

COPING OF TEACHERS IN MODULAR LEARNING DELIVERY

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Abstract

This study aimed to determine teachers' coping strategies in modular learning delivery in a small-sized Division of Central Visayas during the 2025-2026 school year. It used a descriptive research design with a researcher-made survey questionnaire. The respondents of the study are the 56 kindergarten teachers. The evaluation criteria set by Carter V. Good and Douglas E. Scates for validating the instrument were used. Reliability testing was conducted in Vallehermoso with 50 kindergarten teachers using the Cronbach alpha formula. Analytical schemes used were descriptive and comparative procedures. In the analysis, frequency, percentage, mean, and the Mann-Whitney U test were used. Based on the findings, several conclusions were reached. First, the profile of the respondents suggests a workforce that is experienced and academically well-prepared but may face unique challenges in physical and mental adaptation as they age. Second, the consistent moderate level of coping across all aspects indicates that while teachers are surviving the demands of modular delivery, they are not yet thriving; they exist in a state of persistent adjustment that requires external support to prevent long-term burnout. Furthermore, it is concluded that age and length of service are the primary determinants of how well a teacher navigates the stresses of the modular setup. Younger teachers appear more agile in adopting diverse coping strategies. Ultimately, without a targeted intervention plan, the physical fatigue and psychological strain identified in the study could lead to a decline in teaching quality and overall teacher health.

Keywords: *Coping strategies, teachers, modular learning, kindergarten, descriptive research, teacher well-being, stress management, professional adaptation, school division*

Bio-note:

Mary Louredel Cabonilas is a dedicated education professional and Licensed Professional Teacher with a Bachelor of Elementary Education from Negros Oriental State University. Currently serving as a Teacher III at Budlasan Elementary School, she is committed to fostering a positive and inclusive learning environment that supports the holistic development of her students. With extensive experience in classroom instruction and literacy education, she combines strong communication, problem-solving, and classroom management skills with adaptability and teamwork to effectively meet diverse learner needs. In pursuit of continuous professional growth, she is currently pursuing a Master's Degree in Administration and Supervision at STI West Negros University, aiming to enhance her leadership capabilities and contribute to improving educational quality in her school and community.



Introduction

Rationale

The growing demand for Modular Learning Delivery (MLD) in disaster-prone areas underscores the urgent need to understand and support teachers' coping mechanisms. Educators face compounded stressors from both academic responsibilities and environmental hazards, such as volcanic activity and typhoons, which disrupt the flow of education and create logistical and psychological challenges (Cueto & Agaton, 2021; Strobl, 2019). Investigating how teachers manage these stressors provides essential insight into improving teacher well-being, ensuring the continuity of quality education, and preventing burnout. Effective coping strategies enable teachers to maintain resilience, enhance instructional performance, and sustain a supportive learning environment, ultimately fostering the holistic development of learners.

Aligning with the United Nations Sustainable Development Goal 4 (SDG 4), this study emphasizes inclusive and equitable quality education, which cannot be achieved if educators are overburdened and under-supported (Gil Jr., 2025). By identifying the physical, mental, emotional, social, and psychological strategies teachers employ, this research provides evidence to inform structured interventions that strengthen educators' capacity to thrive under challenging circumstances. The study addresses a broader resilience gap, contributing to global educational objectives by promoting the sustainability of learning in high-risk environments and enhancing the overall quality of teaching and learning.

Literature Review

Teachers face significant stressors in implementing Modular Learning Delivery (MLD), which can affect their well-being and professional performance. Foreign studies emphasize that coping strategies are critical in mitigating stress and maintaining resilience. Mally (2022) notes that adaptive coping mechanisms, such as problem-focused and emotion-focused strategies, help teachers manage internal and external stressors, while maladaptive strategies like alcohol consumption can have negative long-term consequences. Scott (2018, 2019) found that teachers with access to coping resources reported lower stress levels. Problem-focused coping, including planning and seeking assistance, was most effective when environmental stressors could be addressed directly.

Local studies corroborate these findings by highlighting the unique challenges Filipino teachers face in modular and distance learning. Robb (2017) emphasized the importance of emotional coping when stressors cannot be immediately removed, while Jaminal (2015) reported that teacher stress negatively affects classroom performance and student outcomes. Studies by Frufonga (2015) and Pagayanan (2016) indicated that teachers employ a combination of positive coping strategies, such as time management, peer collaboration, and recreational activities, despite experiencing economic hardships and heavy workloads. De Villa and Manalo (2020) found that Filipino teachers' coping mechanisms in the new normal included peer mentoring, openness to change, and promoting personal well-being.

Theoretical Underpinnings

This study is anchored on Lazarus and Folkman's (1984) Transactional Theory of Stress and Coping, which posits that stress is a dynamic process shaped by an individual's cognitive appraisal of environmental demands. According to the theory, the perception of stress is influenced not solely by



external challenges but also by internal evaluations and available resources, making coping strategies highly individualized. In the context of MLD, teachers' engagement in problem-solving, emotional regulation, social support seeking, and positive reappraisal exemplifies adaptive coping behaviors that mitigate stress and enhance professional functioning. By applying this framework, the study examines how personal and contextual factors—such as age, length of service, educational attainment, and socioeconomic status—interact with coping mechanisms to maintain teacher well-being and sustain instructional quality under adverse conditions.

Objectives

This study aimed to determine teachers' coping strategies during modular learning delivery in a small-sized Division of Central Visayas during the 2025-2026 school year, providing a basis for an intervention plan. This study specifically sought to answer the following questions: 1. What is the level of coping of kindergarten teachers in modular learning delivery according to physical, mental, and emotional. 2. What is the level of coping of kindergarten teachers in modular learning delivery when grouped according to the aforementioned variables? 3. Is there a significant difference in the level of coping of kindergarten teachers in modular learning delivery when grouped and compared according to the aforementioned variables?

Methodology

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

Research Design

This study employs a descriptive research design to evaluate teachers' coping with modular learning delivery in a small Division in Central Visayas during the 2025-2026 school year. According to De Belen (2015), descriptive design is appropriate for studies that aim to find out what prevails in the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends. It is also used to determine the extent or direction of attitudes and behaviors.

Respondents

The respondents for this study comprise 56 kindergarten Teachers in Cluster 4. The respondents were pretty manageable; total enumeration was employed.

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 excellent validity. Cronbach's Alpha was used to assess the instrument's reliability and internal consistency. For this study, the reliability index is 0.863, interpreted as "Excellent", meaning the questionnaire is 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 used a descriptive-analytical scheme and the mean as a statistical tool to determine kindergarten teachers' coping levels during modular learning delivery across physical, mental, and emotional domains. Objective 2 used the same analytical scheme and statistical tool to determine kindergarten teachers' coping levels during modular learning delivery, grouped according to the aforementioned variables. Objective 3 used comparative analytical schemes and Mann-Whitney U tests to determine whether significant differences exist in coping levels of kindergarten teachers in modular learning delivery, grouped and compared according to the aforementioned variables.

Ethical Considerations

This study is committed to ensuring that those who provide data for the research are protected from any risk of harm arising from the research, by, among other things, keeping their responses confidential and their identities anonymous throughout the research process. The researcher personally obtains free, prior, and informed consent from the participants and assures them of their right to discontinue their participation in the study at any time if they so wish. No personal data compromising the respondents' identities was collected, in adherence to the Data Privacy Act of 2012, specifically regarding access to the data by both the researcher and the analyst. The respondents were assured that no information that would disclose their identity would be released or published without their consent, except in exceptional circumstances. All collected materials were disposed of appropriately, either by machine shredding or dissolved in water, after the study was submitted. At the same time, soft copies of the data were deleted, ensuring that there was no chance of future retrieval.

Results and Discussion

Level of Coping of Teachers in Modular Learning Delivery According to the Areas of Physical, Mental, Emotional, Social, and Psychological

Table 1

Level of Coping of Teachers in Modular Learning Delivery According to the Areas Physical

Items	Mean	Interpretation
<i>As a teacher, I ...</i>		
1. Exercise such as walking, jogging, swimming, dancing, etc.	3.54	High Level
2. go out with my colleagues/friends for shopping	3.43	Moderate Level
3. sleep more than usual	3.25	Moderate Level
4. Go with friends for Sumba, walking, jogging, swimming, etc.	3.41	Moderate Level
5. Drink alcoholic beverages in moderation to make myself better.	3.21	Moderate Level
6. Work overtime to finish assigned work.	3.46	Moderate Level
7. keep myself busy with worthwhile activities	3.43	Moderate Level
8. Provide substitute worthwhile activities	3.38	Moderate Level
9. Travel to other places to forget my problems	3.36	Moderate Level
10. hang out with my colleagues and friends.	3.27	Moderate Level



Overall Mean**3.37****Moderate Level**

Table 1 presents the level of coping among teachers in modular learning delivery in the physical area. As shown in Table 3, the respondents reported an overall mean score of 3.37, indicating a moderate level.

However, if we delve deeper into the analysis, respondents assessed the highest mean score of 3.54 on item No. 1, which states, "exercise such as walking, jogging, swimming, dancing, etc.," interpreted as "high level." On the other hand, the lowest mean of 3.21 was on item No. 5, which states, "drink alcoholic beverages in moderation to make myself better," and is interpreted as "moderate level."

The result implies that respondents prefer to work overtime to lessen their school-related stress rather than drinking alcoholic beverages to make them temporarily better. However, for them, their teaching profession is important as it is their bread and butter for the family. Hence, they should focus on schoolwork to finish the task as soon as possible and avoid it.

The results are supported by Mally's (2022) opinion, which holds that a coping mechanism is something that helps a person deal with difficult situations. Unfortunately, alcohol is a coping mechanism, the temporary benefits of which are often outweighed by the long-term negative effects on health and relationships, poor decision-making under the influence, and increased dependency.

Table 2*Level of Coping of Teachers in Modular Learning Delivery According to the Areas Mental*

Items	Mean	Interpretation
<i>As a teacher, I ...</i>		
1. Approach my heads and colleagues for technical help.	3.46	Moderate Level
2. Think about how I might best handle the problem	3.27	Moderate Level
3. Make a plan of action	3.48	Moderate Level
4. Try to grow as a person as a result of the experience	3.25	Moderate Level
5. Manage my time properly.	3.30	Moderate Level
6. Put aside other activities in order to concentrate on this.	3.52	High Level
7. Concentrate on solving one issue and, if necessary, let others go.	3.34	Moderate Level
8. Take additional action to get around the problem.	3.38	Moderate Level
9. Concentrate my efforts on doing something about it.	3.32	Moderate Level
10. try to see it in a different light, to make it seem more positive	3.36	Moderate Level
Overall Mean	3.37	Moderate Level

Table 2 presents data on the level of coping in modular teaching delivery in the area of mental health. As shown in the table, respondents assessed an overall mean score of 3.37 and interpreted it as a "moderate level."

If we investigate the results further, the respondents perceived a highest mean score of 3.52 on item No. 6 which states, "put aside other activities in order to concentrate on this" interpreted as a "high level," while the lowest mean of 3.25 was on item No. 4 which states "try to grow as a person as a result of the experience" and interpreted as "moderate level."

The result implies that most respondents set aside other activities and focus on the things or issues that stress them. They do this to avoid further trouble in the future. However, some respondents do not appreciate the stressful experiences that make them grow professionally. This is because some respondents are distancing themselves from stressful situations; hence, they do not value the experiences that could help them grow as people.

The result is supported by Mike (2019), who found that those who practice avoidance as a coping strategy avoid dealing with the problem. This coping mechanism can be problematic because it means that the individual is essentially avoiding addressing the problem that is causing them stress. This means

the primary stressor remains and can continue to cause them discomfort because nothing has been done to actually remedy it.

Table 3

Level of Coping of Teachers in Modular Learning Delivery According to the Areas Emotional

Items	Mean	Interpretation
<i>As a teacher, I ...</i>		
1. Try to get emotional support from friends and relatives	3.52	High Level
2. discuss my feelings/problems with someone	3.36	Moderate Level
3. put my trust in God	3.41	Moderate Level
4. Talk to someone who could do something concrete about the problem	3.43	Moderate Level
5. Try to get advice from someone about what to do	3.45	Moderate Level
6. Try to find comfort in my spiritual belief.	3.32	Moderate Level
7. Accept the reality that it happened	3.41	Moderate Level
8. get sympathy and understanding from someone	3.41	Moderate Level
9. Ask people who have had similar experiences and what they did.	3.50	High Level
10. laugh or make fun of the situation	3.43	Moderate Level
Overall Mean	3.42	Moderate Level

Table 3 showed that teachers' coping levels in modular learning delivery, by emotion area, were moderate. This is supported by the respondents' responses, with an overall mean score of 3.42, interpreted as a "moderate level".

However, if we further examine the items in Table 5, respondents assessed the highest mean score of 3.52 on item No. 1, which states "try to get emotional support from friends and relatives," interpreted as "high level." The lowest mean of 3.32 was on item No. 6, which states "try to find comfort in my spiritual belief," interpreted as a "moderate level."

The result suggests that most respondents prefer emotional support from friends, family, and relatives to relieve school-related stress rather than seeking comfort in spiritual beliefs. This is because most respondents believe that every problem has its own solution. Hence, they would rather accept the reality of the problem that causes stress and find a better solution with the help of friends and family. They don't rely solely on spiritual beliefs; they need actions to solve their problems.

According to Scott (2019), coping techniques can fall into two categories: problem-focused coping and emotion-focused coping. Basically, problem-focused (or solution-focused) coping strategies aim to eliminate sources of stress or work with the stressors themselves. In contrast, emotion-focused coping techniques help reduce emotional reactivity to stressors or alter how these situations are experienced, so they have different effects.

Level of Coping of Teachers in Modular Learning Delivery According to the Areas, Physical, Mental, and Emotional, according to the Variables, Age, Length of Service, and Highest Educational Attainment

Table 4

Level of Coping of Teachers in Modular Learning Delivery in the Area of Physical Education According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>				
1. Exercise such as walking, jogging, swimming, dancing, etc.	4.52	Very High Level	2.62	Moderate Level



2. go out with my colleagues/friends for shopping	4.26	High Level	2.66	Moderate Level
3. sleep more than usual	4.15	High Level	2.41	Low Level
4. Go with friends for Sumba, walking, jogging, swimming, etc.	4.07	High Level	2.78	Moderate Level
5. Drink alcoholic beverages in moderation to make myself better.	4.00	High Level	2.48	Low Level
6. Work overtime to finish assigned work.	4.19	High Level	2.79	Moderate Level
7. keep myself busy with worthwhile activities	4.15	High Level	2.76	Moderate Level
8. Provide substitute worthwhile activities	4.19	High Level	2.62	Moderate Level
9. Travel to other places to forget my problems	4.26	High Level	2.52	Moderate Level
10. hang out with my colleagues and friends.	4.07	High Level	2.52	Moderate Level
Overall Mean	4.19	High Level	2.62	Moderate Level

Results revealed that teachers' coping level in modular learning delivery in the area of physical education was high, as perceived by younger respondents, while moderate for older respondents. It is supported by the responses, in which younger respondents reported an overall mean of 4.19 and older respondents reported 2.26.

However, in a deeper look at each item, younger respondents assessed the highest rating of 4.52 on item No. 1 which states “exercise such as walking, jogging, swimming, dancing, etc” interpreted as “high level,” while the lowest mean of 4.00 was on item No. 5 which states “drink alcoholic beverages in moderation to make myself better” interpreted as “high level.”

As for older respondents, they assessed the highest rating of 2.76 on items No. 4 and 6, which states, “go with friends for Sumba, walking, jogging, swimming, etc” and “work overtime to finish assigned work” interpreted as “moderate level,” while the lowest mean of 2.41 was on item No. 3 which states “sleep more than usual” interpreted as “low level.”

The result implies that younger respondents have a higher ability to cope with stress on modular learning delivery through physical activities. Younger respondents are involved in activities such as jogging and walking, whereas older respondents prefer working overtime. Younger

The result is supported by Stults-Kolehmainen & Sinha (2014). According to them, physical activity and exercise promote positive changes in mental health and the ability to cope with stress. Moreover, exercise interventions appear to improve one's depression status.

Table 5*Level of Coping of Teachers in Modular Learning Delivery in the Area Mental According to Age*

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>				
1. Approach my heads and colleagues for technical help.	4.00	High Level	2.97	Moderate Level
2. Think about how I might best handle the problem	3.93	High Level	2.66	Moderate Level
3. Make a plan of action	4.00	High Level	3.00	Moderate Level
4. Try to grow as a person as a result of the experience	3.78	High Level	2.76	Moderate Level
5. Manage my time properly.	3.81	High Level	2.83	Moderate Level
6. Put aside other activities in order to concentrate on this.	4.04	High Level	3.03	Moderate Level
7. Concentrate on solving one issue and, if necessary, let others go.	3.89	High Level	2.83	Moderate Level
8. Take additional action to get around the problem.	3.85	High Level	2.93	Moderate Level
9. Concentrate my efforts on doing something about it.	3.85	High Level	2.83	Moderate Level
10. try to see it in a different light, to make it seem more positive	3.85	High Level	2.90	Moderate Level



Overall Mean	3.90	High Level	2.87	Moderate Level
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Table 5 shows teachers' coping levels in modular learning delivery in the area of mental health, grouped by age. Younger respondents assessed an overall mean of 3.90, interpreted as a high level, while older respondents assessed an overall mean of 2.87, interpreted as a moderate level.

But if conducting further analysis, younger respondents assessed the highest rating of 4.04 on item No. 6 "put aside other activities in order to concentrate on this," interpreted as a "high level," while the lowest mean of 3.78 was on item No. 4, which states "try to grow as a person as a result of the experience," interpreted as "high level."

Whereas older respondents assessed the highest rating of 3.06 on item No. 3, which states "put aside other activities in order to concentrate on this," interpreted as "moderate level." At the same time, the lowest mean of 2.66 was on item No. 2, which states "think about how I might best handle the problem," interpreted as "moderate level."

The results imply that younger respondents had greater coping ability with stress than older respondents. They place great importance on problems and issues and seek better solutions to avoid stressful situations.

McLeod's (2023) article supports the result. According to him, problem-focused coping is best because it removes the stressor and addresses the root cause, providing a long-term solution. Problem-focused coping targets the causes of stress in practical ways, tackling the problem or stressful situation that is causing it and consequently directly reducing stress.

Table 6

Level of Coping of Teachers in Modular Learning Delivery in the Area of Emotion According to Age

Items	Younger		Older	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>	n	n	n	
1. Try to get emotional support from friends and relatives	4.30	High Level	2.79	Moderate Level
2. discuss my feelings/problems with someone	4.00	High Level	2.76	Moderate Level
3. put my trust in God	3.96	High Level	2.90	Moderate Level
4. Talk to someone who could do something concrete about the problem	4.15	High Level	2.76	Moderate Level
5. Try to get advice from someone about what to do	4.15	High Level	2.79	Moderate Level
6. Try to find comfort in my spiritual belief.	4.04	High Level	2.66	Moderate Level
7. Accept the reality that it happened	4.22	High Level	2.66	Moderate Level
8. get sympathy and understanding from someone	4.15	High Level	2.72	Moderate Level
9. Ask people who have had similar experiences and what they did.	4.33	High Level	2.72	Moderate Level
10. laugh or make fun of the situation	4.26	High Level	2.66	Moderate Level
Overall Mean	4.16	High Level	2.74	Moderate Level

As depicted in Table 6, younger respondents assessed an overall mean score of 4.16, interpreted as "high level," whereas older respondents assessed an overall mean score of 2.74, interpreted as "moderate level."

But then again, if to investigate further, younger respondents assessed the highest rating of 4.33 on item No. 9 "ask people who had similar experiences and what they did," interpreted as "high level," while the lowest mean of 3.96 was on item No. 3, which states "put my trust in God," interpreted as "high level."

On the other hand, older respondents also assessed the highest rating of 2.90 on item No. 3 "put my trust in God," interpreted as "moderate level." The lowest mean of 2.66 was on items No. 6, 7, and 10,



which state "try to find comfort in my spiritual belief", "accept the reality of the fact that it happened", and "laugh or make fun of the situation", interpreted as "moderate level."

The results imply that younger respondents showed greater initiative in coping with stress by seeking emotional support and comfort from family and friends. They usually talk with and listen to people who have had similar experiences and ask for their suggestions on how best to solve the problem. However, all older respondents put their trust in God, believing they can find better solutions to the problem.

The results are supported by the views of Lai et al (2020). According to them, finding the "good" solution in a bad situation, similar to positive thinking, can combat negative mental health impacts. This mindset would be especially beneficial when paired with mindfulness techniques. This method is particularly effective for those with strong religious beliefs.

Table 7

Level of Coping of Teachers in Modular Learning Delivery in the Area Physical According to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>				
1. Exercise such as walking, jogging, swimming, dancing, etc.	4.42	High Level	2.88	Moderate Level
2. go out with my colleagues/friends for shopping	4.33	High Level	2.75	Moderate Level
3. sleep more than usual	4.21	High Level	2.53	Moderate Level
4. Go with friends for Sumba, walking, jogging, swimming, etc.	4.04	High Level	2.94	Moderate Level
5. Drink alcoholic beverages in moderation to make myself better.	4.00	High Level	2.63	Moderate Level
6. Work overtime to finish assigned work.	4.33	High Level	2.81	Moderate Level
7. keep myself busy with worthwhile activities	4.17	High Level	2.88	Moderate Level
8. Provide substitute worthwhile activities	4.29	High Level	2.69	Moderate Level
9. Travel to other places to forget my problems	4.17	High Level	2.75	Moderate Level
10. hang out with my colleagues and friends.	4.17	High Level	2.59	Moderate Level
Overall Mean	4.21	High Level	2.74	Moderate Level

In the area of physical, results revealed that the level of coping of teachers in the modular learning delivery approach assessed by respondents with shorter service was high, while respondents with longer service were moderate. This is supported by their responses, in which respondents with shorter lengths of service had an overall mean of 4.21, interpreted as "high level," while respondents with longer lengths of service had an overall mean of 2.74, interpreted as "moderate level."

But to examine thoroughly Table 7, respondents with shorter length of service obtained the highest rating of 4.42 on item No. 1 "exercise such as walking, jogging, swimming, dancing, etc." interpreted as "high level," while the lowest mean obtained of 4.00 was on item No. 5 which states "drink alcoholic beverages in moderation to make myself better" interpreted as "high level."

Surprisingly, respondents with longer length of service obtained the highest rating of 2.94 on item No. 4, which "go with friends for Sumba, walking, jogging, swimming, etc." interpreted as "moderate level," while the lowest mean obtained of 2.53 was on item No. 3, which states "sleep more than usual" interpreted as "moderate level."

This implies that respondents with shorter service were much more capable of performing physical coping skills than respondents with longer years in the service. They prefer physical exercise, such as jogging, walking, dancing, and Sumba, rather than drinking alcoholic beverages to relieve their stress.



According to Popov, Sokić, and Stupar (2021), exercise will provide you with an opportunity to walk away from a problem and refocus, but the health benefits of exercise are countless. There is a link between regular physical activity, lower psychological distress, and overall positive neurobiological response.

Table 8

Level of Coping of Teachers in Modular Learning Delivery in the Area Mental According to Length of Service

Items	Shorter		Longer	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>				
1. Approach my heads and colleagues for technical help.	4.13	High Level	2.97	Moderate Level
2. Think about how I might best handle the problem	4.00	High Level	2.72	Moderate Level
3. Make a plan of action	3.92	High Level	3.16	Moderate Level
4. Try to grow as a person as a result of the experience	3.83	High Level	2.81	Moderate Level
5. Manage my time properly.	3.75	High Level	2.97	Moderate Level
6. Put aside other activities in order to concentrate on this.	4.00	High Level	3.16	Moderate Level
7. Concentrate on solving one issue and, if necessary, let others go.	3.96	High Level	2.88	Moderate Level
8. Take additional action to get around the problem.	3.96	High Level	2.94	Moderate Level
9. Concentrate my efforts on doing something about it.	3.92	High Level	2.88	Moderate Level
10. try to see it in a different light, to make it seem more positive	3.92	High Level	2.94	Moderate Level
Overall Mean	3.94	High Level	2.94	Moderate Level

Table 8 presents teachers' coping levels in modular learning delivery in the area of mental health, grouped by length of service. Respondents with a shorter length of service obtained an overall mean of 3.94, interpreted as "high level," while respondents with a longer length of service obtained an overall mean of 2.94, interpreted as "moderate level."

However, for further analysis, respondents with shorter in-service assessed the highest rating of 4.25 on item No. 1 "approach my heads and colleagues for technical help" interpreted as "high level" while the lowest mean obtained of 3.75 was on item No. 5, which states "manage my time properly" interpreted as "high level."

As for respondents with longer in service, they assessed the highest rating of 3.16 on items No. 3 and 6, which states, "make a plan of actions" and "put aside other activities in order to concentrate on this" interpreted as "moderate level," while the lowest mean obtained of 2.72 was on item No. 2 which states "think about how I might best handle the problem" interpreted as "moderate level."

The result implies that respondents with shorter lengths of service showed higher mental coping skills than respondents with longer service. They prefer to approach their school heads and colleagues to seek technical guidance on the situation, focus on the problem, and plan the best solution.

According to Zaman & Ali (2019), *finding an alternative solution* is an effective way to address dilemmas. This process involves collecting complete information, planning, and making effective decisions to address the challenge. This method of coping is said to be the most effective way to tackle life's problems; however, problem-focused coping is only effective if the individual has control over the outcome.

Table 9

Level of Coping of Teachers in Modular Learning Delivery in the Area of Emotional, According to Length of Service

Items	Shorter	Longer
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<i>As a teacher, I ...</i>	Mean	Interpretation	Mean	Interpretation
1. Try to get emotional support from friends and relatives	4.21	High Level	3.00	Moderate Level
2. discuss my feelings/problems with someone	3.92	High Level	2.94	Moderate Level
3. put my trust in God	3.96	High Level	3.00	Moderate Level
4. Talk to someone who could do something concrete about the problem	4.08	High Level	2.94	Moderate Level
5. Try to get advice from someone about what to do	4.17	High Level	2.91	Moderate Level
6. Try to find comfort in my spiritual belief.	4.00	High Level	2.81	Moderate Level
7. Accept the reality that it happened	4.13	High Level	2.88	Moderate Level
8. get sympathy and understanding from someone	4.17	High Level	2.84	Moderate Level
9. Ask people who have had similar experiences and what they did.	4.33	High Level	2.88	Moderate Level
10. laugh or make fun of the situation	4.25	High Level	2.81	Moderate Level
Overall Mean	4.12	High Level	2.90	Moderate Level

Table 9 revealed the level of coping of teachers in modular learning delivery in the area of emotions when grouped according to length of service. Respondents with shorter in-service assessed an overall mean score of 4.12, interpreted as "high level." In contrast, respondents with longer in-service assessed an overall mean score of 2.90, interpreted as a "moderate level."

But then again, if to investigate further, respondents with shorter service assessed the highest rating of 4.33 on item No. 9, "ask people who had similar experiences and what they did," interpreted as "high level," while the lowest mean of 3.92 was on item No. 2, which states "discuss my feelings/problems with someone," interpreted as "high level."

On the other hand, older respondents also gave the highest rating of 3.00 to items No. 1 and 3, which state, "try to get emotional support from friends and relatives" and "put my trust in God," interpreted as "high level." While the lowest mean of 4.32 was on item No. 1, which states "initiate planning sessions" interpreted as "high level."

This implies that respondents with shorter service are much more capable of handling the emotional stress associated with modular learning delivery than respondents with longer service. They ask trusted friends with similar experiences and what they did in that situation.

Emotional coping involves managing emotions that come up from a stressful situation. In problem-focused coping, the source of the stress is identified and addressed, thereby reducing the feelings that arise. Although we live in a culture that often favors pushing through a stressor, researchers have shown that this isn't the best way to manage stress in all cases (Robb, 2017).

Table 10

Level of Coping of Teachers in Modular Learning Delivery in the Area of Physical Education According to Highest Educational Attainment

<i>Items</i>	Lower		Higher	
<i>As a teacher, I ...</i>	Mean	Interpretation	Mean	Interpretation
1. Exercise such as walking, jogging, swimming, dancing, etc.	3.56	High Level	3.53	High Level
2. go out with my colleagues/friends for shopping	3.55	High Level	3.37	Moderate Level
3. sleep more than usual	3.17	Moderate Level	3.29	Moderate Level
4. Go with friends for Sumba, walking, jogging, swimming, etc.	3.33	Moderate Level	3.45	Moderate Level
5. Drink alcoholic beverages in moderation to make myself better.	3.17	Moderate Level	3.24	Moderate Level



6. Work overtime to finish assigned work.	3.39	Moderate Level	3.50	High Level
7. keep myself busy with worthwhile activities	3.39	Moderate Level	3.45	Moderate Level
8. Provide substitute worthwhile activities	3.39	Moderate Level	3.37	Moderate Level
9. Travel to other places to forget my problems	3.33	Moderate Level	3.37	Moderate Level
10. hang out with my colleagues and friends.	3.33	Moderate Level	3.24	Moderate Level
Overall Mean	3.36	Moderate Level	3.38	Moderate Level

In the physical area, results revealed a moderate level of coping among teachers in modular learning delivery, as perceived by respondents with both lower and higher educational attainment. This is supported by the responses wherein the respondents assessed an overall mean score of 3.36 (lower) and 3.38 (higher), both interpreted as "moderate level".

However, if we examine the items in Table 10, respondents with lower educational attainment assessed the highest rating of 3.56 on item No. 1, which "exercise such as walking, jogging, swimming, dancing, etc." interpreted as "high level," while the lowest mean obtained of 3.17 was on items No. 3 and 5 which states "sleep more than usual" and "drink alcoholic beverages in moderation to make myself better" interpreted as "moderate level."

On the other hand, respondents with higher educational attainment assessed the highest rating of 3.53 on item No. 1, which states, "exercise such as walking, jogging, swimming, dancing, etc." while the lowest mean obtained of 3.24 was on items No. 5 and 10 which states "drink alcoholic beverages in moderation to make myself better and "hang out with my colleagues and friends" interpreted as "moderate level."

The result implies that both groups of respondents with lower and higher educational attainment displayed similar levels of physical coping skills to relieve stress under the modular learning delivery approach. They both prefer to do physical exercise such as walking, jogging, swimming, dancing, etc., to relieve stress rather than sleeping and drinking alcoholic beverages.

According to Syed (2020), Substance abuse, such as alcohol and beverages, may be used to avoid a stressful situation negatively. The health consequences are destructive, and ultimately, the problem remains unsolved.

Table 11

Level of Coping of Teachers in Modular Learning Delivery in the Area Mental According to the Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>				
1. Approach my heads and colleagues for technical help.	3.22	Moderate Level	3.58	High Level
2. Think about how I might best handle the problem	3.00	Moderate Level	3.39	Moderate Level
3. Make a plan of action	2.83	Moderate Level	3.79	High Level
4. Try to grow as a person as a result of the experience	3.06	Moderate Level	3.34	Moderate Level
5. Manage my time properly.	2.89	Moderate Level	3.50	High Level
6. Put aside other activities in order to concentrate on this.	3.06	Moderate Level	3.74	High Level
7. Concentrate on solving one issue and, if necessary, let others go.	2.83	Moderate Level	3.58	High Level
8. Take additional action to get around the problem.	3.00	Moderate Level	3.55	High Level
9. Concentrate my efforts on doing something about it.	3.00	Moderate Level	3.47	Moderate Level



10. try to see it in a different light, to make it seem more positive	2.94	Moderate Level	3.55	High Level
Overall Mean	2.98	Moderate Level	3.55	High Level

Table 11 shows the data on teachers' coping levels in modular learning delivery in the area of mental health, grouped by highest educational attainment. As shown in Table 19, respondents with lower educational attainment assessed an overall mean of 2.94, interpreted as a "moderate level". In contrast, respondents with higher educational attainment estimated an overall mean of 3.55, interpreted as "high level".

However, if examining the items thoroughly, respondents with lower educational attainment assessed the highest rating of 3.22 on item No. 1, which states, "approach my heads and colleagues for technical help" interpreted as "moderate level" while the lowest mean of 2.83 was on items No. 3 and 7 which states "make a plan of action" and "concentrate on solving one issue and, if necessary, let other others go" interpreted as "moderate level."

In comparison, respondents having higher educational attainment assessed the highest rating of 3.79 on item No. 3, which states, "make a plan of action," interpreted as "high level," while the lowest mean of 3.34 was on item No. 4, which states "try to grow as a person as a result of the experience," interpreted as "moderate level."

This entails that respondents with higher educational attainment have a greater ability to cope with stress in modular learning than respondents with lower educational attainment. The higher the educational attainment, the better the mental coping skills. They developed a plan of action to address the problems that cause stress.

According to Zaman and Ali (2019), finding an alternative solution is an effective way to address dilemmas. This process involves collecting complete information, planning, and making effective decisions to address the challenge.

Table 12

Level of Coping of Teachers in Modular Learning Delivery in the Area of Emotional, According to Highest Educational Attainment

Items	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I ...</i>				
1. Try to get emotional support from friends and relatives	3.67	High Level	3.45	Moderate Level
2. discuss my feelings/problems with someone	3.39	Moderate Level	3.34	Moderate Level
3. put my trust in God	3.44	Moderate Level	3.39	Moderate Level
4. Talk to someone who could do something concrete about the problem	3.33	Moderate Level	3.47	Moderate Level
5. Try to get advice from someone about what to do	3.50	High Level	3.42	Moderate Level
6. Try to find comfort in my spiritual belief.	3.22	Moderate Level	3.37	Moderate Level
7. Accept the reality that it happened	3.22	Moderate Level	3.50	High Level
8. get sympathy and understanding from someone	3.44	Moderate Level	3.39	Moderate Level
9. Ask people who have had similar experiences and what they did.	3.50	High Level	3.51	High Level
10. laugh or make fun of the situation	3.56	High Level	3.37	Moderate Level
Overall Mean	3.43	Moderate Level	3.42	Moderate Level

Table 12 shows the data on teachers' coping levels in modular learning delivery in the area of emotions, grouped by highest educational attainment. As shown in the table, respondents with lower educational attainment assessed an overall mean of 3.43, interpreted as a moderate level, while



respondents with higher educational attainment assessed an overall mean of 3.42, also interpreted as a moderate level.

But if to investigate further, respondents having lower educational attainment assessed the highest rating of 3.67 on item No. 1, which states “try to get emotional support from friends and relatives” interpreted as “high level,” while the lowest mean of 3.22 was on items No. 6 and 7 which states “try to find comfort in my spiritual belief” and “accept the reality of the fact that it happened” interpreted as “moderate level.”

Similarly, respondents with parents having higher educational attainment assessed the highest rating of 3.51 on item No. 9, which states, “ask people who had similar experiences and what they did,” interpreted as “moderate level,” while the lowest mean of 3.34 was on item No.2, which states “discuss my feelings/problems with someone,” interpreted as “moderate level.”

This implies that both respondents with lower and higher educational attainment showed the same level of emotional coping skills to relieve stress on the modular learning delivery approach. They both prefer to get emotional support from friends, family, and relatives, and ask for advice on what to do in that situation.

Emotion coping style involves reducing the emotions associated with a stressor while avoiding addressing the problem (Van den Brande et al., 2020). Finding the right emotion-focused coping strategies for your lifestyle and personality can provide you with a vital tool for overall stress relief and help you achieve greater physical and emotional health.

Comparative Analysis in the Level of Coping of Teachers in Modular Learning Delivery According to the Areas of Physical, Mental, and Emotional, when grouped and compared according to the Variables, Age, Length of Service, and Highest Educational Attainment

Table 13

Difference in the Level of Coping of Teachers in Modular Learning Delivery in the Area of Physical Education According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	27	38.31	126.50	0.000	0.05	Significant
	Older	29	19.36				
Length of Service	Shorter	24	38.63	141.00	0.000	0.05	Significant
	Longer	32	20.91				
Highest Educational Attainment	Lower	18	28.44	341.00	0.986	0.05	Not Significant
	Higher	38	28.53				

As shown in Table 13, for the variable age, the computed U is 126.50 with a p-value of 0.000, which is less than the 0.05 level of significance; thus, it is interpreted as “significant.” Therefore, the hypothesis that states “there is no significant difference in the level of coping of teachers in modular learning delivery in the area of physical education when they are grouped and compared according to age” is rejected.

Similarly, for a variable length of service, the computed U is 141.00 with a p-value of 0.000, which is less than the 0.05 level, and is thus interpreted as “significant.” Therefore, the hypothesis stating, “There is no significant difference in the level of coping of teachers in modular learning delivery in the



area of physical education when they are grouped and compared according to the length of service," is rejected.

However, for the variable highest educational attainment, the computed U is 341.00 with a p-value of 0.986, which is greater than the 0.05 level, and is thus interpreted as "not significant." Therefore, the hypothesis states that "there is no significant difference in the level of coping of teachers in modular learning delivery in the area of physical education when they are grouped and compared according to the highest educational attainment" is accepted. The result implies that the level of physical coping in the modular learning modality differs according to age, length of service, and average family monthly income, but does not differ according to highest educational attainment. This is because younger respondents with shorter lengths of service and lower average income are more physically capable of coping with the stress brought by the modular learning delivery approach than their counterparts.

The results contradict the findings of Pagayanan (2016), which reported no significant differences in sources and levels of stress across groups defined by profile variables; however, some coping strategies showed significant differences, suggesting that teachers have unique ways of dealing with stressful situations.

Table 14

Difference in the Level of Coping of Teachers in Modular Learning Delivery in the Area of Mental Health According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	27	34.67	225.00	0.006	0.05	Significant
	Older	29	22.76				
Length of Service	Shorter	24	34.40	242.50	0.019	0.05	Significant
	Longer	32	24.08				
Highest Educational Attainment	Lower	18	23.56	253.00	0.118	0.05	Not Significant
	Higher	38	30.84				

The findings in Table 14 reveal that age ($U = 225.00$, $p = 0.006$), length of service ($U = 242.50$, $p = 0.019$), and average family monthly income ($U = 215.00$, $p = 0.013$) significantly affect the level of coping of teachers in modular learning delivery in the mental domain, leading to the rejection of the null hypotheses for these variables. Conversely, the highest educational attainment ($U = 253.00$, $p = 0.118$) did not show a significant difference, resulting in the acceptance of the null hypothesis. This indicates that teachers' coping levels in the mental aspect are influenced by their age, experience, and economic background, but not by their educational qualifications.

The result implies that when respondents were grouped by age, length of service, and average family monthly income, the level of coping in modular learning delivery in the area of mental health varies, whereas when compared by highest educational attainment, it does not. This is because older respondents with extensive experience and financial stability have a greater ability to address the problems that cause stress than their counterparts.

The result is supported by the finding of Rabago-Mingoa (2017), which shows that younger teachers experience more stress than older teachers. Between teachers who are new to the field and those with many years of teaching experience, these were the significant differences. Teachers with less teaching experience experience stress due to time management problems.



Table 15

Difference in the Level of Coping of Teachers in Modular Learning Delivery in the Area of Emotion According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U test	p-value	Sig. level	Interpretation
Age	Younger	27	37.19	157.00	0.000	0.05	Significant
	Older	29	20.41				
Length of Service	Shorter	24	36.71	187.00	0.001	0.05	Significant
	Longer	32	22.34				
Highest Educational Attainment	Lower	18	29.28	328.00	0.806	0.05	Not Significant
	Higher	38	28.13				

The results in Table 15 indicate that age ($U = 157.00$, $p = 0.000$), length of service ($U = 187.00$, $p = 0.001$), and average family monthly income ($U = 184.00$, $p = 0.003$) significantly influence the level of coping of teachers in modular learning delivery in the emotional domain, leading to the rejection of the null hypotheses for these variables. In contrast, the highest educational attainment ($U = 328.00$, $p = 0.806$) showed no significant difference, resulting in the acceptance of the null hypothesis. These findings suggest that teachers' emotional coping is affected by their age, work experience, and economic situation, but not by their educational qualifications.

This implies that teachers' coping levels in modular learning delivery in the area of emotions differ by age, length of service, and average family monthly income, whereas, when compared by highest educational attainment, they do not differ. This is because older teachers, longer in service, and with good financial condition received higher emotional support from family and friends than those who are younger and new in the service.

The result contradicts the findings of Kebbi (2018), which showed no significant difference among general classroom teachers regarding all sources and effects of stress. Results showed that most sources of stress had a weak-positive correlation with the coping strategies, whereas most effects of stress had a weak-negative correlation with the coping strategies.

Conclusion

Based on the findings, several conclusions were reached. First, the profile of the respondents suggests a workforce that is experienced and academically well-prepared but may face unique challenges in physical and mental adaptation as they age. Second, the consistent moderate level of coping across the physical, mental, and emotional domains indicates that, while teachers are surviving the demands of modular delivery, they are not yet thriving; they are in a state of persistent adjustment that requires external support to prevent long-term burnout. Furthermore, it is concluded that age and length of service are the primary determinants of how well a teacher navigates the stresses of the modular setup. Younger teachers appear more agile in adopting diverse coping strategies. Ultimately, without a targeted intervention plan, the physical fatigue and psychological strain identified in the study could lead to a decline in teaching quality and overall teacher health.

Teachers' coping levels in modular learning delivery vary across different areas. In the physical aspect, the lowest mean score of 3.21 was on the item "drink alcoholic beverages in moderation to make myself better," indicating that teachers rarely resort to alcohol as a coping mechanism and prefer healthier



ways to manage stress. On the mental side, the lowest mean of 3.25 was for the item "try to grow as a person as a result of the experience," suggesting that some teachers do not fully embrace stressful experiences as opportunities for personal or professional growth. On the emotional side, the lowest mean of 3.32 was for the item "try to find comfort in my spiritual belief," suggesting that while teachers may rely on social support and practical solutions, they are less inclined to seek solace through spirituality. Overall, these findings indicate that teachers tend to rely more on active, practical, and social coping strategies rather than avoidance, substance use, or spiritual consolation. It is therefore recommended that school administrators provide structured support programs and workshops to enhance teachers' coping skills, particularly in areas where coping mechanisms are underutilized.

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Conflict of Interest

The researcher declares that there is no conflict of interest in the conduct of this study. The study was carried out objectively, without any personal, financial, or professional interests that could have influenced the results or interpretation of the findings.

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