



Stress Coping Mechanisms Employed by Technology and Livelihood Education Teachers in Biliran Division

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ABSTRACT

This study aimed to determine the stress coping mechanisms employed by the Technology and Livelihood Education Teacher in Biliran Division. Employing the descriptive correlational research design, 120 TLE teachers were involved as respondents in this study and some of them were tapped for in-depth interview. Results disclosed that the TLE teachers in Biliran Division were at middle aged, female, married, with master's unit, had teaching experience of 5 years and below, had attended training and seminars in the district or division level. The demands of the profession, excessive paper work on or documentation, low salary, quantity of work/overwork, time pressure, and work attitude were the top five identified stressors encounter by the TLE teacher in Biliran Division. The profile of the TLE teacher was not directly affected by the stress coping mechanisms they have employed, and do not affect their teaching performance. The stress coping mechanisms employed by the TLE teachers in Biliran Division do not affect their performance and the students' performance. Likewise, the stress coping mechanisms employed by the TLE teachers do not affect students' performance. Hence, there is no significant relationship between the profile, stress coping mechanisms employed by the TLE teachers to their performance and to the students' performance. Further research similar to the current study should be conducted in a wider scope to obtain optimum result.

Keywords: *Stress Coping Mechanisms, Technology Livelihood Education*

1. Introduction

Stress coping mechanisms are ways to which external or internal stress is managed, adapted to, or acted on. When stress is seen as a reaction to the environment, coping can be seen as the process through which the stressors can decrease to the level of stress and lessen the negative effects of stress (Lazarus and Folkman, 1984). It can encompass techniques to equip a teacher/ person with coping mechanisms/ management involves techniques such as: self-management, conflict resolution, positive attitude, self-talk breathing, meditation, exercise, diet and rest. Effective stress coping mechanisms/ management involves learning to set limits for the issues that create stress.

Srinivan (2006) enunciated that stress coping mechanisms/ stress management consists of making changes to a person preventing stress by practicing self-care and relaxation and managing when he responds to stressful situation when it occurs. Moreover, stress coping mechanisms/ management is beneficial to reduce blood pressure, heart disease, digestive troubles, and other physical ailments. It also helps improve sleep mental cognition and libido. In fact, coping with stressors can decrease the level of stress and lessen the negative effects of stress. Stress can affect teacher capacity to fulfil duties effectively. It incorporates considerable cost in absenteeism, reduce quality of teaching and has the propensity to negativity impact student learning (Felter, 2015).

Along this line, technology and livelihood education teachers commend that they were under stress or burn out that directly affect their teaching performance. In fact, from experience, the researcher has also been exposed to stress and been teaching for a number of years in the Night High School

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being a TLE teacher and has observed the different effects of stress from colleagues. Some of the TLE teacher's complaint about physical ailments such as fatigue, aching neck and shoulder muscles, lower back pain, migraine, headaches, sleep disturbance and insomnia. However, Mingoa (2017) stated that complaints on aching neck and shoulders and lower back pain are associated with the nature of their work.

To mitigate teachers' stress, stress coping mechanisms should be employed so that teaching performance will not be affected. The teachers are more prone to stress because dealing with students and causing for their better performance throughout the day itself is a stressful situation. School is considered to be a major source of stress in the lives of both students and teachers. Teachers work daily with students cope with numerous interruptions, student absenteeism, and student with special needs, insufficient funds, and lack of support. Moreover, teachers have to perform a lot of work after they reached home like preparation, reference, correcting the notebooks, evaluate etc. all these indicate stress is always present with the teacher. So, teacher has to cope with these stresses by adopting certain coping skills. The general principle of coping involves change, feedback rehearsal, developing sensible belief, learning to use leisure time sensibility.

Hence, stress coping mechanisms is an important skill that the latter should have in order to reduce if not eliminate the stress in their lives. Likewise, lack of stress coping mechanisms on the part of the teachers can hamper effective delivery of quality instruction which reflect-teachers' performance.

It is for this reason that the researcher is opted to conduct this study to determine the stress coping mechanisms of TLE teachers. Considering the fact that there was no study conducted yet vis-a-vis to the current study. The findings generated from the study could serve as basis in designing a stress management program in Biliran Division.

1.1. Objectives of the Study

The study aimed to determine the stress coping mechanisms employed by Technology and Livelihood Education teachers in Biliran Division.

1.2. Methodology

The study utilized the descriptive correlational research design because it was an appropriate and best titled to the method relevant to the present study. Moreover, the study is conducted among the 20 Secondary Schools in Biliran Division for the School Year 2017-2018.

Purposive sampling was employed in this study. There were 120 TLE teachers as respondents in Biliran Division. To be able to attain the objectives of the study, a survey questionnaire was utilized as research instrument was lifted from a standard questionnaire by Fimean Teachers Stress by Fimean (1998) and Mazo (2015). The distribution of survey questionnaire was the data gathering procedure for the study. Prior to the distribution of copies, permission was sought to conduct the study from the Dean of the Graduate School and the OIC University President of Naval State University and Schools Division Superintendent of the Division of Biliran. In order for the researcher to conduct this study using one (1) period of the class for the respondents to answer the instrument that was personally administered by the latter. Then followed by the retrieval of the filled-up survey questionnaire.

2. Results and Discussion

The results are categorized in accordance to the objectives of the study as follows: profile of the Technology and Livelihood Education Teachers; stressors encountered by the teachers relative to their work, stress coping mechanisms employed by the teachers in Biliran Division, teachers performance and student's performance.

Table I Illustrates the profile of TLE teachers as categorized into age, civil status, highest educational qualification, teaching experience, and training/seminars attended.

Age. Based on the findings, majority of the TLE teachers were at the age between 31-45 years or 46.7 percent, followed by ages 30 years and below with 28.3 percent. TLE teachers with age 46-59 years were represented by 19.2 percent, while those 60 and above had the lowest representation of 5.8 percent. This shows most of the TLE teachers were in the middle-aged and therefore mature and well used with relevant information on effects of work-related stress on performance.

Table 1 Profile of the Technology and Livelihood Education Teachers

	F	%
Age		
60 and above (senior)	7	5.8
46-59 (old age)	23	19.2
31-45 (middle age)	56	46.7
30 years and below (young)	34	28.3
Total	120	100
Sex		
Male	32	26.7
Female	88	73.3
Total	120	100
Civil Status		
Single	40	33.8
Married	73	60.8
Separated	2	1.7
Annulled	1	0.8
Widow\widower	14	3.3
Total	120	100
Educational Attainment		
Doctorate Degree Holder	1	0.8
With Doctor Units	5	4.2
Master's Degree Holder	6	5.0
With Master's Units	59	49.2
BS Degree Holder	49	40.8
Total	120	1
Teaching Experience		
Distinguish (16 years and above)	24	20.0
Highly Proficient (11-15 years)	9	7.50
Proficient (6-10 years)	22	18.33
Novice (5 years and below)	65	54.17
Total	120	100
Trainings\Seminar Attended		
International	15	4
National	72	3
Regional	172	2
District\Division	367	1

Results disclosed in the table above, that there were 34 teachers in 30 years and below category maybe explained by the fact that fresh graduate is most posted to school immediately after graduation and some join other jobs. The results agree with the research findings conducted by Manjula (2007), from the study it can be found that teachers above 40 years of age were highly exhausted which may lead to stress. Likewise, teachers less than 30 years of age were closely surprised leading to stress. Rural teachers lack assertiveness which may lead to stress and could be one of the causes for stress.

Sex. Most of the respondents were females with a frequency of 88 or 73.3 percent while the rest were males at 32 or 26.7 percent. The data indicate that TLE female teachers dominates the males. The data manifest there are more female teachers teaching TLE subject. The findings are in line with Forlin (2007) who observed that both male and female secondary school teachers use the same strategy in managing their stress by shared worries with people. It was revealed that female teachers manage their stress by sharing their worries with people while male counter parts do not.

Civil status. More than one half of the TLE teachers are married at 73 or 60.8 percent while only 1 or 0.8 percent is annulled. These means that most TLE teachers in Biliran Division were all married. The result implies that being a married teacher may sometimes lead to stress. Based on the result of the study, it was justified in the findings of Manjula (2007) that married teachers lose control leading to stress. Married teachers lack communication among colleagues which may cause to stress. Furthermore, married teachers suffer due to cut in pay for taking leave which may lead to stress. Whereas, single teacher have lesser role in decision making which may cause to stress. The findings would imply that the civil status of a teacher could be one factor that cause the stress in their work.

Highest Educational Qualifications. Almost one half of the TLE teachers were BS Degree holder with Masteral Units with a frequency of 59 or 49.2 percent; while there were 49 or 40.8 percent are BS Degree holder and only 1 or 0.8 percent a Doctorate Degree holder. This manifest that most of the TLE teachers in Biliran Division were BS degree Holder with Masteral Units. The results imply that TLE teachers were still in the process of pursuing graduate studies. The results are supported by the findings of Manjula (2007) which disclosed that the Graduate teachers lack assertiveness which may lead to stress. Graduate teachers are more submissive and may stress. On the other hand, Graduate teachers lack cordial relationship with management leading to stress and do not have much scope for development leading to stress.

Teaching Experience. More than one half of the TLE teachers were novice with a frequency of 65 or 54.17 percent; while the rest were the proficient teachers with 6-10 years of experience at 22 or 18.33 percent; whereas there were only 9 or 7.50 percent have 11-15 years of teaching experience and there were 24 or 20 percent who have 16 years and above experience. The result indicates that most of the TLE teachers in Biliran Division are neophytes/novice teachers, but this could imply that they have the strong motivation and enthusiasm of being a new teacher teaching TLE subject. Results of this study is supported in the study of (M.C. Cain and Johansson, 2004), the first five year of teaching are the most vulnerable time for educators. The first years are full of stressful situations that required coping mechanisms, support and professional training to aid in the retirement of teachers.

Training/Seminars Attended. It could be notice that the biggest proportion of TLE teachers had attended district/division seminars at 367 or rank 1; the second has a frequency of 172 (regional level); the third rank has the frequency of 16 (national level); and the last had only 15 attendees or rank 4 (international level). This aptly means that the TLE teachers in Biliran Division had a dearth of professional training and seminars and also few opportunities to grow professionally. The result suggests that addressing training needs of TLE teachers can improve both the rate of teacher retention and the quality of the teaching profession (Feinman, 2003). Table 2 presents the stressors encountered by the TLE teachers relative to their work.

Table 2. Stressors Encountered by the TLE teachers Relative to their Work

Indicator	f	rank
1. Demands of the profession	153	1
2. Excessive paper works or documentation	147	2
3. Quantity of Work/ Over work	142	3
4. Time Pressure	141	4
5. Work Attitudes	140	5
6. Inadequacy of resources materials / facilities and equipment	139	6
7. Working Conditions	138	7
8. Interpersonal Relations	131	8
9. Poor student attendance	130	9
10. Administrative Control	126	10
11. Low salary	125	11
12. Student disruption / discipline	124	12
13. Large class size	121	13
14. Long commute to work / school	117	14
15. Working more than one job	116	15
16. New School Job	112	16.5
17. Increase responsibilities at job	112	16.5
18. Lower grades than expected	111	18
19. Inadequate administrative support	109	19
20. Elected to leadership position / administration	108	20
21. Emotional fatigue	102	21
22. Change in classroom or no permanent classroom or lack of classroom	101	22
23. Irresponsible colleague	100	23.5
24. Lack of effective leadership	100	23.5
25. Major personal injury or illness	96	25.5
26. Loss of motivation or enthusiasm	96	25.5
27. Manage learning or disabilities	95	27
28. Lack of participation in school decisions	93	28
29. Job Insecurity	88	31
30. Frustration / Loss of Job	88	31
31. Serious argument with colleague / instructor / superior	88	31
32. Boredom	88	31

33. Helplessness	88	31
34. To many missed classes / sick days	87	34
35. Roommate problems	74	35

Multiple Response*

As disclosed in Table 2, it can be gleaned that one of the identified stressors encountered by the TLE teachers which garnered the highest frequency of 153 was the demands of the profession and considered as 1st in rank. It is followed by excessive paperwork's or documentation with the frequency of 147 and rank 2. While quantity of work/overworked had a frequency of 142, third in rank; time pressure 141 or 4th in rank and the fifth in rank was the work attitude with a frequency of 140. Whereas the roommate problems were the last in rank.

TLE teachers reported that the majority of their stressors encountered related and demands of their profession which caused them to become stressed.

The study findings were backed up by Winefield (2003), which suggested that stressors can be physical or psychological impact on people's health. According to the negative community attitudes workload, lack of cooperation from the head and colleagues, delayed and non-payment and other obligations teaching, other than some of the possible stressors for teachers that have impact on their health student's behaviour, poor working environment, time pressure and so on.

Table 3. Extent of Utilization of Stress Coping Mechanisms Employed by the TLE Teachers

Indicators	WM	Interpretation
1. I've been concentrating my efforts on doing something about the situation	3.8	Often Used
2. I've been taking action to try to make the situation better.	3.9	Often Used
3. I've been taking action to come up with the strategy about to do.	3.9	Often Used
4. I've been thinking hard about what steps to take.	3.7	Often Used
5. I've been trying to see it in a different light, to make it seem more positive	3.7	Often Used
6. I've looking for something good in what is happening.	3.7	Often Used
7. I've been accepting the reality of the fact that it has happened.	3.7	Often Used
8. I've been learning to live with it.	3.4	Sometimes
9. I've been making jokes about it.	2.9	Sometimes
10. I've been making fun of the situation.	3.2	Sometimes
11. I've been trying to find comfort in my religion or my spiritual beliefs.	3.8	Often Used
12. I've praying or meditating.	3.8	Often Used
13. I've been getting emotional support from others.	3.5	Sometimes
14. I've been getting comfort and understanding from someone.	3.5	Sometimes
15. I've trying to get advice or help from other people what to do.	3.5	Sometimes
16. I've been getting help and advice from other people.	3.5	Sometimes
17. I've been turning to work or other activities to my mind off things.	3.2	Sometimes
18. I've been doing something to think about it less, such as going to the movies, watching TV, reading, daydreaming, sleeping or shopping	3.3	Sometimes
19. I've been saying to myself this is isn't real'.	2.4	Rarely Used
20. I've been refusing to believe that this has happened.	2.3	Rarely Used
21. I've using alcohol or other drugs to make myself feel better.	1.6	Not Used at all
22. I've been using alcohol or other drugs to help me get through it.	1.7	Not Used at all
23. I've been having my regular exercise.	3.0	Sometimes
24. I've been balancing my time in work and play.	3.4	Sometimes
25. I've been using time management.	3.8	Often Used
26. Stress eating (comfort eat)	3.1	Sometimes
27. Listen to soothing music.	3.5	Sometimes
28. Check the assignments of my students	3.9	Often Used
29. Pray to God	3.9	Often Used
30. Making minute vacations/leave the class by looking at a flower	2.7	Sometimes
31. Chat with a friend/family member	3.0	Sometimes
32. Talk to the superior	2.5	Rarely Used

33. Take medication (i.e., anxiety medication)	2.5	Rarely Used
34. Clean the classroom	3.8	Often Used
35. Call the attention of disruptive students	3.8	Often Used
AWM	3.3	Sometimes Used

It could be noted in Table 3 that the extent of utilization of stress coping mechanisms employed by the TLE teachers obtained an Average Weighted Mean of 3.3 describe as sometimes used. Apparently, there were stress coping mechanisms were often by the respondents just like I've been concentrating my efforts on doing something about the situation, I've been taking action to try to make the situation better ; I've been taking action to come up with a strategy about what to do; I've been trying to see it in a different light, to make it seem more positive; I've been looking for something good in what is happening and I've been accepting the reality of the fact that it has happened.

While there were stress coping mechanisms were not used at all by the TLE teachers like I've been using alcohol or other drugs to make myself better and I've been using alcohol or other drugs to help me get through it with weighted mean of 1.6 and 1.7. This connotes that the TLE teachers did not use drugs as strategy or coping mechanism to relieve their stress. This further implies that TLE teachers in Biliran Division adopt this coping mechanism in managing stress. The study findings indicated that stress coping mechanism adopted by female high school teachers have enable them reducing their stress level.

The data means that the stress coping mechanism employed by the TLE teachers in Biliran Division was sometimes used. This implies further that the TLE teachers employed different stress coping mechanism to lessen their stress. Furthermore, in other African study which was carried out by Boahene (2013) that individuals who experienced occupational stress might also use different coping strategies either to avoid it totally or to ameliorate in order to minimize its negative effects in their life. In line with this statement, other studies indicated that people use different types of stress management strategies / coping mechanisms which are believed as they have better benefits in minimizing stress like physical exercise, relaxation behavioral modifications, cognitive therapies, and biofeedback meditation and so on. French, et al, 1982) testified that teaching profession has traditionally been regarded as low stress occupation. Conclusively, it can be said that more the use of stress coping mechanism lessen was the stress. Considering that most of TLE teachers are at middle age it is understandable that they can handled or manage their stress. Table 4 presents the teachers' performance.

Table 4. Teachers' Performance in TLE

Rating	SY 2014-2015		SY 2015-2016		SY 2016-2017	
	f	%	f	%	f	%
8.60-10.00 (Outstanding)	1	8	2	1.7	2	1.7
6.00-8.59 (Very Satisfactory)	59	43.3	69	57.5	85	70.8
4.60-6.59 (Satisfactory)	15	12.5	19	15.8	15	12.5
2.60-4.59 (Unsatisfactory)	14	0	1	8	2	1.7
2.59 and below (Poor)	0	11.7	0	0	0	0
No Rating	38	0	29	24.2	16	13.3
TOTAL	120	100.0	120	100.0	120	100.0

From above table, most of the performance rating of the TLE teachers were very satisfactory for the past three (3) years from SY 2014-2015 with a frequency of 59 or 43.3; SY 2015-2016 with a frequency of 69 or 57.5 percent and SY 2016-2017 had a frequency of 85 or 70.8 percent. But there was 1 or 0.8 percent of the TLE teachers got an outstanding rating for SY 2014-2015; the same frequency of 2 or 1.7 percent for SY 2015-2016 and SY 2016-2017. The result is in line with Stirs (1981) argue that a moderate level of stress work with a higher performance. Besides a moderate level of stress may have a motivating effect if the individual's roles are positive.

The results means that teaching TLE subject is a very challenging job in which the teachers' performance wrapped upon his personality. It requires mastery of his subject matter for him to deliver quality instructions. According to Betonio (2015) as cited by Dually (2017), a very good teaching performances usually results where one teacher has enthusiasm, competences, effectiveness and dedication to the profession. Thus, minimizing stress in his life can cause positive or negative consequences on their performance outcome in the professor, whereas the moderate level of stress motivates them to achieve the outmost outcomes.

Table 5. Students, Performance in TLE subject

Rating	SY 2014-2015		SY 2015-2016		SY 2016-2017	
	f	%	f	%	f	%
90-10.00 (Outstanding)	12	8.2	19	13.0	42	28.8
85-89 (Very Outstanding)	49	33.6	41	28.1	54	36.9
80-84 (Satisfactory)	61	41.8	42	28.8	22	15.1

75-79 (Fairly Satisfactory)	22	15.1	36	24.6	28	19.2
Below 75 (Did not meet expectation)	2	1.4	8	5.5	0	0
TOTAL	146	100.0	146	100.0	146	100.0

As shown in the above table, out of 146 or 100.0 students in TLE most of them obtained a rating 80-84 interpreted as satisfactory with a frequency of 61 or 41.8 percent. While in SY 2015-2016, 42 or 28.8 percent, whereas for SY 2016-2017, only 22 or 15.1 percent got a satisfactory rating.

It could be seen in the same table that only 2 or 1.4 percent of the respondents got a rating of below 75 which did not meet expectation in SY 2014-2015 and there were 8 or 5.5 percent in SY 2014-2015 and there were 8 or 5.5 percent in SY 2016-2016. Surprisingly, none of the TLE students got the rating below 75 for the SY 2016-2017. While there were 42 or 28.8 percent out of 146 respondents SY 2016- 2017 obtained the rating outstanding.

This implies that TLE students in Biliran Division were in the average level in terms of their performances. The result further implies that there is a need for further improvement in the future assessment. Table 6, presents the relationship between the profile of the teachers and their performance.

Table 6. Relationship between then Profile of the TLE Teachers and their Performance.

Variable	X ²	df	p-value	Decision
Sex	14.496	9	.106	Accepted
Civil Status	138.034	36	.000	Rejected
Educational Attainment	44.486	36	.157	Accepted
Variable	r-value	Sig. (2-tailed)	Decision	
Age	.058	.532	Accepted	
Teaching Experience	.364	.636	Accepted	
Trainings	.089	.335	Accepted	

Profile of the TLE teachers and their Performance. As despite on the table, the profile variable such as sex, educational attainment, age, teaching experience and trainings obtained a p-value greater than 0.05 level of significance. The null hypothesis of no significant relationship between the profile of the respondents and their performance was accepted; and therefor, not significant.

The finding further implies that the profile of the respondents is not directly affected by their teaching performance. Sex, educational attainment, age, teaching experience and training are not a significant fact that on the mean response of TLE teachers on their performance.

Stress Coping Mechanisms Employed by the Teachers and their performance. Table 7 illustrates the significant relationship between the stress coping mechanisms employed by the TLE teachers and their performance.

Table 7. Relationship between the Stress Coping Mechanisms Employed by the Teachers and their Performance

Variable	r-value	Sig. (2-tailed)	Decision
Stress Coping Mechanisms and their Performance	-.140	.126	Accepted

The above table shows that the computed r-value -.140 greater than 0.05 level of significance. The null hypothesis of no significant relationship between the stress coping mechanisms employed by the TLE teachers in Biliran Division and their performance was accepted, and therefore not significant.

The result indicates an implication that the stress management mechanisms employed by the TLE teachers in Biliran Division do not affect their teaching performance. This further implies that TLE teachers are resilience to stress due to the coping mechanisms of dealing with the stress. Results of the study showed that stress coping mechanisms employed by the TLE teachers does not have a significant on their performance. Table 8, shows the relationship between the stress coping mechanisms employed by the TLE teachers and students' performance.

Table 8. Relationship between the Stress Coping Mechanisms Employed by the TLE Teachers and Students' Performance

Variable	r-value	Sig. (2-tailed)	Decision
Stress Coping Mechanisms and Students' Performance	.073	.429	Accepted

With respect to the significant relationship between the stress coping mechanisms employed by the TLE teachers and students' performance. It can be gleaned in the above table that the computed r-value is greater than 0.05 significance level and the hypothesis was accepted. This connotes that there is no significant relationship between the two (2) variables presented in above table, hence not significant. The result implies that the stress coping mechanisms employed by the TLE teachers in Biliran Division do not affect students' performance.

3. Conclusion

After a thorough analysis in the findings of the preceding presentation, the following conclusion was arrived. The study findings indicated that stress coping mechanisms employed by the TLE teachers have enabled them in reducing their stress level. It can be said that more the use of stress coping mechanisms, lesser was the stress.

4. Recommendations

Based on the conclusion of the study, the following are hereby forwarded for utmost consideration.

1. The School Administration of the Department of Education in Biliran Division should endorse the TLE teachers to pursue graduate and post graduate studies particularly those novice teachers for their professional growth and advancement, this enhancing teachers' performance. The TLE teachers should be given adequate training and seminars in National and International level focusing in the area that would reduce teacher stress level.
2. The School Heads should assign Administrative Aide at the Faculty Room to work the excessive paper works or documentation and other tasks designated to the TLE teachers to mitigate teachers' stress in order to increase productivity of TLE teachers.
3. School Administration/School Heads should strictly implement the stress management program to the TLE teachers by making use of different management strategies and to have a stress relieving activity could include dancing/Zumba music and arts, prayer, listening to classic music, dancing, singing, reading wholesome books and going to church.
4. School Administration should have an honest implementation on the assessment of teachers' performance.
5. Further research should be conducted in relation to the current study in a wider scope to obtain optimum result.

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