

Teachers' Stress, Coping Strategies And Their Teaching Proficiency Under The New Normal

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Abstract — This study aimed to determine teachers' stress, coping strategies and their teaching proficiency under the new normal. Descriptive survey and correlational analysis were used using questionnaires as the main tool in gathering data and utilized five hundred (500) teachers as respondents of the study.

The results revealed that there was no significant difference in the level of teachers' stress under the new normal when grouped according to profile.

Further, it was found out that there was no difference in the coping strategies employed by teachers when grouped according to profile. The teachers were highly proficient in their teaching job and there was no evidence on the difference of their teaching proficiency when respondents were grouped according to profile.

Finally, the findings revealed that there was a significant relationship between the level of teachers' stress and their teaching proficiency under the new normal condition. Thus, it was concluded that the teachers were highly stressed, but employed coping strategies to a moderate extent so then teaching proficiency was high.

Recommendation made were focused on ways to cope with stress. School heads should find ways so that teachers will come to work free from outside stressors, establish a strong linkage with parents, and teachers should be required to attend webinars on stress management.

Keywords — *Teachers' Stress, Coping Strategies under the new Normal*

I. Introduction

Teaching is a noble profession which demands many responsibilities on the part of the teachers. Teachers devoted their time and effort to impart knowledge to their students and complying requirements of the school where they are assigned. These teachers keep working to boost the confidence of their students and guided them to the right path in order that they will become responsible citizens in the future.

However, doing all these tasks plus their responsibilities at home and the community they are living made the life of teachers very stressful. So much more with the outbreak of the Corona Virus wherein teachers experienced a sudden shift from classroom instruction to online teaching and modular approach. This situation made the life of teachers more stressful especially this time that is coupled with fear that their families will be infected with the deadly virus and the anxiety of learning the new technology of teaching their students.

Administrators and other school officials must be aware on the adverse effect of teachers' stress on the learning of students. Strategies on how to cope with stress must be undertaken to help the teachers and give them support on the present situation. Moreover, the success of every education institution is manifested by its quality of teaching, high performance of students, institutional achievements, and continual improvement which are interdependent to the institutional collaborative efforts or interconnection among members of the school community in providing quality control and effective management system (Luza-Tabiolo,C.D.,2018).

A coping strategy is a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict. One needs ways to calm his or her mind and body after a stressor has taken its toll. The two main categories of coping strategies are emotion- focused coping and solution-focused coping.

Emotion-focused coping changes a person's emotional response to the stressor. Emotion-focused coping techniques are focused on reducing the negative emotional response one might experience because of stressors.

Problem-focused coping is about trying to deal with the stressor itself so as to avoid the stress response it is causing. Problem-focused coping involves finding practical ways to deal with stressful situations. (<https://study.com>)

Teachers' stress during the new normal and their coping abilities/strategies is believed to affect their teaching proficiency.

Teaching proficiency refers to systems of instruction assessment, grading, and academic reporting that are based on students' performance, that they have learned the knowledge and skills as they progress through their education. In public schools' state proficiency – based system use learning standards to determine academic expectations and define "proficiency" in a given course, subject area, or grade level (although other sets of standards may also be pursued, including standards developed by districts and schools or by subject-area organizations.)

The COVID-19 pandemic is definitely having a profound effect on our education system. Schools are closing, face to face is changed to distance learning and educators are scrambling to adapt this curriculum and learn new strategies for teaching students from a distance. In schools that remain open, teachers are coping with heightened stress levels from students, families, and colleagues.

These unprecedented challenges only add to the stress that teachers face every day. And even though educators are geared to put others' needs first, teacher retention experts say there has never been a more critical time for teachers to make their own well-being a priority.

COVID-19 indeed changed the lives of many people around the world. It created fear, trauma, depression, and anxiety to people, especially those who lost their loved ones due to the

pandemic. In the context of the Philippines, Filipinos, particularly, the teachers are worried about the safety of their loved ones and even their lifestyles have been affected because of the fears due to the pandemic. Though the Filipino-teachers have shown a positive outlook in life amid the COVID-19 outbreak, they are still susceptible to the stress since the pandemic is still ongoing.

The author, therefore, is motivated to investigate the state of stress experienced by the teachers and what to do to cope with stress and how it affected their teaching proficiency (<https://www.tandfonline.com>).

Literature Review

Stress has been defined in different ways over the years. Originally, it was conceived of as pressure from the environment, then as strain within the person. The generally accepted definition today is one of interaction between the situation and the individual. It is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, stress is more likely in some situations than others and in some individuals than others. Stress can undermine the achievement of goals, both for individuals and for organizations.

Sign of stress can be seen in people's behavior, especially in changes in behavior.

Acute response to stress may be in areas of feelings (for example, anxiety, depression, irritability, fatigue), behavior (for example, being withdrawn, aggressive, tearful, unmotivated), thinking (for example, palpitations, nausea, headaches). If stress persists, there are changes in neuroendocrine, cardiovascular, autonomic and immunological functioning, leading to mental and physical ill health (for example, anxiety, depression, heart disease.)

Stress and depression in the workplace can be caused by heavy academic workload. Mateo and Reyes (2018) mentioned that the Department of Education clarifies that heavy workload of teachers maybe a source of stress but it could not be the reason why some teachers resort to committing suicide. However, the DepEd teachers must do something to lessen the burden of teachers especially this time we are suffering from pandemic.

In order to improve the educational system, healthy teachers are needed to maintain a happy environment with the students. Ventayin, C, et.al (2021). They further commented that teachers should be able to determine the signs of stress and must be able to prepare for coping strategies so that stress will not be able to contuse the well-being of its victim.

With the outbreak of COVID-19, the life of teachers has become even more stressful. Workloads that were once perceived as substantial have been complicated by a rapid conversion from face to face to online or modular delivery of learning for which many teachers had not been prepared but whose effects seem likely to last for years to come. Balancing personal and professional roles is a challenge for many teachers, but online delivery of courses with work-at-

home protocols and ubiquitous online work-related activity creates a lack of physical, temporal and/or psychological boundaries between school and home. In many cases, teachers have significant other task sharing the same space and/or have their own children who also need their attention. In particular, the nature of the global pandemic brings a particular set of Covid-19 difficulties to the mix: health concerns for oneself and loved ones, social and physical distancing, travel restrictions, closed borders, shortages of daily necessities, restricted services, and uncertainty as to when life will return to ‘normal.’ Faith been shaken in the certainty of what ‘normal’ even means now or what it will be in the future; the long-term consequences for teachers and teaching are unknown. There is no denying that life with Covid-19 has suddenly and unavoidably become more difficult and complicated for everyone. How are teachers coping in the midst of the crisis as much of the world is locked down and education systems are disrupted? (Makintyre, Gregersen, Meur, 2020).

Across the globe, the COVID-19 pandemic has brought substantial challenges on individuals and societies. As part of this, teachers have faced significant stressors in relation to their work (Collie, 2021). The pandemic brought a very sudden shift to remote learning, and teachers were called upon to support students’ academic development and well-being throughout this shift, while also navigating adversity and stress in their own home, Collie 2020 added. However, such widespread disruption has not occurred in living memory, there is a need to examine teachers work related experiences that will cause them and challenges a stressful life.

Response to the Covid-19 pandemic crisis has produced no shortage of stressors as it is most definitely a period of heightened psychological stress. Language teachers, their learners, and parents around the globe are having to cope with the astonishing chain of events brought on by Covid-19 as schools close and officials directed a diverse levels of shelter-in-place orders, from social distancing to strict quarantines, in order to cope with the global pandemic. For many language teachers, this has required switching to teaching under unfamiliar and difficult circumstances with little warning and preparation, and barely, if any, training. There has been an expectation that teachers will simply carry on and do their best by adapting, adjusting and continuing to aim for effective teaching using a range of the only available resources. How realistic it is for educators to meet these demands has not been at the forefront of most policy decisions, and the stress being produced is something of an afterthought – if it is considered at all. In addition to a long list of practical pedagogical stressors, educators are also contending with the strains of pandemic itself, from health concerns for self and others, changes brought on by working from home, threats to the current job and future career, new family and domestic responsibilities, and often being confined to their home.

The rapid spread of the COVID-19 has resulted in a global pandemic that has claimed millions of lives. It has impacted the educational systems of many countries as it forced educational institutions to adopt online remote learning it continue offering their services.

As a result revealed by Andrade, et.al (2021) most of the teachers were suffering from stress, anxiety and depression. Various coping strategies were done by teachers to combat stress like: 1) social support, 2) healthy living, 3) leisure activities, 4) mental health promotion, 5) work and study activities, 6) spiritual activities, and 7) avoidance activities.

According to Ellis (2020), most teachers had to adjust their academic strategies to accommodate virtual schooling. But, the pandemic is not affecting all teachers equally.

Teachers are now facing problems due to the pandemic but not all are related to classroom. Work stress is further complicated by the needs of many teachers to manage their homes, their kids, their household chores and aging parents.

In their influential ‘transactional model’ of stress and behavioral self-regulation, Lazarus and Folkman (1984) divided coping strategies into emotion-focused and problem-focused strategies. Whereas problem-focused coping is aimed at solving the perceived problem or doing something to alter the source of stress, emotion-focused coping is aimed at reducing or managing the emotional distress that is associated with or triggered by the situation. Early research suggested that problem-focused was preferable to emotion-focused coping for long-term, healthier psychological functioning, though it is now recognized that most stressors elicit both types of coping (Boniwell and Tunariu, 2019).

When the Chinese government first announced the novel coronavirus outbreak in Wuhan, it was only days when it has been named as COVID-19 and eventually considered as a massive international concern. Such concern led the World Health Organization (WHO, 2020) to declare COVID-19 as a pandemic. In the Philippine context, when the imported and localized transmission of COVID-19 was recorded, the government considered it as a risk to national security (Nicomedes et. al., 2020). Consequently, the Philippine government implemented the Enhanced Community Quarantine to contain the spread of COVID-19 on March 16, 2020. However, due to the increase of the COVID-19 cases in the Philippines, the ECQ was extended until April 30, 2020. This health problem created public health emergencies that Filipinos are also affected nationwide due to prolonged social isolation that creates loneliness, anxiety, depression, and can even lead to a post-traumatic stress disorder (Leite et.al., 2020 cited American Psychological Society, 2020, WHO, 2020).

Policies were created to secure the continuity of adherence of the stakeholders, particularly directed to the teachers and the students to the educational and preventive policies such as the provision of alternative delivery modes of education and quarantine requirements (Commission on Higher Education, [CHED], 2020; Department of Education [DEPED], 2020). These new normal can posit worries to the teachers since they have not been trained for emergency online teaching. In addition, the suspension of classes even in higher education coupled with social isolation and home quarantine can cause anxieties to the teachers (Talidong, et. al., 2021.)

Rona dela Rosa (2020), stressed in her published article “Academic Anxiety: Coping Strategies of Teachers and Students during the COVID-19 Pandemic,” that the lockdown brought by COVID-19 pandemic drastically changed the daily routine: work arrangement, socialization, and even the educational settings. These changes may bring anxiety to those who are directly affected.

Once high levels of work-related stress among teachers were confirmed many studies concentrated on identifying and investigating key stress factors among school teachers. Unfortunately there are very few researches made on stress causing factors among teachers in Republic of Macedonia.

To determine the most frequent stress causing factors among teachers in elementary schools and to investigate their relationship with demographic and job characteristics, Demjaha., et. al., conducted the study, “Stress Causing Factors among Teachers in Elementary Schools and their Relationship with Demographic and Job Characteristics.”

Andrade, H. et.al (2021) conducted a study on teachers’ mental health and self-reported coping strategies during the COVID-19 pandemic.

This study assessed the psychological distress, life satisfaction and perceived stress of Ecuadorian teachers who adopted online learning in response to the COVID-19 pandemic. It also aimed to qualitatively report the coping strategies used to maintain their mental health and well-being.

Three hundred ninety-four (394) teachers were taken as respondents of the study. The following findings were revealed: 1) more than half of the respondents said they were taking care of children below 11 years old and adults who are over 65 years old, 2) most of the participants were teaching in higher education, 3) age was significantly correlated with all the psychological variables, 4) females presented higher level of stress, 5) teachers with home care responsibilities presented higher psychological distress and perceived stress, and 6) teachers with trainings and experience with online teaching presented lower levels of stress and higher level of satisfaction.

Coping strategies employed were: 1) seeking social support, exercising and engaging in leisure activities.

Teaching often is listed as one of the most stressful professions and being a language teacher triggers its own unique challenges. Responses to the Covid-19 pandemic have created a long list of new stressors for teachers to deal with, including problems caused by the emergency conversion to online language teaching. This article examines the stress and coping responses of an international sample over 600 language teachers who responded to an online survey in April 2020. The survey measured stressors and 14 coping strategies grouped into two types, approach and avoidant. Substantial level of stress were reported by teachers, correlations show that positive psychological outcomes (wellbeing, health, happiness, resilience, and growth during trauma)

correlated positively with approach coping and negatively with avoidant coping. Avoidant coping, however, consistently correlated (r s between 0.42 and 0.54) only with the negative outcomes (stress, anxiety, anger, sadness, and loneliness). In addition, ANOVA showed that although approach coping was consistently used across stress groups, avoidant coping increased as stress increased suggesting that there may be a cost to using avoidant coping strategies. Stepwise regression analyses using the 14 specific coping strategies showed a complex pattern of coping. Suggestions for avoiding avoidance coping strategies are offered. (MacIntyre, et al., 2020)

O'Bryan (2019) conducted a study on work-related stress and coping strategies for elementary teachers.

The purpose of the study was to examine kindergarten through fifth grade teachers' responses regarding their work-related stressors, the type of manifestations of stress, both emotional and/or behavioral, they experienced due to work-related stress, and their identification of coping strategies used to reduce their work-related stress.

Study findings revealed kindergarten through fifth grade teachers in selected Northern Minnesota schools reported the most noticeable work-related stressors were described by the following statements: there is too much work to do, students' behavior negatively impact personal priorities were being short-changed due to time demands at work. Those most noticeable work-relates stressors represent emotional manifestation of stress.

Workloads that were once perceived as substantial have been complicated by a rapid conversion to online delivery for years to come. Balancing personal and professional roles is a challenge for many teachers, but online delivery of courses with work-at-home protocols and ubiquitous online work-related activity creates a lack of physical, temporal and/or psychological boundaries between school and home. In many cases, teachers have significant others having the same space and/or have their own children who also need their attention. In particular, the nature of the global pandemic brings a particular set of Covid-19 difficulties to the mix: health concerns for oneself and loved ones, social and physical distancing, travel restrictions, closed borders, shortages of daily necessities, restricted services, and uncertainty as to when life will return to 'normal'. Faith has been shaken in the certainty of what 'normal' even means now or what it will be in the future; the long-term consequences for teachers and teaching are unknown. Even as we write this manuscript in late April 2020, these challenges persist for many across the globe and the passing of time is itself becoming a stressor that challenges people's ability to persist under conditions described as trauma in the making (Salas, 2020). There is no denying that life with Covid-19 has suddenly and unavoidably become more difficult and complicated for everyone. How are teachers coping in the midst of the crisis as much of the world is locked down and education systems are disrupted? (MacIntyre, Gregorsen, Mewer, 2020).

A study on teachers' experiences of stress and their coping strategies during COVID-19 induced distance teaching was conducted by Klapproth, F. et.al (2020).

This is a cross-sectional survey that assessed the level of stress that teachers experienced during the lockdown of schools in Germany, their strategies to cope with it as external and internal barriers for distance teaching with an online questionnaire.

A total of three hundred eighty (380) teachers from different schools participated. They experienced medium to high levels of stress. The vast majority of them experienced technical barriers, but most of them felt able to cope functionally with stress.

Toliver (2019) conducted a study on teacher stress and coping a qualitative case study at Concordia University Portland.

The study examines how stress affects the teacher participants in a rural school in Alabama and how those teachers cope with stress. The purpose of this qualitative case study is to explore the effects of teacher stress and the ways in which stress is dealt with through coping strategies. Thirteen teachers from one school in the district were invited to participate. Eight teachers of the thirteen agreed to be interviewed as part of the study which included all the K-6 teachers, the literacy coach, and the physical support, creating positive work environments within the school, and incorporates a mindset of effective communication can reduce the effect of stress and build coping strategies.

Collie, R. (2021) conducted a research on COVID-19 and teachers' somatic burden, stress, and emotional exhaustion and examining the role of principle leadership and workplace buoyancy.

Two leadership factors, autonomy-supportive and autonomy-thwarting leadership and one personal resource which is workplace buoyancy were examined as predictors of teachers outcomes.

Data were collected from three hundred twenty five (325) teachers during the first wave of COVID+19. During this time, children were being taught from home, while others were attending schools in person.

Findings showed that autonomy-supported leadership was associated with greater buoyancy and lower somatic burden, stress related to change, and emotional exhaustion.

The findings provide understanding of factors that maybe harnessed to support teachers during subsequent waves of COVID-19 and other future disruption that may occur.

The study of Sarabia and Collantes (2020) "Work-Related Stress and Teaching Performance of Teachers in Selected School in the Philippines," determined the predictor of teaching performance among the components of work-related stress to 210 selected elementary and secondary public teachers in Angeles City. It described the participants' socio-demographic characteristics, level of work-related stress, and teaching performance, and likewise compared the work-related stress of the participants. The research design used was a descriptive-correlational design with various statistical tools such as descriptive statistics, independent T-Test, and multiple

linear regressions. The study revealed that selected elementary and secondary teachers of Angeles City had a moderate work-related stress with the subcomponent demand as highly contributory to the stress. Gender and position were positive predictors of teaching performance where female and teachers with higher teaching position tended to have a higher teaching performance. On the other hand, seminars attended relative to stress and demand which is a sub-component of work-related stress are the negative significant predictors of teaching performance. This implies that teachers who attended seminars related to stress management had higher teaching performance compared to those who did not. This result also established that the higher level of demand, which is a sub-component of stress, can result in lower teaching performance (<https://www.researchgate.com>).

Talidong and Toquero (2020) stressed in their study that school closures, home quarantine, and social distancing implemented worldwide can cause a sudden anxiety even among teachers. A designed online survey collected data from Filipino teachers' practices on how they deal with anxiety due to the Covid-19 outbreak. The practices include information seeking, preventive measures, and other coping mechanisms to deal with anxiety during the quarantine period. Results revealed that teachers practice virtual learning, communicate with the professional community, adhere to quarantine requirements, and find purposeful activities to deal with anxiety due to the suspension of national school-related activities in the country brought by the pandemic. (<https://doi.org>)

A study on work-related stress and teaching performance of teachers in selected schools in Philippines.

The study determined the predictor of teaching performance among the components of work-related stress to two hundred ten (210) selected elementary and secondary public teachers in Angeles City.

Findings of the study revealed that selected elementary and secondary teachers of Angeles City had a moderated work-related stress. Gender and position were positive predictors of teaching performance where female teachers with higher teaching position tended to have a higher teaching performance, while seminars and demand are the negative significant predictors of teaching performance. This implies that teachers who attended seminars related to stress management had higher teaching performance compared to those who did not. Having higher teaching performance indicate that teaching proficiency of teachers is not affected by stress to its full extent.

Oducado, et.al. conducted a descriptive-correlational online survey administered in August 2020 utilized the COVID-10 Perceived Stress Scale to assess the perceived stress among employed Filipino teachers. Mann Whitney U-Test and Kruskal-Wallis H-test tested for differences while Spearman's rho was used to analyze correlation between variables.

Results demonstrated that more than half of teachers experienced moderate COVID-19 stress compared to males.

A negative correlation was noted between self-rated health and COVID-19 stress while a positive correlation was found between perceived risk of getting COVID-19 infection and COVID-19 stress.

This study highlights that steps must be undertaken to help teachers deal with the stress of the COVID-19 crisis as well as they must be provided or taught with stress management interventions during this pandemic.

A study on stress among public school teachers was conducted by Alson (2019) at the University of Perpetual Help System, Calamba City, Philippines.

The study measured different stressors experienced by teachers in public national high school and their coping mechanisms. The purpose of this study was to explore the work-related, emotional and personal stressors and coping mechanisms of teachers. There was a feeling of excessive monitoring and demands for outputs from the administrator. This was sometimes compounded by conflicting day, sometimes overtly manifested through emotional outbursts. Although stress cuts-through gender and age barriers, everyone divided their own cognitive strategies to cope with stress.

Ventayin, C. et.al (2021) revealed the findings of their study on stress and depression in the workplace of educators. The study aimed to determine the level of workplace stress and depression of educators by gathering their profile data, workplace stress, and the state of depression.

Based on the result after analyzing the data gathered, teachers sometimes experience stress in the workplace, while some experience depression. It is recommended that teachers should know how to manage stress and apply coping strategies to get rid of stress and depression.

Torreon and Trabajo (2018) conducted a study on the teaching effectiveness and coping occupational stress as basis for intervention program which intended to determine the relationship between teaching effectiveness and coping occupational stress of teachers. It aims to creating and intervention program out of the results. This study will make use of universal purposive sampling techniques in selecting its respondents.

The result on the relationship of the respondents' profile has no direct influence on teaching effectiveness while the relationship of occupational stress and teaching is associated with a decrease on teaching effectiveness found a slight negative relationship.

This implies an increase on teachers' occupational stress is associated with a decrease on teaching effectiveness. It can be inferred from the result that the respondents' performance was not affected by the occasional stress but evidently an effectiveness by dedication and commitment of teachers to their profession.

II. Methodology

This section contains the research method and procedures used in the study. It includes the research design, research setting, respondents of the study, data gathering procedure, and statistical treatment of data.

Research Method Used

The descriptive correlational method of research was used to determine the level of stress, extent of coping strategies, and level of teaching proficiency under the new normal. The correlational method was applied to determine the relationship of work related and non-work related stress and the teachers' teaching proficiency under the new normal.

Research Environment

This research was conducted in selected national high schools under the Department of Education (DepEd) within the 3rd Congressional District of Zamboanga del Norte.

Research Respondents and Sampling

The respondents of this study were the five hundred (500) teachers randomly selected and were employed in the 3rd District of Zamboanga del Norte. The list of schools in the table below are located in rural areas, so it is very evident that the teachers felt stressful situations especially on the sudden shift of teaching modality from face to face instruction to modular approach.

Table 1 Respondents of the Study

Teachers	Frequency	Percentage
Liloy National High School	143	28.6
Gutalac National High School	90	18.0
Kipit Agro-Fishery High School	72	14.4
Salug National High School	72	14.4
Tampilisan National High School	64	12.8
Compra National High School	38	7.6
Bacong National High School	21	4.2
Total	500	100

Research Instrument and Validity

This study utilized a survey questionnaire to gather data needed in the study. It was based on a standardized questionnaire on teachers' stress and coping strategies by Talidong (2020). The researcher presented the questionnaire to three (3) experts in the field of education for checking and suggestions. All of the suggestions were incorporated that finalizes the content of the questionnaires. The questionnaires were distributed to a group of thirty (30) teachers from the second district for pilot testing. The reliability and validity of the instrument was determined using

the Statistical Package for Social Sciences (SPSS) software with reliability and validity coefficients greater than 600.

The questionnaire consisted of four (4) parts. The first part included the profile of the respondents in terms of age, sex, teaching experience, educational attainment and training and seminars attended. The second part are items on teachers' perception on stress under the new normal. The third part are items related to coping strategies. And the last part are items that answer the questions on the teachers' teaching proficiency under the new normal.

Data Gathering Procedure

The researcher secured a permit from the Schools' Division Superintendent to allow him to gather the data needed for this research. After approval of the request, a copy was furnished to the Principal of the Districts where the data was gathered with an attached communication asking for support during the gathering of data.

The questionnaires were administered and retrieved after a couple of hours to give ample time for the teachers to fill out the questionnaires according to their honest perceptions. Then gave thanks to the principal and teachers for being so cooperative and generous of their effort and time.

The collected questionnaires were segregated, tallied, computed, analyzed and interpreted.

Statistical Treatment of Data

The data collected were summarized for analysis and interpretation. The following descriptive and inferential measures were used in this study:

Frequency and Percentage Distribution

The frequency and percentage distribution table were used to determine the profile of teachers in terms of sex, age, length of service, educational attainment, and seminars and training attended.

Weighted Mean

The weighted mean was used to determine the level of teachers' stress, extent of employing the coping strategies, and level of teachers' proficiency.

The following statistical continuum was used to interpret the level of teachers' stress under the new normal.

Scale Value	Level of Agreement	Statistical Continuum	Implication
4	Very Much Stressed	3.26 – 4.00	Very High
3	Moderately Stressed	2.51 – 3.25	High
2	Least Stressed	1.76 – 2.50	Low
1	Not Stressed	1.00 – 1.75	Very Low

The following statistical continuum was used to interpret the extent of coping strategies employed by teachers:

Scale Value	Level of Agreement	Statistical Continuum	Implication
4	Very Much Effective	3.26 – 4.00	To a great extent
3	Moderately Effective	2.51 – 3.25	To a moderate extent
2	Least Effective	1.76 – 2.50	To a small extent
1	Not Effective	1.00 – 1.75	To a very small extent

The following statistical continuum was used to interpret the level of teachers' teaching proficiency:

Scale Value	Level of Agreement	Statistical Continuum	Implication
4	Very Much Proficient	3.26 – 4.00	Highly Proficient
3	Moderately Proficient	2.51 – 3.25	Proficient
2	Least Proficient	1.76 – 2.50	Approaching Proficient
1	Not Proficient	1.00 – 1.75	Below Proficient

Mann-Whitney U Test

The Mann-Whitney U test was used to test the difference in the level of teachers' stress, extent of coping strategies employed by teachers, and level of teachers' teaching proficiency when grouped according to sex.

Kruskal-Wallis H Test

The Kruskal-Wallis H test was used to test the difference in the level of teachers' stress, extent of coping strategies employed by teachers, and level of teachers' teaching proficiency when grouped according to age, length of service, educational attainment, and training and seminars attended.

Spearman Rank-Order Correlation

This was used to determine whether there is a significant relationship between the level of teachers' stress and their level of teaching proficiency.

The guide for interpreting the correlation coefficient ρ as suggested by Cohen, West, and Aiken (2014) were as follows:

Value	Size	Interpretation
± 0.50 to ± 1.00	Large	High positive/negative correlation
± 0.30 to ± 0.49	Medium	Moderate positive/negative correlation
± 0.10 to ± 0.29	Small	Low positive/negative correlation
± 0.01 to ± 0.09	Negligible	Slight positive/negative correlation
± 0.00		No correlation

Posting the statistical formulas was no longer necessary since the collected data for this study were encoded and analyzed using the following software's: Statistical Package for Social Sciences (SPSS v. 19.0), jamovi 1.6.8, and Microsoft Excel. All statistical test for this study were performed at 0.05 level of significance.

III. Results and Discussion

The analysis and interpretation of the collected data revealed the following findings:

1. On the profile of teachers

Most of the teachers are female and they outnumbered their male counterpart. The age distribution of teachers was positively skewed. More teachers belong to the age group 31 – 40 years old and more than half of the teachers were within the young and middle age groups. For the length of service, many were newly employed classroom teachers. In terms of educational

attainment, more teachers have master's degree units. For number of training and seminars attended, more than half have attended training and seminars 0 – 5 times. The profile consists of heterogeneous group of teachers.

2. On the teachers' stress under the new normal

The level of stress among teachers under the new normal in terms of work related stress was “high”. The level of stress among teachers under the new normal in terms of non-work related stress was also “high”. The teachers were highly stressed in performing their work under the new normal and in their daily activities as there were factors that may affect their performance.

3. On the difference in the level of teachers' stress under the new normal when grouped according to profile

There was no significant difference in level of teachers' stress under the new normal when grouped according to sex. There was no significant difference in level of teachers' stress under the new normal when grouped according to age. There was no significant difference in level of teachers' stress under the new normal when grouped according to length of service. There was no significant difference in level of teachers' stress under the new normal when grouped according to educational attainment. There was no significant difference in level of teachers' stress under the new normal when grouped according to training and seminars attended.

4. On the coping strategies employed by teachers

The teachers considered that the most effective way to lessen the effect of stress in their job during the pandemic were by faithfully observing health and safety protocols to avoid getting the virus, comforting themselves by thinking that what they experienced now is temporary, and regularly monitoring their health condition. Most teachers did not always consider spending more time in social media, getting enough sleep, and exercising at least 30 minutes a day as an effective coping strategies under the new normal.

5. On the difference in the coping strategies employed by teachers under the new normal when grouped according to profile

There was no significant difference in the extent of coping strategies employed by teachers when analyzed according to sex, age, length of service, educational attainment, and training and seminars attended.

6. On the teachers' teaching proficiency under the new normal

The teachers were highly proficient in demonstrating understanding and respect to parents, students and other stakeholders, encouraging and motivating students to read the modules and do the learning activities, and regularly monitoring their students' progress and do some interventions in their difficulties through home visitations.

7. On the difference in the teachers' teaching proficiency under the new normal when grouped according to profile

There was no significant difference in the level of teachers' teaching proficiency under the new normal when grouped according to sex, age, length of service, educational attainment, and number of training and seminars attended. It can be said that the level of teachers' teaching proficiency under the new normal were at similar level according to profile.

8. On the relationship between the teachers' stress and their teaching proficiency under the new normal

There was a significant relationship between the level of teachers' stress and their level teaching proficiency under the new normal. This implies that the level of teachers' stress has a negative substantial effect on their teaching proficiency.

IV. Conclusion

It is hereby concluded that the teachers under the study were highly stressed, but they employed coping mechanism to a moderate extent so their teaching proficiency under the new normal is high

As revealed in the findings of this study, the following conclusions were reached:

The teachers were highly stressed under the new normal due to increased responsibilities brought about by modular learning modality. In spite of the pressures they encountered under the new normal, they were still able to perform their job with high proficiency through employing coping mechanisms to a moderate extent. It can be inferred from the findings that the stress experienced by teachers under the new normal has a small negative effect in their teaching proficiency.

Specifically, this study concluded the following:

1. The teaching force of 3rd Congressional District of Zamboanga del Norte Division was mostly female and in the middle adulthood age range;
2. The teachers were more affected by stress factors pertaining their jobs;
3. The stress level experienced by teachers under the new normal were at similar level across profile;
4. The teachers employed coping mechanisms to lessen the effect of stress to a moderate extent;

5. The teachers find ways to continue to perform and give their best to their students under the new normal; and
6. The stress experienced by teachers somehow affect their teaching proficiency.

V. Recommendations

Based on the findings of the study, the following recommendations are hereby offered:

1. Teachers should find ways to know more strategies to cope with stress.
2. To cope with stress, educators must learn to care for themselves before they can care for others.
3. School heads are responsible for the well-being of their teachers and hence, they have to find ways to reduce or lose stress in the work place.
4. School head should design measures that would motivate teachers to come to work without considering problems/stressors coming from outside factors.
5. The school should strengthen its link with the parents and brief the latter how they can effectively do their part in the home education of their children, thus, teachers' burden or stress can be minimized during the new normal.
6. Teachers should be made to join webinars that deal with strategies on how to teach proficiently in the new normal.
7. It is also hereby recommended that similar study shall be conducted by other researchers to find out if same result will be derived

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