September 26). Coping Mechanisms. GoodTherapy.org Therapy Blog. https://www.goodtherapy.org/blog/psychpedia/coping-mechanisms

17. Hernando-Malipot, M. (2022, October 1). "Heart-breaking": Group says more Filipino teachers apply for work abroad [Review of "Heart-breaking": Group says more Filipino teachers apply for work abroad]. Manila Bulletin. https://mb.com.ph/2022/09/30/heart-breaking-group-says-more-filipino-teachers-apply-for-work-abroad/

18. Jomuad, Perlito D., et.al (2021) Teachers' workload in relation to burnout and work performance. Misamis University, Ozamiz City, Philippines (https://journalissues.org/ijeprr/wp-content/uploads/sites/7/2021/04/Jomuad-et-al-.pdf)

19. Klapproth, F., Federkeil, L., & Heinschke, F. (2020). Teachers experiences of stress and their coping strategies during COVID - 19 induced distance teaching. Journal of Pedagogical Research, 4(4), 1–9. https://doi.org/10.33902/jpr.2020062805

20. Krohne, H.W.. (2001). Stress and Coping Theories. 10.1016/B0- 08-043076-7/03817-1.

21. Kyriacou, Chris. (2001). Teacher Stress: Directions for future research. Educational Review - EDUC REV. 53. 27-35. 10.1080/00131910120033628.

22. Learning, M. (2020, April 13). The Rise of Teacher Stress. Marco Learning. https://marcolearning.com/crayons-and-cortisol-the-epidemic-of-teacher-stress/

23. Mayo Clinic Staff (2020, April 22). Meditation: A simple, fast way to reduce stress. Mayo Clinic. https://www.mayoclinic.org/tests procedures/meditation/in-depth/meditation/art-20045858

24. Mingoa, T. (2017) Filipino Teachers' Stress Levels and Coping. Strategies. Presented at the DLSU Research Congress 2017 De La Salle University, Manila, Philippines.

25. OBryan, Sonia, "Work-Related Stress and Coping Strategies for Elementary Teachers" (2019). Culminating Projects in Education Administration and Leadership. 62

26. OECD. (2020, September 24). Strengthening online learning when schools are closed: The role of families and teachers in supporting students during the COVID-19 crisis. OECD. https://www.oecd.org/coronavirus/policy-responses/strengthening-online-learning-when-schools-are-closed-the-role-of-families-and-teachers-in-supporting-students-during-the-covid-19-crisis-c4ecba6c/

27. Owan, Valentine Joseph, School-community Relationship and School System Effectiveness in Secondary Schools in Cross River State (April 30, 2019). Owan, V. J. (2019). School-community relationship and school system effectiveness in secondary schools in Cross River State. World Journal of Vocational Education and Training, 1(1), 11–19., Available at SSRN: https://ssrn.com/abstract=3394443

28. Pamela Akinyi, M., Odera, P., & Yambo, J. (2017). Effect of Emotion Focused Coping Techniques of Stress Management on Secondary School Student Leadership in Kenya. *American Journal of Educational Research*, *5*(9), 996–1003. https://doi.org/10.12691/education-5-9-12

29. Piedmont. (2020). 4 Reasons Friends and Family are Good for Health | Piedmont Healthcare. Piedmont.org. https://www.piedmont.org/living-better/4-reasons-friends-and-family-are-good-for-your-health

30. Publishing, S. (2019). Causes of Teacher Stress: its Effects on Teacher Performance and Health Problems. *www.academia.edu*. https://www.academia.edu/39170705/Causes_of_Teacher_Stress_its_Effects_on_Teacher_Performance_and_Health_Problems

31. Rabadi, S., & Ray, B. (2017, November 14). 5 Principles of Outstanding Classroom Management. Edutopia. https://www.edutopia.org/article/5-principles-outstanding-classroom-management/

32. Rosenberg, Tyler Christine, "Teacher stress: An assessment of teachers' need for and receptiveness towards a stress reduction program within one rural school system" (2010). Educational Specialist. 98.

33. Sahito, Z., & Vaisanen, P. (2017). Effect of ICT Skills on the Job Satisfaction of Teacher Educators: Evidence from the Universities of the Sindh Province of Pakistan. International Journ 80 Iigher Education, 6(4), 122. https://doi.org/10.5430/ijhe.v6n4p122

34. Sheridan, S. M. (2020, November 9). *Establishing healthy parent-teacher relationships for early learning success*. Early Learning Network. Retrieved April 25, 2023, from https://earlylearningnetwork.unl.edu/2018/08/29/parent-teacher-relationships/

35. Sincero, M. (2012). How does Stress Affect Performance? RetrievedDecember19th, 2014. from Explorable.com: https://explorable.com/how-does-stress-affect-performance.

36. Smith, Kasee L., "Coping Mechanisms and Level of Occupational Stress Among Agriculture Teachers and Other Teaching Populations" (2012). All Graduate Theses and Dissertations. 1391.

37. Sun Y. (2021). The Effect of Teacher Caring Behavior and Teacher Praise on Students' Engagement in EFL Classrooms. *Frontiers in psychology*, *12*, 746871. https://doi.org/10.3389/fpsyg.2021.746871

38. Swastik. (2011, May 11). Work-load Distribution of Teachers in Schools. PreserveArticles.com: Preserving Your Articles for Eternity. https://www.preservearticles.com/articles/work-load-distribution-of-teachers/4858

39. Taft, M. K., Hosein, Z. Z., & Mehrizi, S. M. T. (2013). The Relation between Financial Literacy, Financial Wellbeing and Financial Concerns. *International Journal of Business and Management*, *8*(11). https://doi.org/10.5539/ijbm.v8n11p63

40. Ugwuja, F. (2009) Preferred Stress Management Strategies Adopted by the Administrative Staff of Tertiary Institutions in Federal Capital Territory (FCT), Abuja. University of Nigeria, Nsukka. Nigeria, Africa

41. Valentine J, O. (2019). School-Community Relationship and School System Effectiveness in Secondary Schools in Cross River State. World Journal of Vocational Education and Training, 1(1), 11–19. https://doi.org/10.18488/journal.119.2019.11.11.19

42. Van Beck, Scott A. "The importance of the relationships between teachers and school principals." Unpublished Doctor of Education Dissertation, University of Houston, May, 2010.http://hdl.handle.net/10657/258

43. Vizconde, Camilla D. (2012). Stress and coping strategies of ESL (English as a second language) teachers in the Philippines. The Asian Journal of Educational Research and Synergy, 4(1 and 2), 1–1. https://ejournals.ph/article.php?id=1303

44. Wachholtz, A. B., & Sambamthoori, U. (2012). National Trends in Prayer Use as a Coping Mechanism for Depression: Changes from 2002 to 2007. Journal of Religion and Health, 52(4), 1356–1368. https://doi.org/10.1007/s10943-012-9649-y

45. Wang, M. C., Genev, & Haertel, D. (2005). *LSS Spo tlight on Student Success Teacher Relationships*. http://msan.wceruw.org/documents/resources_for_educators/Relationships/Teacher%20Relationships.pdf

46. Wijaya, B. J., & Prastuti, E. (2021). The Contribution of Workload and Stress towards Burnout in Special Needs Teachers. KnE Social Sciences, 4(15), 263–283. https://doi.org/10.18502/kss.v4i15.8215

47. Zarate, Pamfila B. "Lifestyle and Financial Management of Public- School Teachers." *Liceo Journal of Higher Education Research*, vol. 11, no. 1, Dec. 2015, pp. 203+. *Gale Academic OneFile*, link.gale.com/apps/doc/A512855554/AONE?u=googlescholar&sid=bookmark-AONE&xid=852f210e. Accessed 23 Apr. 2023.

Appendix A

Name:
Position:
School Assignment:
Type of School:
Length of Service:

Part I. Stressful Factors for the Teacher

Directions: Please check (/) the number that is stressful to teachers in terms of the following factors:

5- **most stressful**   4- **more stressful**   3- **less stressful**

2- **least stressful**   1- **not stressful**

Indicators	5	4	3	2	1
A. Financial Aspects					
1. Salary is enough for the daily needs.					
2. Salary can support the educational needs of the family members.					
3. Salary is under a loan.					
4. Salary receivable is always consumed within the month.					
5. Salary is delayed.					
6. Net take-home pay is still manageable.					
7. Net take-home pay is sufficient for relaxation and travel.					
B. Workloads					
1. Teachers is assigned multiple coordinatorship.					
2. Performs other tasks of the school head.					
3. Member in other areas like fiscal management of the school as canvasser, inspectorate, BAC member, etc.					
4. Teacher is a member of the school planning team.					

5. Areas for improvement of school are handed down to teachers other than focus on teaching-learning engagements.					
6. Attendance to seminars, meeting, and emergency call-ups.					
7. Teacher is overloaded.					
C. Classroom Management					
1. Teachers are required to make intervention plans/ action plans that need immediate submission and implementation.					
2. Teaching strategies learned are not implemented because material preparation is too limited.					
3. The diversity of learners is not addressed because teachers lack training on this matter.					
4. There is unclear direction of assigned tasks.					
5. Time constraints in delivering a lecture.					
6. Teachers' inadequacy in giving time and attention to their learners.					
7. Teacher lacks/ no prepared student's routine.					
D. Relationship between Teachers and Learners					
1. The teacher provides support for all learners.					
2. The teacher cares about the academic and social well-being of learners.					
3. The teacher acknowledges the learners' effort through recognition and praise.					
4. The learners are able to ask for teacher's assistance without fear of rejection or embarrassment.					
5. The teacher presents the information in a way that is easy to understand.					
6. The teacher takes the time to assist individual learners who need help.					
7. The teacher gets angry easily when the students do not do what the teacher asks them to do.					
E. Relationship between Teachers and School Head					
1. The school head gives technical assistance to improve teachers' performance.					
2. The school head sets a good example.					
3. The school head looks out for the teachers' welfare.					
4. The school head shares meaningful ideas.					
5. The school head listens to the opposing views.					
6. The school head gives constructive criticism to the teachers.					

F. Relationship between Teacher and Teacher					
1. There is a teacher-to-teacher collaboration.					
2. Promotes motivation and encouraging gesture in the workplace.					
3. Creates a non-toxic environment.					
4. There is patience and understanding towards each other.					
5. Crab mentality is not evident among the workforce.					
6. Respect for each other's space in terms of professional and personal work is shown.					
7. The teacher has disagreement with colleagues in giving ideas and suggestions.					
G. Relationship between Teacher and Parents					
1. Stakeholders' support for each other is evident.					
2. Fast-pace learners' progress in academics and performance is shown.					
3. Complete attendance in parent-teacher's meetings.					
4. There is consistency in providing support inside the school.					
5. Parents give suggestions for the betterment of the school's performance.					
6. Parents help in decreasing the non-literates and non-numerates in school.					
7. Parents' feedback to teachers in teaching their children is evident.					
H. Teacher and Community					
1. Teacher initiates the first move to welcome parents, barangay officials, local government officials, sponsor, etc. in school.					
2. Stakeholders' support to school activities is evident.					
3. Active participation of stakeholders in school activities is evident.					
4. There is good relationship between the teacher and community.					
5. There is unity among teachers and stakeholders.					
6. Accountability in molding the future of the learners is shown.					

Part II. Effectiveness of Coping Strategies of Teachers

Directions: Please check (/) the number that best describes the teachers' coping strategies:

5- **most effective**   4- **more effective**   3- **less effective**

2- **least effective**   1- **not effective**

Indicators	5	4	3	2	1
A. Active vs Passive					
1. Shares feelings with his/her trusted friends.					
2. Provides time for physical wellness.					
3. Gets enough rest.					
4. Self-composure is maintained.					
5. Faces reality by mustering all resources at hand.					
6. Maintains self-esteem.					
7. Participates in stress reduction program.					
B. Emotion-focused					
1. Accepts the problem as it is since there is no way to skip from.					
2. Gets away and forget the problem temporarily.					
3. Acts irritably and aggressively toward others.					
4. Prepares oneself for the worst.					
5. Meditates and prays regularly.					
6. Look for positive outcomes of every endeavor.					
C. Problem-focused					
1. Accepting the responsibility.					
2. Create to-do list.					
3. Prepare timelines for every task.					
4. Plan for action and follow-up.					
5. Taking control of the situation.					

Part III. Recommendations to improve Stress Coping Strategies

Directions: Please check (/) the number that recommend measures to improve stress-coping strategies:

5- **most recommendable** 4- **more recommendable** 3- **less recommendable**

2- **least recommendable** 1- **not recommendable**

Indicators	5	4	3	2	1
Recommended measures to improve stress coping strategies					
1. School heads should identify, using an open-ended survey, the work-related stressors their teachers report that are detrimental to their teaching.					

2. School heads collaborate with their teachers on approaches to help reduce work-related stressors for the teaching staff through professional development.					
3. Superintendents and principals should provide activities for health and well-being professional development programs available to school districts in order to support their teachers in promoting long-term, healthy coping methods.					
4. Teachers create healthy short-term and long-term goals to cope with their work-related stressors.					
5. Focused training in classroom management, techniques, and student motivation be checked to determine if training in this area will reduce teacher stress levels.					
6. Needs assessment include development of stress reduction programs by determining teachers' stress levels, needs, topics of interest, and scheduling of the program.					
7. Provides time for physical wellness.					
8. Prepare oneself for the worst					
9. Meditate and pray					
10. Team Building					

Appendix B

Directions: Please check (/) the number that is stressful to learners in terms of the following factors:

5- **most stressful** 4- **more stressful** 3- **less stressful**

2- **least stressful** 1- **not stressful**

Classroom Management	5	4	3	2	1
1. Teachers are required to make intervention plans/ action plans that need immediate submission and implementation. **(Ang mga magtutudlo gikinahanglan nga maghimo ug mga plano sa interbensyon/mga plano sa aksyon nga nagkinahanglan ug hinanaling pagsumite ug pagpatuman.)**					

2. Teaching strategies learned are not implemented because material preparation is too limited. **(Ang mga estratehiya sa pagtudlo nga nakat-unan wala gipatuman tungod kay ang materyal nga pagpangandam limitado kaayo.)**					
3. The diversity of learners is not addressed because teachers lack training on this matter. **(Ang pagkalain-lain sa mga estudyante wala matubag tungod kay ang mga magtutudlo kulang sa pagbansay bahin niini nga butang.)**					
4. There is unclear direction of assigned tasks. **(Adunay dili klaro nga direksyon sa gi-assign nga mga buluhaton.)**					
5. Time constraints in delivering a lecture. **(Mga limitasyon sa oras sa paghatag ug lecture.)**					
6. Teachers' inadequacy in giving time and attention to their learners. **(Kakulang sa mga magtutudlo sa paghatag og panahon ug pagtagad sa ilang mga estudyante.)**					
7. Teacher lacks/ no prepared student's routine. **(Ang magtutudlo kulang/walay andam nga rutina sa estudyante.)**					

Relationship between Teachers and Learners	5	4	3	2	1
1. The teacher provides support for all learners. **(Ang magtutudlo naghatag suporta alang sa tanan nga mga estudyante.)**					
2. The teacher cares about the academic and social well-being of learners. **(Ang magtutudlo nagpakabana sa akademiko ug sosyal nga kaayohan sa mga estudyante.)**					
3. The teacher acknowledges the learners' effort through recognition and praise. **(Giila sa magtutudlo ang paningkamot sa mga estudyante pinaagi sa pag-ila ug pagdayeg.)**					

4. The learners are able to ask for teacher's assistance without fear of rejection or embarrassment. (**Ang mga estudyante makahimo sa pagpangayo og tabang sa magtutudlo nga walay kahadlok sa pagsalikway o kaulaw.**)					
5. The teacher presents the information in a way that is easy to understand. (**Ang magtutudlo nagpresentar sa impormasyon sa paagi nga sayon sabton.**)					
6. The teacher takes the time to assist individual learners who need help. (**Ang magtutudlo mogahin og panahon sa pagtabang sa indibidwal nga mga estudyante nga nagkinahanglan og tabang.**)					
7. The teacher gets angry easily when the students do not do what the teacher asks them to do. (**Ang magtutudlo dali masuko kung dili buhaton sa mga estudyante ang gipabuhat sa magtutudlo.**)					

Appendix C

Directions: Please check (/) the number that is stressful to parents in terms of the following factors:

5- **most stressful**   4- **more stressful**   3- **less stressful**

2- **least stressful**   1- **not stressful**

Relationship between Teacher and Parents	5	4	3	2	1
1. Stakeholders' support for each other is evident. (**Ang suporta sa mga stakeholder sa usag usa kay makita.**)					
2. Fast-pace learners' progress in academics and performance is shown. (**Ang paspas nga pag-uswag sa mga estudyante sa akademya ug pasundayag napakita.**)					
3. Complete attendance in parent-teacher's meetings. (**Kompleto ang pagtambong sa mga miting sa ginikanan ug magtutudlo.**)					
4. There is consistency in providing support inside the school. (**Adunay pagkamakanunayon sa paghatag og suporta sulod sa eskwelahan.**)					
5. Parents give suggestions for the betterment of the school's performance. (**Ang mga ginikanan mohatag og mga sugyot alang sa pag-uswag sa performance sa eskwelahan.**)					
6. Parents help in decreasing the non-literates and non-numerates in school. (**Ang mga ginikanan motabang sa pagpamenos sa dili makabasa ug sa dili makai lag numero sa eskwelahan.**)					

	5	4	3	2	1
7. Parents' feedback to teachers in teaching their children is evident. **(Ang feedback sa mga ginikanan ngadto sa mga magtutudlo sa pagtudlo sa ilang mga anak makita, pinaagi sa paghatag ug feedback form.)**					

Appendix D

Directions: Please check (/) the number that is stressful to you in terms of the following factors:

Teacher and Community	5	4	3	2	1
1. Teacher initiates the first move to welcome parents, barangay officials, local government officials, sponsor, etc. in school. **(Ang magtutudlo nagpasiugda sa unang lakang sa pag-abi-abi sa mga ginikanan, opisyal sa barangay, opisyal sa lokal nga kagamhanan, sponsor, ug uban pa sa eskwelahan.)**					
2. Stakeholders' support to school activities is evident. **(Ang suporta sa mga stakeholder sa mga kalihokan sa eskwelahan makita.)**					
3. Active participation of stakeholders in school activities is evident. **(Ang aktibong partisipasyon sa mga stakeholders sa mga kalihokan sa eskwelahan makita.)**					
4. There is good relationship between the teacher and community. **(Adunay maayong relasyon tali sa magtutudlo ug komunidad.)**					
5. There is unity among teachers and stakeholders. **(Adunay panaghiusa sa mga magtutudlo ug stakeholders.)**					
6. Accountability in molding the future of the learners is shown. **(Gipakita ang pagkamay-tulubagon sa pag-umol sa kaugmaon sa mga estudyante.)**					

Appendix E
INTERVIEW QUESTIONS FOR PARTICIPANTS

1. What are the stressors in your workplace?
2. How do these stressors affect your physical, mental, and emotional aspects?
3. What are your coping strategies as you experience the effects such stressors?
4. What are the other concerns that you want to address with the higher-ups in order to help you cope with stress?

Appendix F

February 22, 2023

VERGIL B. EDER, Ph.D.
Public Schools District Supervisor
Cagwait District
Cagwait, Surigao del Sur

Madam:

Greetings!

I, Christine V. Quinto, a masterand of Saint Theresa College of Tandag, Tandag City, Surigao del Sur. I am working on this thesis entitled **"Managing Stress among the Public Elementary School Teachers in Cagwait District".** With this, may I have the honor to seek for the approval from your good office that I would be allowed to conduct an interview to 15 teachers and give questionnaires to 138 teachers in public elementary school in Cagwait District. Rest assured, all data gathered will be treated with utmost confidentiality.

Hoping for your favorable action to this endeavor.
Thank you and God Bless.

Noted by:

Sincerely yours,   **IMELDA P. BOLA, Ph.D.**
                                                    Adviser

CHRISTINE V. QUINTO   Approved by:
  Researcher

                                        VERGIL B. EDER, Ph.D.
                                Public Schools District Supervisor

Saint Theresa College of Tandag Inc.
Graduate School
Tandag City, Surigao del Sur
Telefax (086) 211- 3046

February 17, 2023

MARILYN V. QUINTO, Ph.D.
Public Schools District Supervisor
Bayabas District
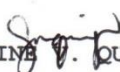Bayabas, Surigao del Sur

Madam:

Greetings!

I am working for my thesis entitled **"Managing Stress among the Public Elementary School Teachers in Cagwait District"**. The researcher would like to ask your favor to validate this researcher-made questionnaire. Rest assured that all your suggestions and other best ideas that would help improve this researcher-made questionnaire will be considered and will form part of the said study for its improvement.

Looking forward to your favorable action to this request.

Thank you.

Very truly yours,   Noted by:

CHRISTINE V. QUINTO   MARILYN V. QUINTO, Ph.D.

Republic of the Philippines

Department of Education

FEB 0 3 2023

DepEd MEMORANDUM
No. 008 , s. 2023

MULTI-YEAR GUIDELINES ON THE RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM-PHILIPPINE PROFESSIONAL STANDARDS FOR TEACHERS

To: Undersecretaries
        Assistant Secretaries
        Bureau and Service Directors
        Regional Directors
        Schools Division Superintendents
        Public Elementary and Secondary School Heads
        All Others Concerned

1.   Consistent with DepEd Order (DO) No. 2, s. 2015 prescribing the **Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education** (DepEd) and pursuant to Section 5 of DO 42, s. 2017 on the **National Adoption and Implementation of the Philippine Professional Standards for Teachers** (PPST), which mandates that **all performance appraisals for teachers shall be based on this set of standards**, this Department continues its commitment to integrating and embedding the PPST into the RPMS for teachers.

2.   Geared towards competency-based performance management, professional development, and career progression, the PPST-based RPMS for teachers shall utilize all the 37 indicators of the PPST and shall be distributed across three school years (SYs): SY 2022–2023, SY 2023–2024, and SY 2024–2025. This DepEd Memorandum titled **Multi-Year Guidelines on the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST)** details the enclosed procedures and all other necessary information on the adoption and implementation of performance management and appraisal of teachers. The tools, forms, and protocols stipulated herein are developed and modified to ensure that the measures of teacher performance throughout the next three SYs are appropriate, adaptive, and relevant to capture teachers' actual performance and are applicable to all contexts and scenarios faced by the schools adopting different learning modalities.

3.   This Memorandum shall cover all teachers in public elementary and secondary schools and community learning centers (CLCs), including those assigned to teach under the **Alternative Learning System** (ALS), **Madrasah Education**, **Special Education** (SPEd), and **Special Science Education**. It shall guide the Ratees, Raters, Approving Authorities, and other stakeholders in managing and evaluating teachers' performance anchored on the PPST.

4.   Furthermore, the RPMS timeline for the next three SYs shall be aligned with the annual **School Calendar and Activities** issued by the Department.

5.   For more information, please contact the **Bureau of Human Resource and Organizational Development**, 4th Floor, Mabini Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City through email at bhrod.hrdd@deped.gov.ph or at telephone number (02) 8470-6630.

6.   Immediate dissemination of this Memorandum is desired.

By Authority of the Secretary:

GLORIA JUMAMIL-MERCADO
Undersecretary

Encl.:
    As stated

References:
    DepEd Order (Nos. 42, s. 2017 and 2, s. 2015)

To be indicated in the Perpetual Index
        under the following subjects:

        EMPLOYEES
        OFFICIALS
        PERFORMANCE
        POLICY
        PROGRAMS
        SCHOOLS
        TEACHERS

JDMC APA MPC, DM Multi-year Guidelines on the RPMS-PPST
0042 – January 31, 2023