



TEACHERS' STRATEGIES IN COPING WITH STRESS

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Abstract

This descriptive study aimed to determine the level of teachers' strategies in coping with stress in teaching in a district under a large-sized Schools Division in the Negros Island Region during SY 2024-2025. The necessary data were collected from 50 respondents using a researcher-made survey questionnaire that had met the required tests of validity and reliability. The research ethics protocol was likewise strictly observed to ensure respondents were protected throughout the entire research process. Initial findings revealed that most respondents were generally of advanced age, married, moderately experienced in teaching, and holders of bachelor's degrees, indicating a mature teaching workforce with relatively stable income but limited advanced educational attainment. Overall, teachers demonstrated a high level of coping strategies, particularly in classroom management and social support. However, certain coping practices- such as the use of planners and digital organizing tools, seeking administrative support, ensuring adequate rest, and maintaining well-organized classroom environments- were least utilized. Despite high overall coping levels, teachers showed reluctance to engage in formal and institutional stress-management supports. Variations in coping strategies related to time management and self-care were observed across educational attainment, income level, and length of service, suggesting that professional and personal development influence the effectiveness of coping. In contrast, social support and classroom management strategies were consistently applied across groups. The study highlights the need for professional development, strengthened institutional support, and wellness initiatives to enhance teachers' stress-coping capacities.

Keywords: Teachers' stress, coping strategies, classroom management, time management, teacher well-being, descriptive research.

Bio-notes:

Mary Jane C. Fegidero is an elementary school teacher at Sta. Cruz Elementary School, under the Schools Division of the Negros Island Region, Department of Education, with one year and ten months of teaching experience. She specializes in creating inclusive and engaging learning environments that encourage critical thinking and skill development among young learners. She holds a Bachelor of Elementary Education from Bacolod City College and a vocational certificate in Computer Hardware Servicing NC II from the Negros School of Entrepreneurship and Technology. She previously served as a Literacy Teacher and is currently a Grade IV teacher, demonstrating strong communication, creativity, organization, patience, and enthusiasm for teaching.





Introduction

Rationale

Teaching is widely recognized as a profession characterized by high levels of occupational stress due to increasing instructional demands, administrative responsibilities, classroom management challenges, and continuous educational reforms (Kyriacou, 2015). Teachers are expected to balance lesson preparation, learner discipline, documentation, assessment, and compliance with institutional policies, often within limited time and resources. Prolonged exposure to these stressors may lead to burnout, reduced job satisfaction, and decreased teaching effectiveness, ultimately affecting learners' academic outcomes (Maslach & Leiter, 2016).

Despite the availability of various coping strategies such as time management, social support, self-care practices, and classroom management techniques, not all teachers consistently or effectively utilize these approaches. Differences in age, civil status, educational attainment, length of service, and income may influence how teachers cope with stress. In the context of a large-sized Schools Division in the Negros Island Region, limited empirical evidence exists on how teachers manage occupational stress and whether significant differences occur across demographic groups. This gap underscores the need to systematically evaluate teachers' coping strategies to inform targeted interventions and policy support aimed at promoting teacher well-being and maintaining instructional quality.

Literature Review

Existing literature establishes that teacher stress is a persistent issue with significant implications for mental health, instructional performance, and professional longevity. Studies grounded in the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984) emphasize that stress results from individuals' appraisal of workplace demands and their available coping resources. Research indicates that effective time management reduces workload-related stress and role ambiguity (Macan, 1994), while social support from colleagues and administrators serves as a critical buffer against emotional exhaustion (Cobb, 1976; Thoits, 2011).

Moreover, self-care practices such as adequate rest, mindfulness, and leisure activities have been linked to improved emotional regulation and reduced burnout among teachers (Jennings & Greenberg, 2009). Classroom management has likewise been identified as a key determinant of teacher stress, with well-structured routines and proactive discipline minimizing classroom disruptions and tension (Emmer & Evertson, 2016). However, prior studies also suggest that the utilization of these coping strategies varies across demographic and professional characteristics. While international and local research acknowledge these relationships, a lack of district-level evidence in the Negros Island Region, particularly in large-sized divisions, underscores the relevance of the present study.

Theoretical Underpinnings

Richard Lazarus and Susan Folkman's (1984) Transactional Model of Stress and Coping is the foundation for the current work. According to this idea, stress is a dynamic phenomenon resulting from the interaction between a person and their surroundings, rather than being solely a stimulus or a reaction. The model focuses on two primary processes: cognitive evaluation and coping. While coping is the technique used to manage stressors and regulate emotional responses (Lazarus & Folkman, 1984), cognitive assessment is the way people perceive and evaluate a stressor.





This study calls for the Transactional Model of Stress and Coping, as it reflects the ongoing and flexible way instructors evaluate and cope with challenges in their work environment. Teachers' well-being and work performance depend on the model's ability to combine several coping domains—time-management, social support, self-care, and classroom management—which is vital. Applying this hypothesis provides the research with a comprehensive view of how teachers handle job stress, not as passive consumers but as active agents shaping their reactions.

Objectives

This study aimed to determine the level of teachers' strategies for coping with stress in teaching in a district of a large-sized division in the Negros Island Region during the 2024-2025 school year. Specifically, this study sought to determine: 1) the level of teachers' strategies in coping with stress in teaching according to time-management, social support, self-care, and classroom management; 2) the level of teachers' strategies in coping with stress in teaching when grouped according to the aforementioned variables; and 3) whether a significant difference exists in the level of teachers' strategies in coping with stress in teaching when grouped and compared according to the aforementioned variables.

Methodology

The study's methodology-related components, including the research design, respondents, research instrument, data collection process, and ethical considerations, are described in this section.

Research Design

This study employs a descriptive research design to assess the level of teachers' strategies in coping with stress in teaching within a district of a large-sized division in the Negros Island Region during the 2024-2025 school year. Dudovsky (2017) defines this design as an attempt to determine, describe, or identify characteristics within the field of investigation, making it suitable for this study's objectives.

Respondents

The respondents for this study comprise 50 public school teachers from Grades 4, 5, and 6 in District II of a large Division in Negros Island Region.

Data-gathering Instrument

The instrument underwent rigorous face and content validation by three experts in research and education to ensure its accuracy in measuring the intended demographics. The validation process yielded a final validity score of 4.55, indicating an excellent result. Cronbach's Alpha was used to determine the reliability of the instrument and its internal consistency. The reliability index is 0.816, interpreted as “good,” meaning the questionnaire was highly reliable.

Procedures for Data Collection

This section fully adhered to established research protocols. Upon securing approval from the Schools Division Superintendent, the researcher personally administered the questionnaires to target respondents to ensure a high response rate and data accuracy.



Data Analysis and Statistical Treatment

Objective 1 employed a descriptive analytical scheme and the mean as a statistical tool to determine the level of teachers' readiness in coping with stress in teaching, specifically in terms of time management, social support, self-care, and classroom management. Objective 2 used the same analytical scheme and statistical tool to determine the level of teachers' strategies in coping with stress in teaching when grouped according to the aforementioned variables. Objective 3 employed comparative analytical schemes and the Mann-Whitney U test as statistical tools to determine whether significant differences existed.

Ethical Considerations

Ethical considerations were paramount throughout the study. All respondents were informed about the study's purpose, procedures, and their right to withdraw at any time without any consequences. Written consent was obtained from all participants prior to the commencement of data collection. Moreover, confidentiality was maintained by anonymizing the respondents' identities and responses to ensure privacy. The researcher conducted data collection and analysis with the utmost integrity, avoiding bias or manipulation of results. The study adhered to ethical guidelines and received approval from relevant educational authorities. It complied with institutional policies and standards for conducting research involving human subjects.

Results and Discussion

Level of Teachers' Strategies in Coping with Stress in Time Management, Social Support, Self-care, and Classroom Management

Table 1

Level of Teachers' Strategies in Coping with Stress in Time Management

Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. prioritize my tasks and responsibilities effectively.	4.74	Very High Level
2. set specific goals for my teaching schedule.	4.56	Very High Level
3. allocate dedicated time for lesson planning and preparation.	4.56	Very High Level
4. use a planner or digital tool to organize my daily teaching activities.	3.92	High Level
5. delegate tasks when necessary to manage my workload better.	4.54	Very High Level
6. take short breaks during teaching to recharge.	4.42	High Level
7. maintain a balance between teaching responsibilities and personal life.	4.60	Very High Level
8. plan my day to include time for grading and feedback.	4.46	High Level
9. use my time efficiently to complete tasks before deadlines.	4.30	High Level
10. Reflect on my daily schedule to refine my time management strategies.	4.42	High Level
Mean	4.45	High Level

Table 1 presents the levels of teachers' strategies in coping with stress related to time management. The respondents obtained an overall mean score of 4.45, which was interpreted as indicating a high level of understanding. The results imply that not all respondents use a planner or digital technology to organize their daily teaching activities; instead, they prefer to manage their time by prioritizing essential responsibilities and tasks. This approach allows them to maintain flexible schedules



and adapt to unforeseen circumstances that may arise throughout the day. Lualhati (2019), revealing that coping practices in managing time prioritize tasks, goal setting, and scheduling. Tan et al. (2020) find that well-designed stress management programs, including mindfulness training, stress-reduction workshops, and counseling services, significantly improve teachers' ability to manage stress and enhance job satisfaction.

Table 2*Level of Teachers' Strategies in Coping with Stress in Social Support*

Items <i>As a Teacher, I...</i>	Mean	Interpretation
1. seek support from colleagues when facing challenges in teaching.	4.72	Very High Level
2. discuss my teaching experiences and concerns with friends or family.	4.44	High Level
3. participate in professional learning communities for emotional and professional support.	4.58	Very High Level
4. rely on my school's administrative staff for guidance and assistance.	4.04	High Level
5. connect with fellow teachers to share strategies for managing stress.	4.66	Very High Level
6. attend social gatherings or events to foster relationships with other educators.	4.52	Very High Level
7. engage in mentorship as a mentor or mentee for mutual support.	4.52	Very High Level
8. use social media or online forums to connect with a broader teaching community.	4.40	High Level
9. seek advice from experienced teachers when handling difficult classroom situations.	4.42	High Level
10. encourage a supportive atmosphere among colleagues in my school.	4.58	Very High Level
Mean	4.48	High Level

Table 2 presents the level of teachers' strategies for coping with stress through social support. The respondents obtained an overall mean score of 4.48, indicating a high level of understanding. The result implies that most respondents do not rely on the school's administrative staffs support when facing difficulties related to teaching; instead, they prefer to seek support from their colleagues and seniors to ask and share ideas on how to cope with problems encountered in teaching. The result is supported by Santos (2017), who found that peer support groups provide emotional validation and practical advice, as well as offer strategies for managing stress and improving classroom performance. Support systems are essential in creating a supportive work environment that enables teachers to handle stress more effectively.

Table 3*Level of Teachers' Strategies in Coping with Stress in Self-Care*

Items <i>As a Teacher, I...</i>	Mean	Interpretation
1. engage in regular physical exercise to maintain my well-being.	4.60	Very High Level
2. take time off to relax and recharge when feeling overwhelmed.	4.52	Very High Level
3. practice mindfulness or meditation to manage stress.	4.50	Very High Level
4. ensure I sleep enough to stay energized for my teaching duties.	3.98	High Level
5. eat a balanced diet to maintain my health.	4.46	High Level
6. set boundaries to protect my personal time from work-related tasks.	4.38	High Level
7. engage in hobbies or activities that bring me joy outside of teaching.	4.52	Very High Level
8. seek professional help or counseling when experiencing high levels of stress.	4.34	High Level



9. reflect on my achievements and practice self-compassion.	4.32	High Level
10. take short breaks during the workday to prevent burnout.	4.36	High Level
Mean	4.39	High Level

Table 3 discloses the level of teachers' strategies in coping with stress in self-care. The respondents obtained an overall mean score of 4.39, which was interpreted as indicating a high level of understanding. The result implies that not all respondents have enough sleep due to working overtime and home responsibilities after school. However, most respondents engage in regular physical exercise to maintain their well-being. This finding is also supported by Wong et al. (2019). According to them, long working hours or overtime work reduce the time for sleep, resulting in fatigue, and may contribute to psychological and work stress.

Table 4*Level of Teachers' Strategies in Coping with Stress in Classroom Management*

Items	Mean	Interpretation
<i>As a Teacher, I...</i>		
1. establish clear rules and expectations for student behavior.	4.74	Very High Level
2. use positive reinforcement to encourage good behavior in the classroom.	4.56	Very High Level
3. implement consistent disciplinary actions when necessary.	4.66	Very High Level
4. create a structured and organized classroom environment.	4.32	High Level
5. develop strategies to manage disruptive behavior effectively.	4.76	Very High Level
6. Foster a positive teacher-student relationship to enhance classroom dynamics.	4.58	Very High Level
7. use various teaching methods to keep students engaged and minimize disruptions.	4.56	Very High Level
8. regularly assess and adjust my classroom management strategies.	4.50	Very High Level
9. encourage student participation and create an inclusive classroom atmosphere.	4.68	Very High Level
10. maintain open communication with parents about their children's behavior and progress.	4.80	Very High Level
Mean	4.61	Very High Level

Table 4 divulges the level of teachers' strategies in coping with stress in classroom management. The respondents obtained an overall mean score of 4.61, which was interpreted as very high. The result suggests that not all respondents have structured classroom environments; instead, they are more focused on developing and establishing clear rules for managing disruptive behaviors and maintaining open communication with parents of learners who exhibit undesirable behaviors. Nguyen (2017), who revealed that the sources of stress are often universal, such as student behavior and administrative demands, and cultural factors significantly influence how teachers perceive and manage stress.

Level of Teachers' Strategies in Coping with Stress in Time Management, Social Support, Self-care, and Classroom Management when grouped according to Age, Civil Status, Highest Educational Attainment, Length of Service, and Average Family Monthly Income.

Table 5*Teachers' Strategies in Coping with Stress in Time Management when grouped according to Age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I...				



1. prioritize my tasks and responsibilities effectively.	4.69	Very High Level	4.77	Very High Level
2. set specific goals for my teaching schedule.	4.56	Very High Level	4.55	Very High Level
3. allocate dedicated time for lesson planning and preparation.	4.56	Very High Level	4.55	Very High Level
4. use a planner or digital tool to organize my daily teaching activities.	4.04	High Level	3.81	High Level
5. delegate tasks when necessary to manage my workload better.	4.60	Very High Level	4.48	High Level
6. take short breaks during teaching to recharge.	4.47	High Level	4.37	High Level
7. maintain a balance between teaching responsibilities and personal life.	4.60	Very High Level	4.59	Very High Level
8. plan my day to include time for grading and feedback.	4.52	Very High Level	4.40	High Level
9. use my time efficiently to complete tasks before deadlines.	4.39	High Level	4.22	High Level
10. reflect on my daily schedule to improve time management strategies.	4.47	High Level	4.37	High Level
Mean	4.49	High Level	4.41	High Level

Table 5 presents the data on teachers' strategies for coping with stress in time management, grouped by age. Younger respondents reported an overall mean of 4.49, indicating a high level, while older respondents reported an overall mean of 4.41, also indicating a high level. The results imply that younger and older respondents prefer to prioritize their tasks and responsibilities effectively as the best strategy for managing time rather than relying on planners for their daily teaching activities. The evidence suggests that individuals across different age groups value practical approaches to time management over tools like planners, indicating a shared understanding of the importance of prioritization. By focusing on effective task management, they may feel more in control and efficient in their teaching roles. The results are supported by Lualhati (2019), who revealed that prioritizing tasks and setting goals are their best time management practices.

Table 6

Level of Teachers' Strategies in Coping with Stress in Time Management when grouped according to Civil Status

Items	Single	Interpretation	Married	Interpretation
	Mea n		Mea n	
As a teacher, I...				
1. prioritize my tasks and responsibilities effectively.	4.73	Very High Level	4.74	Very High Level
2. set specific goals for my teaching schedule.	4.47	High Level	4.61	Very High Level
3. allocate dedicated time for lesson planning and preparation.	4.47	High Level	4.61	Very High Level
4. use a planner or digital tool to organize my daily teaching activities.	3.78	High Level	4	High Level
5. delegate tasks when necessary to manage my workload better.	4.63	Very High Level	4.48	High Level



6.	take short breaks during teaching to recharge.	4.47	High Level	4.38	High Level
7.	maintain a balance between teaching responsibilities and personal life.	4.68	Very High Level	4.54	Very High Level
8.	plan my day to include time for grading and feedback.	4.26	High Level	4.58	Very High Level
9.	use my time efficiently to complete tasks before deadlines.	4.21	High Level	4.35	High Level
10.	reflect on my daily schedule to improve time management strategies.	4.42	High Level	4.41	High Level
Mean		4.41	High Level	4.47	High Level

Table 6 presents the data on teachers' strategies for coping with stress in time management, grouped by civil status. Unmarried respondents obtained an overall mean of 4.41, indicating a high level, while married respondents obtained an overall mean of 4.47, also indicating a high level. The finding entails that regardless of respondents' civil status, they showed the same coping strategies in managing time related to teaching. Both groups prioritize tasks and responsibilities over using a planner or organizational tool for their daily activities. Most respondents exhibit positive self-management, which leads to empowerment in their teaching work. The evidence indicates that effective self-management practices, such as prioritizing tasks, contribute to a sense of control and confidence among educators. As a result, they feel more empowered in their teaching roles, regardless of their personal circumstances. The result is supported by Palomique (2023), who revealed that determining priorities and focusing on what is most important to do was the best coping mechanism for managing the time of elementary teachers.

Table 7

Level of Teachers' Strategies in Coping with Stress in Time Management when grouped according to the Highest Educational Attainment

Items	Lower	Interpretation	Higher	Interpretation
	Mean		Mean	
As a teacher, I...				
1. prioritize my tasks and responsibilities effectively.	4.74	Very High Level	4.73	Very High Level
2. set specific goals for my teaching schedule.	4.61	Very High Level	4.47	High Level
3. allocate dedicated time for lesson planning and preparation.	4.61	Very High Level	4.47	High Level
4. use a planner or digital tool to organize my daily teaching activities.	4.06	High Level	3.68	High Level
5. delegate tasks when necessary to manage my workload better.	4.64	Very High Level	4.36	High Level
6. take short breaks during teaching to recharge.	4.51	Very High Level	4.26	High Level
7. maintain a balance between teaching responsibilities and personal life.	4.61	Very High Level	4.57	Very High Level
8. plan my day to include time for grading and feedback.	4.58	Very High Level	4.26	High Level
9. use my time efficiently to complete tasks before deadlines.	4.41	High Level	4.10	High Level
10. reflect on my daily schedule to improve time management strategies.	4.54	Very High Level	4.21	High Level





Mean	4.53	Very High Level	4.31	High Level
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Table 7 presents the data on teachers' strategies for coping with stress in time management, grouped by highest educational attainment. Respondents with lower educational attainment obtained an overall mean of 4.53, which was interpreted as very high. Respondents with higher educational attainment had an overall mean of 4.31, which is interpreted as high. The finding indicates that, regardless of educational background, respondents employed the same coping strategies for managing time. Most respondents prefer prioritizing tasks and responsibilities rather than using a planner for daily teaching activities. This approach enables them to focus on the most urgent and vital tasks, thereby enhancing classroom productivity. Additionally, it suggests that teachers' ability to adapt and prioritize effectively is an ordinary skill, regardless of their formal training or experience level. The result is supported by Pagela (2024), who revealed that identifying the most critical and time-sensitive administrative tasks and prioritizing them accordingly are the best coping strategies for managing time.

Table 8

Level of Teachers' Strategies in Coping with Stress in Time Management when grouped according to Length of Service

Items	Shorter	Interpretation	Longer	Interpretation
	Mean n		Mean n	
As a teacher, I...				
1. prioritize my tasks and responsibilities effectively.	4.77	Very High Level	4.66	Very High Level
2. set specific goals for my teaching schedule.	4.6	Very High Level	4.46	High Level
3. allocate dedicated time for lesson planning and preparation.	4.6	Very High Level	4.46	High Level
4. use a planner or digital tool to organize my daily teaching activities.	3.91	High Level	3.93	High Level
5. delegate tasks when necessary to manage my workload better.	4.6	Very High Level	4.4	High Level
6. take short breaks during teaching to recharge.	4.42	High Level	4.4	High Level
7. maintain a balance between teaching responsibilities and personal life.	4.68	Very High Level	4.4	High Level
8. plan my day to include time for grading and feedback.	4.48	High Level	4.4	High Level
9. use my time efficiently to complete tasks before deadlines.	4.37	High Level	4.13	High Level
10. reflect on my daily schedule to improve time management strategies.	4.4	High Level	4.46	High Level
Mean	4.48	High Level	4.37	High Level

Table 8 presents the data on teachers' strategies for coping with stress in time management, grouped by length of service. Respondents with shorter service years obtained an overall mean of 4.48, interpreted as a high level. Respondents with longer years in the service obtained an overall mean of 4.37, interpreted as a high level. The finding suggests that the respondents employed similar strategies for coping with stress, managing time in school, and performing daily activities. Most respondents prioritize tasks and utilize technology tools, such as digital record-keeping systems, which enable teachers to streamline their administrative responsibilities and allocate more time to teaching. This finding aligns



with Wilson et al. (2023), who noted that teachers display resilience by finding effective methods to manage their workload.

Table 9

Level of Teachers' Strategies in Coping with Stress in Time Management when grouped according to Average Family Monthly Income

Items	Lower	Interpretation	Higher	Interpretation
	Mea n		Mea n	
As a teacher, I...				
1. prioritize my tasks and responsibilities effectively.	4.70	Very High Level	4.76	Very High Level
2. set specific goals for my teaching schedule.	4.62	Very High Level	4.50	Very High Level
3. allocate dedicated time for lesson planning and preparation.	4.62	Very High Level	4.50	Very High Level
4. use a planner or digital tool to organize my daily teaching activities.	4.20	High Level	3.65	High Level
5. delegate tasks when necessary to manage my workload better.	4.66	Very High Level	4.42	High Level
6. take short breaks during teaching to recharge.	4.54	Very High Level	4.30	High Level
7. maintain a balance between teaching responsibilities and personal life.	4.58	Very High Level	4.61	Very High Level
8. plan my day to include time for grading and feedback.	4.66	Very High Level	4.26	High Level
9. use my time efficiently to complete tasks before deadlines.	4.50	Very High Level	4.11	High Level
10. reflect on my daily schedule to improve time management strategies.	4.62	Very High Level	4.23	High Level
Mean	4.57	Very High Level	4.33	High Level

Table 9 presents the data on teachers' strategies for coping with stress in time management, categorized by average monthly family income. Respondents with lower family income obtained an overall mean of 4.57, interpreted as a very high level. In comparison, respondents with higher family income obtained an overall mean of 4.33, interpreted as a high level. The results suggest that most teachers, regardless of their average family monthly income, employ similar strategies in managing their time at school. Most teachers prefer to prioritize tasks that they urgently need to do rather than follow their daily activities. The evidence suggests that teachers focus on immediate responsibilities rather than strictly adhering to a planned schedule, indicating a flexible approach to time management. The demands of their work environment, rather than their financial circumstances, may influence such prioritization. The result is supported by Lualhati (2019), who found that respondents prioritized tasks as their strategy for managing their time.

Table 10

Level of Teachers' Strategies in Coping with Stress in Social Support when grouped according to Age

Items	Younger	Older



	Mea n	Interpretation	Mea n	Interpretation
As a teacher, I...				
1. seek support from colleagues when facing challenges in teaching.	4.65	Very High Level	4.77	Very High Level
2. discuss my teaching experiences and concerns with friends or family.	4.47	High Level	4.40	High Level
3. participate in professional learning communities for emotional and professional support.	4.47	High Level	4.66	Very High Level
4. rely on my school's administrative staff for guidance and assistance.	4.00	High Level	4.07	High Level
5. connect with fellow teachers to share strategies for managing stress.	4.69	Very High Level	4.62	Very High Level
6. attend social gatherings or events to foster relationships with other educators.	4.34	High Level	4.66	Very High Level
7. engage in mentorship as a mentor or mentee for mutual support.	4.39	High Level	4.62	Very High Level
8. use social media or online forums to connect with a broader teaching community.	4.39	High Level	4.40	High Level
9. seek advice from experienced teachers when handling difficult classroom situations.	4.43	High Level	4.40	High Level
10. encourage a supportive atmosphere among colleagues in my school.	4.73	Very High Level	4.44	High Level
Mean	4.46	High Level	4.51	Very High Level

Table 10 presents the data on teachers' strategies for coping with stress in social support, grouped by age. Younger respondents reported an overall mean of 4.46, indicating a high level, while older respondents reported an overall mean of 4.51, indicating a very high level. The finding entails that most respondents, regardless of age, prefer to seek support from colleagues rather than school administrative staff for guidance and assistance. This preference may be attributed to camaraderie and shared experiences among colleagues, which foster a more comfortable environment for discussing challenges. Additionally, peers might offer more relatable insights and practical solutions, making them a valuable resource for support. The result is supported by Garcia (2020), who reported that Filipino teachers often rely on strong social networks, including colleagues, friends, and family members, to help them navigate difficult situations.

Table 11

Level of Teachers' Strategies in Coping with Stress in Social Support when grouped according to Civil Status

Items	Single Mea n	Interpretation	Married Mea n	Interpretation
As a teacher, I...				
1. seek support from colleagues when facing challenges in teaching.	4.57	Very High Level	4.80	Very High Level
2. discuss my teaching experiences and concerns with friends or family.	4.42	High Level	4.45	High Level
3. participate in professional learning communities for emotional and professional support.	4.57	Very High Level	4.58	Very High Level



4.	rely on my school's administrative staff for guidance and assistance.	4.10	High Level	4	High Level
5.	connect with fellow teachers to share strategies for managing stress.	4.78	Very High Level	4.58	Very High Level
6.	attend social gatherings or events to foster relationships with other educators.	4.36	High Level	4.61	Very High Level
7.	engage in mentorship as a mentor or mentee for mutual support.	4.42	High Level	4.58	Very High Level
8.	use social media or online forums to connect with a broader teaching community.	4.47	High Level	4.35	High Level
9.	seek advice from experienced teachers when handling difficult classroom situations.	4.57	Very High Level	4.32	High Level
10.	encourage a supportive atmosphere among colleagues in my school.	4.73	Very High Level	4.48	High Level
Mean		4.50	Very High Level	4.47	High Level

Table 11 presents the data on teachers' strategies for coping with stress in social support, grouped by civil status. Unmarried respondents reported an overall mean of 4.50, indicating a very high level, while married respondents reported an overall mean of 4.47, indicating a high level. The finding indicates that most respondents experiencing stress prefer to seek support from their colleagues as the most effective strategy for coping with excessive workload. This collaborative approach not only fosters a sense of camaraderie among colleagues but also helps alleviate individual burdens. By sharing their experiences and strategies, teachers can create a more supportive work environment that enhances overall well-being. The result is supported by Bagaforo (2024), who reported that teachers often rely on social support systems, such as family and colleagues, as well as spiritual practices like prayer and religious devotion, to alleviate stress.

Table 12

Level of Teachers' Strategies in Coping with Stress in Social Support when grouped according to the Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I...				
1. seek support from colleagues when facing challenges in teaching.	4.64	Very High Level	4.84	Very High Level
2. discuss my teaching experiences and concerns with friends or family.	4.45	High Level	4.42	High Level
3. participate in professional learning communities for emotional and professional support.	4.61	Very High Level	4.52	Very High Level
4. rely on my school's administrative staff for guidance and assistance.	4.09	High Level	3.94	High Level
5. connect with fellow teachers to share strategies for managing stress.	4.70	Very High Level	4.57	Very High Level
6. attend social gatherings or events to foster relationships with other educators.	4.45	High Level	4.63	Very High Level
7. engage in mentorship as a mentor or mentee for mutual support.	4.48	High Level	4.57	Very High Level



8. use social media or online forums to connect with a broader teaching community.	4.48	High Level	4.26	High Level
9. seek advice from experienced teachers when handling difficult classroom situations.	4.48	High Level	4.31	High Level
10. encourage a supportive atmosphere among colleagues in my school.	4.67	Very High Level	4.42	High Level
Mean	4.50	Very High Level	4.45	High Level

Table 12 presents the data on teachers' strategies for coping with stress in social support, grouped by highest educational attainment. Respondents with lower educational attainment obtained an overall mean of 4.50, interpreted as a very high level. In comparison, respondents with higher educational attainment had an overall mean of 4.45, indicating a high level of education. The finding implies that most respondents, regardless of their educational attainment, prefer to seek support and share strategies in managing stress rather than relying on the school's administrative staff for guidance and assistance. The result suggests a collective inclination among individuals to prioritize peer support and shared experiences over formal institutional help. The finding is supported by Seth & Ntirandekura (2022): teachers may prefer to handle certain tasks themselves to ensure accuracy and proper management rather than delegating non-teaching administrative tasks to support staff.

Table 13

Level of Teachers' Strategies in Coping with Stress in Social Support when grouped according to Length of Service

Items	Shorter	Interpretation	Longer	Interpretation
	Mea n		Mea n	
As a teacher, I...				
1. seek support from colleagues when facing challenges in teaching.	4.68	Very High Level	4.80	Very High Level
2. discuss my teaching experiences and concerns with friends or family.	4.45	High Level	4.40	High Level
3. participate in professional learning communities for emotional and professional support.	4.54	Very High Level	4.66	Very High Level
4. rely on my school's administrative staff for guidance and assistance.	4.05	High Level	4.00	High Level
5. connect with fellow teachers to share strategies for managing stress.	4.74	Very High Level	4.46	High Level
6. attend social gatherings or events to foster relationships with other educators.	4.45	High Level	4.66	Very High Level
7. engage in mentorship as a mentor or mentee for mutual support.	4.51	Very High Level	4.53	Very High Level
8. use social media or online forums to connect with a broader teaching community.	4.40	High Level	4.40	High Level
9. seek advice from experienced teachers when handling difficult classroom situations.	4.45	High Level	4.33	High Level
10. encourage a supportive atmosphere among colleagues in my school.	4.68	Very High Level	4.33	High Level
Mean	4.50	Very High Level	4.45	High Level





Table 13 presents the data on teachers' strategies for coping with stress in social support, grouped by length of service. Respondents with shorter years of service obtained an overall mean of 4.50, interpreted as a very high level. In comparison, respondents with longer years of service obtained an overall mean of 4.45, interpreted as a high level. The results suggest that both groups of respondents often seek support from colleagues as a strategy for managing their time and workloads, rather than delegating tasks to the school's administrative staff. This suggests that individuals prefer collaborating with their peers for assistance rather than relying on administrative resources. Such a choice may indicate a desire for shared responsibility and teamwork in handling professional demands. The result is supported by Santos (2015), who revealed that teachers rely on social support networks, including colleagues, family, and friends, as a primary means of coping with stress.

Table 14

Level of Teachers' Strategies in Coping with Stress in Social Support when grouped according to Average Family Monthly Income

Items	Lower	Interpretation	Higher	Interpretation
	Mea n		Mea n	
As a teacher, I...				
1. seek support from colleagues when facing challenges in teaching.	4.62	Very High Level	4.80	Very High Level
2. discuss my teaching experiences and concerns with friends or family.	4.41	High Level	4.46	High Level
3. participate in professional learning communities for emotional and professional support.	4.58	Very High Level	4.57	Very High Level
4. rely on my school's administrative staff for guidance and assistance.	4.00	High Level	4.07	High Level
5. connect with fellow teachers to share strategies for managing stress.	4.70	Very High Level	4.61	Very High Level
6. attend social gatherings or events to foster relationships with other educators.	4.3	High Level	4.65	Very High Level
7. engage in mentorship as a mentor or mentee for mutual support.	4.41	High Level	4.61	Very High Level
8. use social media or online forums to connect with a broader teaching community.	4.37	High Level	4.42	High Level
9. seek advice from experienced teachers when handling difficult classroom situations.	4.45	High Level	4.38	High Level
10. encourage a supportive atmosphere among colleagues in my school.	4.69	Very High Level	4.46	High Level
Mean	4.46	High Level	4.50	Very High Level

Table 14 presents the data on teachers' strategies for coping with stress in social support, grouped by average family monthly income. Respondents with lower family income obtained an overall mean of 4.46, interpreted as a high level. In comparison, respondents with higher family income obtained an overall mean of 4.50, interpreted as a very high level. The result indicates that most respondents favor connecting and sharing strategies with co-teachers in managing school-related stress. This collaborative approach fosters a supportive environment and enhances overall teaching effectiveness. By exchanging ideas and coping mechanisms, educators can better survive the difficulties they face in their profession.



The result is supported by Montano (2020), who revealed that most public-school teachers share ideas about coping strategies for school-related stress.

Table 15

Level of Teachers' Strategies in Coping with Stress in Self-Care when grouped according to Age

Items	Younger		Older	
	Mea n	Interpretation	Mea n	Interpretation
As a teacher, I...				
1. engage in regular physical exercise to maintain my well-being.	4.69	Very High Level	4.51	Very High Level
2. take time off to relax and recharge when feeling overwhelmed.	4.65	Very High Level	4.40	High Level
3. practice mindfulness or meditation to manage stress.	4.68	Very High Level	4.33	High Level
4. ensure I get enough sleep to stay energized for my teaching duties.	4.04	High Level	3.92	High Level
5. eat a balanced diet to maintain my health.	4.47	High Level	4.44	High Level
6. set boundaries to protect my personal time from work-related tasks.	4.34	High Level	4.40	High Level
7. engage in hobbies or activities that bring me joy outside of teaching.	4.56	Very High Level	4.48	High Level
8. seek professional help or counseling when experiencing high levels of stress.	4.56	Very High Level	4.14	High Level
9. reflect on my achievements and practice self-compassion.	4.43	High Level	4.22	High Level
10. take short breaks during the workday to prevent burnout.	4.43	High Level	4.29	High Level
Mean	4.49	High Level	4.31	High Level

Table 15 presents the data on the level of teachers' strategies for coping with stress in self-care, grouped by age. Younger respondents obtained an overall mean of 4.49, indicating a high level, while older respondents obtained an overall mean of 4.31, also indicating a high level. The result suggests that both groups of respondents, regardless of age, engage in regular physical exercise as a means of stress relief, rather than getting more sleep every day. The finding suggests that physical activity is preferred for managing stress across different age groups, highlighting its importance over increasing sleep duration. The result is supported by Cagayan (2021), who revealed that physical exercise, such as walking and jogging, is one of the self-care strategies they use to relieve stress.

Table 16

Level of Teachers' Strategies in Coping with Stress in Self-Care when grouped according to Civil Status

Items	Single		Married	
	Mea n	Interpretation	Mea n	Interpretation
As a teacher, I...				
1. engage in regular physical exercise to maintain my well-being.	4.63	Very High Level	4.58	Very High Level



2.	take time off to relax and recharge when feeling overwhelmed.	4.52	Very High Level	4.51	Very High Level
3.	practice mindfulness or meditation to manage stress.	4.47	High Level	4.51	Very High Level
4.	ensure I get enough sleep to stay energized for my teaching duties.	3.89	High Level	4.03	High Level
5.	eat a balanced diet to maintain my health.	4.47	High Level	4.45	High Level
6.	set boundaries to protect my personal time from work-related tasks.	4.31	High Level	4.41	High Level
7.	engage in hobbies or activities that bring me joy outside of teaching.	4.62	Very High Level	4.45	High Level
8.	seek professional help or counseling when experiencing high levels of stress.	4.21	High Level	4.41	High Level
9.	reflect on my achievements and practice self-compassion.	4.31	High Level	4.32	High Level
10.	take short breaks during the workday to prevent burnout.	4.31	High Level	4.38	High Level
Mean		4.37	High Level	4.40	High Level

Table 16 presents the data on teachers' strategies for coping with stress in self-care, grouped by civil status. Unmarried respondents obtained an overall mean of 4.37, indicating a high level, while married respondents obtained an overall mean of 4.40, also indicating a high level. The results indicate that, regardless of teachers' civil status, regular physical exercise may help lessen their school-related stress rather than getting enough sleep. The evidence suggests that teachers prioritize physical activity as a more effective coping mechanism for stress than sleep, highlighting the importance of exercise in their overall well-being. The result is supported by Pagela (2024), who revealed that participating in self-care activities, such as exercise, meditation, and hobbies, is a strategy teachers use to reduce stress and maintain well-being.

Table 17

Level of Teachers' Strategies in Coping with Stress in Self-Care when grouped according to the Highest Educational Attainment

Items	Lower		Higher	
	Mea n	Interpretation	Mea n	Interpretation
As a teacher, I...				
1. engage in regular physical exercise to maintain my well-being.	4.65	Very High Level	4.52	Very High Level
2. take time off to relax and recharge when feeling overwhelmed.	4.64	Very High Level	4.31	High Level
3. practice mindfulness or meditation to manage stress.	4.64	Very High Level	4.26	High Level
4. ensure I get enough sleep to stay energized for my teaching duties.	4.06	High Level	3.84	High Level
5. eat a balanced diet to maintain my health.	4.45	High Level	4.47	High Level
6. set boundaries to protect my personal time from work-related tasks.	4.48	High Level	4.21	High Level
7. engage in hobbies or activities that bring me joy outside of teaching.	4.54	Very High Level	4.47	High Level



8.	seek professional help or counseling when experiencing high levels of stress.	4.54	Very High Level	4.00	High Level
9.	reflect on my achievements and practice self-compassion.	4.51	Very High Level	4.00	High Level
10.	take short breaks during the workday to prevent burnout.	4.41	High Level	4.26	High Level
Mean		4.49	High Level	4.23	High Level

Table 17 illustrates the data on teachers' strategies for coping with stress in self-care, grouped by highest educational attainment. Respondents with lower educational attainment had an overall mean of 4.49, which is interpreted as a high level. In contrast, respondents with higher education had an overall mean of 4.23, also interpreted as a high level. The finding implies that regardless of teachers' educational backgrounds, they found physical exercise to be a better stress reliever than getting enough sleep. Sleep is undeniably important for overall health, but this study suggests that physical activity may offer immediate benefits in managing stress levels. As such, teachers might consider incorporating regular exercise into their routines to enhance their well-being and effectiveness in the classroom. The result is supported by Santos (2015), who reported that engaging in self-care activities, such as exercise, relaxation, and prayer, helps alleviate stress.

Table 18

Level of Teachers' Strategies in Coping with Stress in Self-Care when grouped according to Length of Service

Service				
Items	Shorter	Interpretation	Longer	Interpretation
	Mea n		Mea n	
As a teacher, I...				
1. engage in regular physical exercise to maintain my well-being.	4.60	Very High Level	4.60	Very High Level
2. take time off to relax and recharge when feeling overwhelmed.	4.62	Very High Level	4.26	High Level
3. practice mindfulness or meditation to manage stress.	4.61	Very High Level	4.20	High Level
4. ensure I get enough sleep to stay energized for my teaching duties.	4.14	High Level	3.60	High Level
5. eat a balanced diet to maintain my health.	4.48	High Level	4.40	High Level
6. set boundaries to protect my personal time from work-related tasks.	4.37	High Level	4.40	High Level
7. engage in hobbies or activities that bring me joy outside of teaching.	4.54	Very High Level	4.46	High Level
8. seek professional help or counseling when experiencing high levels of stress.	4.51	Very High Level	3.93	High Level
9. reflect on my achievements and practice self-compassion.	4.48	High Level	3.93	High Level
10. take short breaks during the workday to prevent burnout.	4.40	High Level	4.26	High Level
Mean	4.48	High Level	4.20	High Level

Table 18 presents the data on teachers' strategies for coping with stress in self-care, grouped by length of service. Respondents with shorter years of service obtained an overall mean of 4.48, interpreted





as a high level. In comparison, respondents with longer years of service obtained an overall mean of 4.20, also interpreted as a high level. The result implies that teachers with shorter years of service tend to favor taking time to relax and have a break when feeling overwhelmed. At the same time, teachers with longer years of service prefer to engage in physical exercise to relieve stress. This difference in coping strategies may be attributed to their varying experience levels and personal routines development over time. As teachers gain more years in the profession, they might find that physical activity is a more effective outlet for stress relief, while newer teachers may still be exploring different ways to manage their workload. This finding aligns with the study of Pokhrel (2024), which revealed that teachers who adopt strategies such as regular exercise and maintaining a healthy lifestyle are better equipped to handle the demands of their profession, contributing to a more positive and productive educational environment.

Table 19

Level of Teachers' Strategies in Coping with Stress in Self-Care when grouped according to Average Family Monthly Income

Items	Lower	Interpretation	Higher	Interpretation
	Mea n		Mea n	
As a teacher, I...				
1. engage in regular physical exercise to maintain my well-being.	4.65	Very High Level	4.53	Very High Level
2. take time off to relax and recharge when feeling overwhelmed.	4.58	Very High Level	4.46	High Level
3. practice mindfulness or meditation to manage stress.	4.66	Very High Level	4.34	High Level
4. ensure I get enough sleep to stay energized for my teaching duties.	4.00	High Level	3.96	High Level
5. eat a balanced diet to maintain my health.	4.45	High Level	4.46	High Level
6. set boundaries to protect my personal time from work-related tasks.	4.45	High Level	4.30	High Level
7. engage in hobbies or activities that bring me joy outside of teaching.	4.50	Very High Level	4.54	Very High Level
8. seek professional help or counseling when experiencing high levels of stress.	4.54	Very High Level	4.15	High Level
9. reflect on my achievements and practice self-compassion.	4.45	High Level	4.19	High Level
10. take short breaks during the workday to prevent burnout.	4.37	High Level	4.34	High Level
Mean	4.47	High Level	4.33	High Level

Table 19 presents the data on teachers' strategies for coping with stress in self-care, grouped by average family monthly income. Respondents with lower family incomes had an overall mean of 4.47, indicating a high level. In comparison, respondents with higher family incomes obtained an overall mean of 4.33, also interpreted as a high level. The finding suggests that teachers with lower incomes are more likely to practice mindfulness or meditation to manage stress. In contrast, teachers with higher incomes often engage in hobbies or activities that bring them joy outside of teaching, which helps relieve stress. This difference in stress management strategies may reflect varying resources and opportunities available to teachers based on their income levels. The results, as reported by Caganyan (2021), support the idea that mindfulness can help reduce work-related stressors.



Table 20

Level of Teachers' Strategies in Coping with Stress in Classroom Management when grouped according to Age

Items	Younger		Older	
	Mea n	Interpretation	Mea n	Interpretation
As a teacher, I...				
1. establish clear rules and expectations for student behavior.	4.65	Very High Level	4.81	Very High Level
2. use positive reinforcement to encourage good behavior in the classroom.	4.43	High Level	4.66	Very High Level
3. implement consistent disciplinary actions when necessary.	4.69	Very High Level	4.62	Very High Level
4. create a structured and organized classroom environment.	4.26	High Level	4.37	High Level
5. develop strategies to manage disruptive behavior effectively.	4.82	Very High Level	4.70	Very High Level
6. foster a positive teacher-student relationship to enhance classroom dynamics.	4.56	Very High Level	4.59	Very High Level
7. use various teaching methods to keep students engaged and minimize disruptions.	4.56	Very High Level	4.55	Very High Level
8. regularly assess and adjust my classroom management strategies.	4.43	High Level	4.55	Very High Level
9. encourage student participation and create an inclusive classroom atmosphere.	4.69	Very High Level	4.66	Very High Level
10. maintain open communication with parents about their children's behavior and progress.	4.78	Very High Level	4.80	Very High Level
Mean	4.59	Very High Level	4.63	Very High Level

Table 20 presents the data on the level of teachers' strategies for coping with stress in classroom management, grouped by age. Younger respondents obtained an overall mean of 4.59, indicating a very high level, while older respondents obtained an overall mean of 4.63, also indicating a very high level. The result suggests that both younger and older teachers develop strategies and establish clear rules as coping mechanisms to mitigate stress caused by the disruptive behavior of learners. The finding suggests that teachers recognize the importance of structured approaches to manage classroom disruptions, regardless of age, and do so effectively. Doing so creates a more conducive learning environment for them and their students. The result is supported by Chen and Li (2018), who reported that student behavior contributed to increased stress.

Table 21

Level of Teachers' Strategies in Coping with Stress in Classroom Management when grouped according to civil status

Items	Single		Married	
	Mea n	Interpretation	Mea n	Interpretation
As a teacher, I...				
1. establish clear rules and expectations for student behavior.	4.68	Very High Level	4.77	Very High Level



2.	use positive reinforcement to encourage good behavior in the classroom.	4.52	Very High Level	4.58	Very High Level
3.	implement consistent disciplinary actions when necessary.	4.68	Very High Level	4.64	Very High Level
4.	create a structured and organized classroom environment.	4.31	High Level	4.32	High Level
5.	develop strategies to manage disruptive behavior effectively.	4.84	Very High Level	4.70	Very High Level
6.	foster a positive teacher-student relationship to enhance classroom dynamics.	4.52	Very High Level	4.61	Very High Level
7.	use various teaching methods to keep students engaged and minimize disruptions.	4.63	Very High Level	4.51	Very High Level
8.	regularly assess and adjust my classroom management strategies.	4.47	High Level	4.51	Very High Level
9.	encourage student participation and create an inclusive classroom atmosphere.	4.73	Very High Level	4.64	Very High Level
10.	maintain open communication with parents about their children's behavior and progress.	4.78	Very High Level	4.80	Very High Level
Mean		4.62	Very High Level	4.61	Very High Level

Table 21 presents the data on teachers' strategies for coping with stress in classroom management, grouped by civil status. Unmarried respondents obtained an overall mean of 4.62, indicating a very high level, while married respondents obtained an overall mean of 4.61, also indicating a very high level. The results suggest that unmarried teachers are more likely to develop strategies to manage disruptive behavior among learners. In contrast, married teachers prefer maintaining open communication with parents about their children's behavior and progress to alleviate classroom-related stress. This approach fosters a supportive environment and encourages collaboration between teachers and parents, ultimately leading to better student outcomes. The result is supported by Kollerova et al. (2023): difficulty managing classroom misbehavior leads to stress and burnout among teachers. It drives many to leave the profession, discouraging potential educators from entering the field.

Table 22

Level of Teachers' Strategies in Coping with Stress in Classroom Management when grouped according to the Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
As a teacher, I...				
1. establish clear rules and expectations for student behavior.	4.74	Very High Level	4.73	Very High Level
2. use positive reinforcement to encourage good behavior in the classroom.	4.54	Very High Level	4.57	Very High Level
3. implement consistent disciplinary actions when necessary.	4.61	Very High Level	4.73	Very High Level
4. create a structured and organized classroom environment.	4.25	High Level	4.42	High Level
5. develop strategies to manage disruptive behavior effectively.	4.80	Very High Level	4.68	Very High Level



6. foster a positive teacher-student relationship to enhance classroom dynamics.	4.54	Very High Level	4.63	Very High Level
7. use various teaching methods to keep students engaged and minimize disruptions.	4.54	Very High Level	4.57	Very High Level
8. regularly assess and adjust my classroom management strategies.	4.45	High Level	4.57	Very High Level
9. encourage student participation and create an inclusive classroom atmosphere.	4.70	Very High Level	4.63	Very High Level
10. maintain open communication with parents about their children's behavior and progress.	4.79	Very High Level	4.78	Very High Level
Mean	4.60	Very High Level	4.63	Very High Level

Table 22 presents the data on teachers' strategies for coping with stress in classroom management, grouped by highest educational attainment. Respondents with lower educational attainment obtained an overall mean of 4.60, interpreted as a very high level. In comparison, respondents with higher educational attainment had an overall mean of 4.63, indicating a very high level. The finding suggests that teachers with lower educational backgrounds tend to develop strategies to manage disruptive behavior among their learners. In contrast, teachers with higher educational backgrounds maintain open communication with parents about their children's behavior and progress as a coping strategy in classroom-related stress. The result suggests that educational attainment influences how teachers approach classroom challenges, with less formally educated teachers focusing on direct behavioral management techniques, while those with more education prioritize collaboration with parents. The challenge of disruptive behavior can directly impact teachers' mental, physical, and emotional well-being, thereby impeding their ability to educate students effectively (Shakespeare et al., 2018).

Table 23

Level of Teachers' Strategies in Coping with Stress in Classroom Management when grouped according to Length of Service

Items	Shorter	Interpretation	Longer	Interpretation
	Mean		Mean	
As a teacher, I...				
1. establish clear rules and expectations for student behavior.	4.77	Very High Level	4.66	Very High Level
2. use positive reinforcement to encourage good behavior in the classroom.	4.60	Very High Level	4.46	High Level
3. implement consistent disciplinary actions when necessary.	4.65	Very High Level	4.66	Very High Level
4. create a structured and organized classroom environment.	4.31	High Level	4.33	High Level
5. develop strategies to manage disruptive behavior effectively.	4.82	Very High Level	4.60	Very High Level
6. foster a positive teacher-student relationship to enhance classroom dynamics.	4.54	Very High Level	4.66	Very High Level
7. use various teaching methods to keep students engaged and minimize disruptions.	4.62	Very High Level	4.40	High Level



8.	regularly assess and adjust my classroom management strategies.	4.48	High Level	4.53	Very High Level
9.	encourage student participation and create an inclusive classroom atmosphere.	4.71	Very High Level	4.60	Very High Level
10.	maintain open communication with parents about their children's behavior and progress.	4.85	Very High Level	4.67	Very High Level
mean		4.64	Very High Level	4.56	Very High Level

Table 23 presents the data on teachers' strategies for coping with stress in classroom management, grouped by length of service. Respondents with shorter service years obtained an overall mean of 4.64, interpreted as a very high level. Respondents with longer years in the service obtained an overall mean of 4.56, interpreted as a very high level. The result implies that, regardless of their years in service, both groups of respondents shared the same strategies for managing learners' classroom behavior. Most teachers maintain open communication with parents about their children's behavior and progress rather than implementing a structured classroom environment as a coping strategy to manage disruptive behavior among the learners. This approach emphasizes the importance of collaboration between teachers and parents in addressing behavioral issues. Thus, addressing classroom discipline demands considerable time and energy from teachers. Students' disruptive behavior can directly impact teachers' mental, physical, and emotional well-being, hindering their ability to educate students effectively (Shakespeare et al., 2018).

Table 24

Level of Teachers' Strategies in Coping with Stress in Classroom Management when grouped according to the Average Family Monthly Income

As a teacher, I...				
Items	Lower Mea n	Interpretation	Higher Mea n	Interpretation
As a teacher, I...				
1. establish clear rules and expectations for student behavior.	4.75	Very High Level	4.73	Very High Level
2. use positive reinforcement to encourage good behavior in the classroom.	4.54	Very High Level	4.57	Very High Level
3. implement consistent disciplinary actions when necessary.	4.66	Very High Level	4.65	Very High Level
4. create a structured and organized classroom environment.	4.33	High Level	4.30	High Level
5. develop strategies to manage disruptive behavior effectively.	4.83	Very High Level	4.69	Very High Level
6. foster a positive teacher-student relationship to enhance classroom dynamics.	4.62	Very High Level	4.53	Very High Level
7. use various teaching methods to keep students engaged and minimize disruptions.	4.58	Very High Level	4.53	Very High Level
8. regularly assess and adjust my classroom management strategies.	4.54	Very High Level	4.46	High Level
9. encourage student participation and create an inclusive classroom atmosphere.	4.70	Very High Level	4.65	Very High Level
10. maintain open communication with parents about their children's behavior and progress.	4.79	Very High Level	4.80	Very High Level



Mean	4.63	Very High Level	4.59	Very High Level
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Table 24 presents the data on teachers' strategies for coping with stress in classroom management, grouped by average family monthly income. Respondents with lower family income obtained an overall mean of 4.63, interpreted as a very high level. Respondents with higher family income obtained an overall mean of 4.59, which was interpreted as very high. The result entails that lower-income teachers prefer to develop strategies to effectively manage disruptive behavior among the learners. In contrast, higher-income teachers tend to communicate openly with parents about their children's behavior and progress, using this as a coping strategy for classroom-related stress. The evidence suggests that financial stability influences teachers' approaches to handling classroom challenges, with lower-income teachers relying more on direct behavioral management techniques and higher-income teachers utilizing parental involvement for support. The result is supported by Cascales and Prieto (2019), who reported that teachers frequently express their distress over these disruptive behaviors, citing increased stress levels.

Comparative Analysis of the Level of Teachers' Strategies in Coping with Stress in Time Management, Social Support, Self-care, and Classroom Management when compared according to Age, Civil Status, Educational Attainment, Length of Service, and Family Income.

Table 25

Difference in the Level of Teachers' Strategies in Coping with Stress in teaching in Time-Management when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	23	27.09	274.000	0.475	0.05	Not Significant
	Older	27	24.15				
Civil Status	Single	19	24.03	266.500	0.574	0.05	Not Significant
	Married	31	26.40				
Highest Educational Attainment	Lower	31	28.71	195.000	0.046	0.05	Significant
	Higher	19	20.26				
Length of Service	Shorter	35	27.03	209.000	0.255	0.05	Not Significant
	Longer	15	21.93				
Average Family Monthly Income	Lower	24	30.21	199.000	0.027	0.05	Significant
	Higher	26	21.15				

Table 25 presents the computed p-values of the variables age, civil status, and length of service, which are 0.475, 0.574, and 0.255, respectively. These values are greater than the 0.05 significance level



and are thus interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of teachers' strategies in coping with stress in time management when grouped and compared according to age, civil status, and length of service is accepted. However, for the variables of highest educational attainment and average family monthly income, the computed p-values are 0.046 and 0.027, respectively, which are less than the 0.05 significance level and are thus interpreted as significant. Therefore, the hypothesis that there is no significant difference in the level of teachers' strategies in coping with stress in time management when grouped and compared according to highest educational attainment and average family monthly income is rejected.

The results imply that teachers' strategies for coping with stress in time management vary according to their educational background and income. Teachers with higher educational backgrounds and incomes may have a deeper understanding of resources for managing time, regardless of their workloads. This understanding enables them to implement effective time management techniques, thereby reducing stress and enhancing job satisfaction. Conversely, teachers with lower educational backgrounds and incomes may struggle to find the same support and strategies, which could potentially exacerbate their stress in the classroom. The result is supported by Montano (2020), who found a significant difference in coping with work-related stress in relation to educational attainment and average family income.

Table 26

Difference in the Level of Teachers' Strategies in Coping with Stress in Teaching in Social Support when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	23	24.20	280.500	0.556	0.05	Not Significant
	Older	27	26.61				
Civil Status	Single	19	25.87	287.500	0.888	0.05	Not Significant
	Married	31	25.27				
Educational Attainment	Lower	31	26.23	272.000	0.650	0.05	Not Significant
	Higher	19	24.32				
Length of Service	Shorter	35	25.99	245.500	0.717	0.05	Not Significant
	Longer	15	24.37				
Family Income	Lower	24	24.29	283.000	0.570	0.05	Not Significant
	Higher	26	26.62				

Table 26 presents the computed p-values for the variables age, civil status, highest educational attainment, length of service, and average family monthly income, which are 0.556, 0.888, 0.650, 0.717, and 0.570, respectively. These values are greater than the 0.05 level of significance and are thus



interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of teachers' strategies in coping with stress in social support when grouped and compared according to aforementioned variables is accepted.

The result implies that teachers' strategies for coping with stress related to social support do not differ based on age, civil status, highest educational attainment, length of service, or average family monthly income. The finding indicates that most respondents employed the same coping strategies to relieve stress, regardless of their background profiles. The results suggest that teachers' approaches to managing stress are essentially universal, highlighting the importance of social support as a key factor in their coping mechanisms. Cruz (2018) argues that schools with strong organizational support systems can significantly alleviate these pressures. Schools can create a work environment that reduces stress and promotes well-being by providing teachers with adequate resources, professional development opportunities, and a supportive leadership team.

Table 27

Difference in the Level of Teachers' Strategies in Coping with Stress in Teaching in Self-Care when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	23	29.26	224.000	0.091		Not Significant
	Older	27	22.30				
Civil Status	Single	19	26.08	283.500	0.825	0.05	Not Significant
	Married	31	25.15				
Highest Educational Attainment	Lower	31	28.76	193.500	0.043		Significant
	Higher	19	20.18				
Length of Service	Shorter	35	28.97	141.000	0.010	0.05	Significant
	Longer	15	17.40				
Average Family Monthly Income	Lower	24	27.52	263.500	0.344	0.05	Not Significant
	Higher	26	23.63				

Table 27 shows that the computed p-values for the variables age, civil status, and average family monthly income are 0.091, 0.825, and 0.344, respectively, which are greater than the 0.05 significance level and are thus interpreted as insignificant. Therefore, the hypothesis that there is no significant difference in the level of teachers' strategies in coping with stress in self-care when grouped and compared according to aforementioned variables is accepted. However, for the variables of highest educational attainment and length of service, the computed p-values are 0.043 and 0.010, respectively, which are less than the 0.05 significance level and are thus interpreted as significant. Therefore, the



hypothesis that there is no significant difference in the level of teachers' strategies in coping with stress in self-care when grouped and compared according to aforementioned variables is rejected.

The results imply that teachers' strategies for coping with stress in self-care vary according to their educational background and length of service. Individuals with strong educational backgrounds and experienced teachers are more likely to develop effective coping strategies through self-care, thereby maintaining their overall well-being. This suggests that teachers' effectiveness in coping with stress is influenced by their qualifications and years of experience, indicating that a solid educational foundation and practical experience contribute positively to their self-care approaches. The result is supported by Cagayan (2020), which revealed a significant difference in teachers' self-care resiliency compared to educational attainment and length of service.

Table 28

Level of Teachers' Strategies in Coping with Stress in Teaching in Classroom Management when grouped and compared according to the Aforementioned Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	23	24.37	284.500	0.608	0.05	Not Significant
	Older	27	26.46				
	Single	19	26.16				
Civil Status	Married	31	25.10	282.000	0.800	0.05	Not Significant
	Lower	31	24.82				
	Higher	19	26.61				
Highest Educational Attainment	Shorter	35	26.70	220.500	0.368	0.05	Not Significant
	Longer	15	22.70				
	Lower	24	26.54				
Average Family Monthly Income	Higher	26	24.54	287.000	0.623	0.05	Not Significant
		6					

Table 28 analyzes the computed p-values for the variables age, civil status, highest educational attainment, length of service, and average family monthly income, which are 0.608, 0.800, 0.671, 0.368, and 0.623, respectively. These values are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis that there is no significant difference in the level of teachers' strategies in coping with stress in classroom management when grouped and compared according to aforementioned variables is accepted.

The finding implies that teachers' strategies for coping with classroom-related stress do not differ based on age, civil status, highest educational attainment, length of service, or average family monthly income. The finding indicates that most respondents preferred the same coping strategies to alleviate stress, particularly regarding students' disruptive behaviors in their profiles. The results are supported by





Tanjusay (2018), who found no significant difference in teachers' classroom management in dealing with learners' disruptive behavior when comparing it according to age, length of service, highest educational attainment, average family monthly income, and training attended.

Conclusion

From the study's results, the teachers' demographic profile suggests that the public-school teacher in the research is primarily a person of advanced age, married, with a degree of teaching experience that can be termed moderate, and a bachelor's degree, thus, earning a relatively stable income which indicates a professional group that is mature but may not have high educational credentials. Teachers still employ a number of effective coping mechanisms, particularly in managing their classes. However, some particular practices, such as using planners, asking for the administration's support, taking the right amount of rest, and having orderly classroom environments, still need to be improved, as these were the least utilized coping strategies that the teachers selected in the mentioned areas. Even though the coping levels are high in general, teachers are still reluctant to use the formal and institutional stress-management supports that exist, such as digital organizing tools, administrative guidance, and structured classroom systems, which leads to a situation that could be targeted for intervention and policy support through capacity building. Coping strategies linked to time management and self-care vary a lot among teachers according to their education level, income, and length of service, implying that personal and professional growth affects the effectiveness of individual coping. On the other hand, the strategies connected with social support and classroom management are widely used, which points to the presence of common experience and collective behavior among teachers in these areas.

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