

Adaptive coping mechanism and life satisfaction of teachers of Sta. Teresita National High School: Input to faculty development program

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ISSN: 2243-7703
Online ISSN: 2243-7711

Received: 20 February 2022

Revised: 25 March 2022

Accepted: 7 April 2022

OPEN ACCESS

Available Online: 15 April 2022

DOI: 10.5861/ijrse.2022.811

Abstract

Teachers face numerous physiological, social, and psychological problems and utilized a lot of coping strategies to keep her sense of well-being. Through this study, it is aimed to create awareness and to find possible solution to these seemingly unaddressed problems. Moreover, this study is aimed to know the extent of problems and coping mechanisms employed by secondary teachers. It is believed that faculty development plans need to be focused on early building and strengthening the natural support systems for the teachers. The findings of this research shall serve as basis for project planning and development geared towards enhancing the coping mechanisms of teachers in Santa Teresita National High School. Geared towards capitalizing the strengths and opportunities found on this study, a faculty development plan was drafted with the following objectives: to effectively implement the mentoring project with the teacher respondents as volunteer mentors and gain greater support from the different sectors of the community; to maximize participation by all sectors of the school and other stakeholders to better the situation of teachers with various psychological, physiological and social problems in the district; to utilize all media to inform the different sectors of the activities pertaining to the faculty development plan; and to institutionalize and harmonize efforts of different sectors of the school community to support teachers and improve their quality of life.

Keywords: coping mechanism, life satisfaction, job satisfaction, mentoring project, faculty development

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1. Introduction

It is but important to effect and bring to the fullest a harmonious, professional, and humane relationship among the teachers in education and office services, in the promotion of its foundational and fundamental aims of human development, in extending needed assistance to its members, in insuring a healthy and just working environment, and in serving as effective role model for students to whom they render professional services (Lunar, 2012). Job and life satisfaction have been important focal points for organizational and industrial psychology. In defining job satisfaction, the reference is often made to Locke's description as cited in Jex (2012) of job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". The appraisal involves various elements related to the job such as salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Arnold et al, 2008).

On a very general level, job performance can be defined as "all the behaviors employees engage in while at work" (Jex, 2012). However, this is a rather unclear explanation. A fair amount of the employees' behavior displayed at work is not necessarily related to job-specific aspects. More commonly, job performance refers to how well someone performs at his or her work. Stress is a normal part of life, and everyone will experience stress in different degrees, depending on a person's tolerance level. Like disability, stress is difficult concept to define because it is based on an individual's perspective. According to (Merriam-Webster's Collegiate Dictionary 10th edition, 1993), one definition of stress is "a constraining force or influence such as a physical, chemical, or emotional factor that causes bodily or mental tension and may be a factor in disease causation". Stress is caused by changes in a person's lifestyle, job pressures, financial problems, family problems, environmental episodes, personal loss, or negative emotions.

Situational stress is more likely to be damaging than stress by choice, because it catches us unexpected, however it most often is short-term and can be reduced once the initial crisis is over. Chronic stress is the most harmful type of stress because the human body is unable to tolerate high levels of stress for an unlimited period. The researcher herself had firsthand experiences on the hardships of being a secondary teacher. She herself faced numerous physiological, social, and psychological problems and utilized a lot of coping strategies to keep her sense of well-being. Cognizant of such challenges, the researcher became more interested of the experiences of other teachers on the same situation. Through this study, it is aimed to create awareness and to find possible solution to these seemingly unaddressed problems. Moreover, this study is aimed to know the extent of problems and coping mechanisms employed by elementary teachers. The researcher believes that intervention projects need to be focused on early building and strengthening the natural support systems for the teachers. The findings of this research shall serve as basis for project planning and development geared towards enhancing the coping mechanisms of teachers in Sta. Teresita National High School.

1.1 Theoretical Framework

The study is anchored on the theoretical underpinning as regards, attitudes, and behaviors. According to Secord and Backman (1969) attitudes are defined as "certain regularities of an individual's feelings, thoughts, and predispositions to act toward some aspect of environment" (Arnold et al., 1998). This definition contains respectively three components - an affective component, a cognitive component, and a behavioral component – and these components are related to a specific "object". However, usually attitudes merely refer to the affective and cognitive component, whereas behavior is considered as the outcome of attitudes (Arnold et al., 1998).

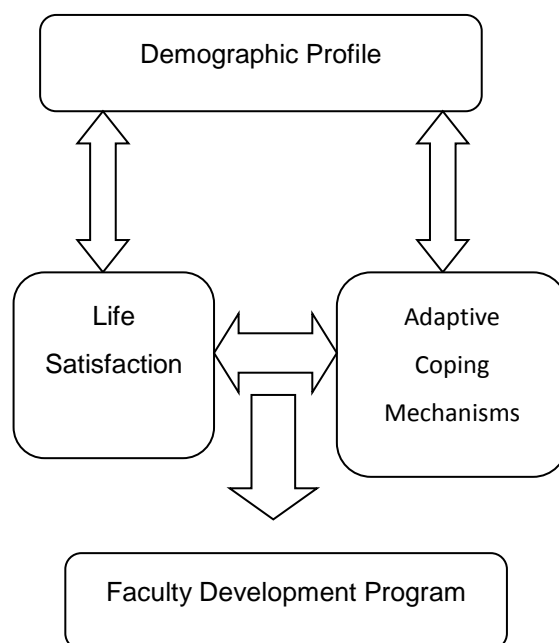
In response to the failure of traditional attitudes-behavior research to establish a strong correlation between

attitudes and behavior Ajzen and Fishbein (1980) developed a model called Theory of Reasoned Action. This theory has been the framework for the resurgence of the attitude construct, and it has been fundamentally influential in consequent research regarding attitudes and behavior (Ajzen et al., 2007).

According to Ajzen and Fishbein behavior is the result of three corresponding components: intentions, attitudes, and subjective norms. They claim that actions are predicted by intentions and that intentions in turn are influenced by attitudes and subjective norms (Arnold et al, 1998). If a person intends to perform a specific action, then it is likely that he or she will do so if the attitudes and the subjective norms of the person are in congruence with the intention. In the Theory of Reasoned Action attitudes and subjective norms represent two kinds of beliefs: behavioral and normative beliefs. Behavioral beliefs are concerned with the possible outcomes of an action. The consequences of the action are then classified on a scale from positive to negative. Normative beliefs are pre-occupied with the opinions of significant others on whether a person should or should not perform an action and with the conviction of a person to comply with those opinions. Eventually, by balancing the product of the “weights” of both behavioral and normative beliefs the strength of the intention to perform an action is determined (Ajzen et al., 2007).

1.2 Conceptual Framework

Figure 1 presents the research paradigm to be used in this study. It shows that the study shall investigate the interrelationship among the selected variables used in this study. The major concept of this study will focus on the relationship of the life satisfaction and adaptive coping mechanisms to the profile of the teacher respondents from Sta. Teresita National High School.



Statement of the Problem - This This study aims to input faculty development plan that would address the adaptive coping mechanism and life satisfaction of teachers at Sta. Teresita National High School. Specifically, this study conducted to answer the following questions: First, what is the profile of the teacher respondents in terms of age, sex, marital status, number of children, employment status and family income? Next, what are the different adaptive coping mechanisms utilized by the respondents in terms of physiological, psychological, and social? Then, what is the level of life satisfaction of the respondents? Finally, is there a significant relationship between the level of satisfaction and adaptive coping mechanisms of the respondents?

Hypotheses - The first hypothesis tested is there is no significant relationship between the profile and adaptive coping mechanisms of the respondents. Next, the significant relationship of profile and the level of life

satisfaction of the respondents. Lastly, here is no significant relationship between the level of satisfaction and adaptive coping mechanisms of the respondents?

Significance of the Study - This study on the life satisfaction and adaptive coping mechanisms of teachers in Sta. Teresita National High School is hoped to be of help to the following:

- The Teachers, so that they will be given the intervention recommendations based on the current perceptions of the students and prevent future bullying incidents in school.
- The Community, so that they will benefit from a peaceful community wherein everyone lives peacefully with others.
- The School Administrators, so that they will be given a research-based intervention recommendation in the attempt to safeguard the welfare and wellbeing of the teachers.

2. Related Literature

Job satisfaction has been an important focal point for organizational and industrial psychology. In defining job satisfaction, the reference is often made to Locke's (1976) description of job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Jex, 2012). The appraisal involves various elements related to the job such as salary, working conditions, colleagues and boss, career prospects and, of course, the intrinsic aspects of the job itself (Arnold et al., 2008). On a very general level, job performance can be defined as "all the behaviors employees engage in while at work" (Jex, 2012). However, this is a rather unclear explanation. A fair amount of the employees' behavior displayed at work is not necessarily related to job-specific aspects. More commonly, job performance refers to how well someone performs at his or her work.

According to the cognitive model of stress, the perception of the stressor is the most important factor in determining a person's response towards that stress (Alino, 2020; Romas, 2010). What is stressful to a certain person may not be stressful for another. Lazarus (2014) also introduced the terms primary appraisal, secondary appraisal, and reappraisal to the cognitive model of stress. Primary appraisal is the individual's first response to the situation and whether it poses as a threat, harm, or challenge to them. Secondary appraisal focuses on whether the individual has the coping skills or resources to manage the situation, and reappraisal looks at the whole situation after primary and secondary appraisals have occurred. There are also psychological models of stress, which look at personality types, an individual's self-esteem, and sense of control. Researchers have linked Type A personalities as more prone to stress than people with Type B personality traits (Romas, 2010). Type A personalities are characterized as being more aggressive, impatient, and competitive compared to Type B personalities, who are more relaxed.

Biologically, stress can manifest as fatigue, exhaustion, cardiovascular strain, reduced immune responses, headaches, gastrointestinal upset, decreased appetite, and vulnerability to illness (Fielder, 2017). Life satisfaction refers to a cognitive/judgmental process and is defined as the general evaluation of life qualities according to the criteria that the individuals select on their own (Shin, 2018). The judgmental process of satisfaction is based on how the individual compares the conditions, which he/she is in, with the appropriate standards. It is emphasized that the judgments of the individuals about the extent to which they are satisfied are based on a comparison of the current course with the standards that the individual has identified (not imposed outwardly) for his/her own.

The object of life satisfaction is all the areas of life. The fact that positive evaluations of the individual about life are higher than negative evaluations indicates that the quality of life is high, too. Appleton and Song (2015) argue that life satisfaction comprises six different components. These components can be sorted as; (1) income level of the person, (2) occupation and social status, (3) possessed possibilities and social mobility, (4) welfare conditions, (5) current government policy and (6) environment, family, and social relations. Diener (2014) states

that life satisfaction has a dynamic structure that may change according to the current living conditions and personal standards of the person.

2.1 Local

As cited by Alea (2015), there are three main strategies that would help parents with children with special needs. One is Foundation Coping Strategies. This explanatory work is the seeking information and advice about disability and finding out about the child. Here, parents will try to learn as much as possible. Then past strategies will be evaluated. Parents will look back at the strategies they had used in the past and evaluate the impact of their actions. Last part will be comparing and integrating information.

The second type of coping is Thinking Work Strategy. Subjects consciously attempt to regulate their ways of thinking regarding their child disability to maintain helpful feelings and attitudes. First is to separate disability from the child, and second is to think positively. They try to think positively about their own coping abilities. Maintaining a helpful focus is the third step. This meant concentrating on “one day at a time”. Also, parents must keep expectations realistic.

Capacity Work Strategy is the third kind of coping strategy. It is done by managing other activities, skill learning, working together and lastly, using social support. All these strategies are working in the right combinations and based on individuality of every family with a child with disabilities. Coping style adds to prediction of adjustment. Families have also learned to effectively implement strategies and techniques that best fit their families’ goals and objectives (Panganiban, 2017). All the work is not about fixing children with disabilities; it is all about changing the situation for those children and for society. A social learning model focuses on the family as a system with patterns of family interactions being viewed as maladaptive or adaptive (Reyes, 2009).

2.2 Foreign

The earliest meta-analysis, conducted by Brayfield and Crockett (1955), as regards the relationship that exists between job satisfaction and job performance surprisingly revealed a very weak association between the two variables. From the studies published up until then only an average correlation of 0.15 was established (Judge et al, 2011). Petty et al (2014) conducted a meta-analysis of 16 studies and demonstrated a correlation of 0.31. This made them conclude that “the relationship between job satisfaction and job performance is stronger and more consistent than reported in the previous studies” (Judge et al, 2011).

The most comprehensive meta-analysis, performed by Iaffaldano and Muchinsky (2015) and consisting of 217 correlations from 74 studies, revealed a considerable variation in correlations between job satisfaction and job performance across different aspects of job satisfaction – ranging from 0.6 for pay satisfaction to 0.29 for overall job satisfaction. An average of the correlations between all the various aspects and job performance ultimately led to a correlation of 0.17 between job satisfaction and job performance (Judge et al., 2011). Life satisfaction of individuals can be affected by many things. Some of these are happiness obtained from daily life, meaning attributed to the life, adaptation to achievement of objectives, positive individual identity, that the person feels physically good, economic, security and social relations (Schmitter, 2013; Cited in: Yılmaz and Aslan, 2016).

Social relationships represent an important living space associated with life satisfaction. The reason is that the relatives, such as spouses, children, or friends, provide social support, give financial support, share leisure time, and accompany. Being married or living together with a partner affects life satisfaction positively like having a social circle. Relationships of people with their friends are as important as those relationships with the family members. The main factors affecting life satisfaction can be sorted in this way: Freedom, democracy, being open-minded, being active, political stability, the feeling of the control of one’s own life in his/her own hand, being physically and spiritually sound, being married, having good relationships with family and friends,

doing sports, living in a secure region, having wide social circle, positive individual identity (Khakoo, 2014; Dockery, 2014; Cited in: Özdevecioğlu and Aktaş, 2017).

2.3 Synthesis

The researcher referred to the above-mentioned studies to gather information for the present study. The concepts derived from the related studies gave the researcher the idea to pursue further research on life satisfaction and coping strategies of the respondents. The reviewed studies on job and life satisfaction and the coping mechanisms they employ. These studies likewise utilized teachers as respondents. When the literature was examined, any research searching the perceptions of life satisfaction of the teachers working in public primary schools were not encountered. With this research, it was tried to determine how the perceptions of the teachers in public primary schools about life satisfaction are. It is hoped that this research will shed light to the administrators and teachers taking place in the application and to the researchers who will conduct research on the subject. With the end goal of putting forward a faculty development program project for teachers, both conceptual literature and related studies reviewed that there is no duplication of study in the perspective of randomly sampled teachers specifically in the Sta Teresita National High School.

3. Research Methodology

This chapter presents the research method used, the respondents of the study, the instrument to be utilized, preparation and validation of the questionnaires, procedures in gathering data and the statistical methods to be applied in analyzing and interpreting the data that shall be gathered.

Research Design - This study used the descriptive research design since it tried to explain the current perceptions of the respondents on the perceptions of the teachers regarding life satisfaction and adaptive coping mechanisms. According to Shields and Rangarjan (2013), descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about when, how, and why the characteristics occurred. Rather it addresses the “what question” as to the characteristics of the population or situation being studied. The characteristics used to describe the situation or population are usually some kind of categorical scheme also known as descriptive categories. Furthermore, the description is used for frequencies, averages, and other statistical calculations. Often the best approach to writing descriptive research is to conduct a survey investigation.

Respondents of the Study - This study will involve a total of 50 purposively sampled high school teachers.

Research Instruments - The questionnaire will be the major instrument used in gathering data. It will be adopted from Diener (2006) and Alea (2015). There will be three parts of the questionnaire. The first one is on the profile of the respondents. The second part is on life satisfaction and lastly, on adaptive coping mechanisms. The questionnaire will be validated by two ways, which are the initial validation of the research adviser, and the mock administration of the questionnaire on the groups of respondents who are not the target respondents of the study. The result of the mock administration will be used to revise the questionnaire based on the comments and problems met. The researcher will also conduct an interview to the selected respondents to qualify their responses and to support the data gathered.

Data Gathering Procedure - A letter of request will be forwarded by the researcher to solicit the permission of the Division Schools Superintendent to administer the questionnaires to the target respondents. When the permission is granted, the researcher will then be forwarded another letter to the Principal of Sta. Teresita national High School. The researcher will go to the teachers personally to administer the survey to the target respondents. The data will be collated, tallied, and statistically treated in two to three weeks.

Statistical Treatment of Data - The study used the following tools. **Weighted Mean**. This refers to the summation of the frequency of the responses of each weight multiplied by the numerical value of each weight

divided by the total number of the respondents or cases. It was used to describe the answers of the grade six pupils based on their perception on bullying. The weighted mean computation is verbally interpreted as 4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree. The weighted mean interval range is further interpreted as 3.5-4.00, Strongly Agree, 2.5-3.49, Agree, 1.5-2.49, Disagree, and 1.00-1.49, Strongly Disagree.

Frequency and Percentage. These are descriptive statistical tools used to characterize the number of responses and its position within the distribution of data collected. In this study, the profile of the grade six respondents was presented using percentage and rank. **Percentage.** This refers to display of data that specifies the percentage of observations that exist for each data point or grouping of data points. **Chi-Square Test for Independence.** The test is applied when you have two categorical variables from a single population. It is used to determine whether there is a significant association between the two variables. All statistical analyses will be carried out using the Statistical Package for the Social Sciences with a two-tailed p-value of 0.05 used as a threshold for significance. **Analysis of Variance.** This will be used to ascertain the significant difference in the capability levels of the teachers for school-based disaster preparedness when they are grouped according to profile variables. **Pearson r.** This will be used to measure the degree of the linear relationship between the capability levels for natural disasters and human-induced disasters.

4. Presentation, Interpretation and Analysis of Data

This chapter presents the findings of the study which are interpreted and analyzed using appropriate statistical tools.

Respondents' Background on Disaster Preparedness - The background experiences of the teacher respondents from the District of Sta. Teresita in terms of first aid training and simulation exercises attended were tallied and interpreted.

4.1 Profile of the respondents

Table 1.1

Age of the respondents

Age	Frequency	Percentage
25 years old and below	1	2
26-35 years old	11	23
36 - 45 years old	25	51
46 - 55 years old	7	14
55 and above	5	10
Total	49	100

Table 1.1 shows that a larger percentage of the respondents (51%) have ages 36- 45 years old a while 23% of them have ages between 26 to 35 years old. This goes to show that majority of the respondents are in the adulthood (WHO, 2003).

Table 1.2

Gender of the Respondents

Sex	Frequency	Percentage
Male	7	14
Female	42	86
Total	49	100

Table 1.2 shows the frequency distribution of respondents in terms of gender. Out of 49 respondents, forty-two are females (86%) while the remaining are males (14%). This conforms to the general trend that the teaching profession is dominated by females.

Table 1.3*Marital Status of the Respondents*

Marital Status	Frequency	Percentage
Single	6	12.24
Married	40	81.63
Separated	1	2.04
Widow	2	4.08

Majority of the respondents are married (40= 81.63%). Six out of 49 teaches are single (12.24 %). The remaining are separated and widow.

Table 1.4*Respondents' Number of Children*

Number of Children	Frequency	Percentage
None	8	16.32
3 and below	38	77.55
More than 3	3	6.12
Total	49	100

Table 1.4 presents the distribution of the respondents based on the number of their children. The greatest number of respondents (38= 77.55%) have no more than 3 children.

Table 1.5*Monthly Income*

Monthly Income	Frequency	Percentage
25,000 and below	5	10.20
26,000-35,000	40	81.63
36,000-45,000	4	8.16
Total	49	100

Table 1.5 presents the distribution of the respondents based on their monthly income. The greatest number of respondents (40= 81.63%) earn between 26,000-35,000.

Table 1.6*Monthly Income*

Attainment	Frequency	Percentage
Bachelor's Degree Graduate	25	51.02
With Master's Units	11	22.44
Master's Graduate	10	20.41
Doctoral Graduate	3	6.12
Total	49	100.0

Table 1.6 presents the frequency distribution of the respondents in terms of their highest educational attainment. Majority of the respondents (25= 51.02%) are bachelor's degree holders. This profile on highest educational attainment relates to the most frequent family monthly income of the respondents. Considering the relatively low monthly income, additional financial costs of raising a child with special needs, and physical demands, the teacher-respondents understandably will be hindered to pursue post graduate studies.

4.2 General Life Satisfaction of the Respondents

Life satisfaction is one of the most essential desires of every human across the world. Every individual regardless of their background has this innate need to be satisfied with life. When general life satisfaction of the respondents was surveyed, Table 2 presents that in general, the teacher respondents have relatively high life satisfaction as shown in the composite mean value of 3.96.

Table 2*General life satisfaction of respondents*

Life Satisfaction	Weighted Mean
In most ways my life is close to my ideal.	3.94
The conditions of my life are excellent.	3.74
I am satisfied with my life.	4.29
So far, I have gotten the important things I want in life.	3.90
If I could live my life over, I would change almost nothing.	3.93
Composite Mean	3.96

This finding is parallel to the claim of Kumar (2016) that schoolteachers had average life satisfaction level. Proper pay scale, job security, work environment should be introduced for them. Teaching is a unique profession that leads to betterment of the society, making of good human being and responsible citizens. Teachers must perform this strenuous duty with utmost care and expertise. Therefore, their personal satisfaction regarding the life and other factors related to it is very important. According to Akomolafe and Ogunmakin (2014), teachers who are satisfied with their jobs usually have a high degree of professional competence; they feel qualified in terms of their knowledge and skills and feel secured about their classroom management.

Table 3*Adoptive coping mechanisms utilized by the respondents*

Nature of Coping Mechanism	Composite Mean	Verbal / Interpretation	Rank
Physiological	3.63	Moderate extent	3
Psychological	4.51	High extent	1
Social	4.01	Moderate extent	2
Kidnapping/ Bombing	2.77	Highly capable	

Psychological coping mechanisms employed to a high extent include telling themselves that there are beyond their control and by acquiring positive views about their lives and developing the ability to relax every time they are startled. They refer to reading materials from the internet, books, and journals to understand and find appropriate solution in handling their children. The psychological coping mechanisms that got the lowest mean values and translate into being used to a low extent are inflicting physical pain to themselves when feeling worthless.

Table 4*Association between coping mechanism and demographic profile*

Nature of Coping Mechanism	Composite Mean	Verbal Interpretation	Rank
Age	7.677	0.567	Not significant
Gender	0.342	0.952	Not significant
Marital Status	15.678	0.074	Not significant
Number of Children	2.170	0.538	Not significant
Monthly Income	9.017	0.701	Not significant
Highest Educational Attainment	3.231	0.779	Not significant

The extent of coping mechanism used was found to be not significantly dependent on the profile of the teacher respondents. The personality characteristics of the family members, their financial status, educational level, problem-solving skills, and spirituality all influence a family's ability to cope. Strong marital relationship and social support also help determine parental adjustment (Bailey & Smith, 2010). Depending upon which type of mechanism is used, one form of coping can be more effective than another. Moreover, the findings of the study conducted by Kumar (2016) say that the study revealed that the higher secondary school teachers regarding their entire sample, gender, locality of school, type of management, medium of instruction and teaching stream have average level of life satisfaction. The study revealed that there was no significant difference between female and male higher secondary school teachers about their life satisfaction.

4.3 Proposed Action Plan

Based on the findings of this study, there is a big potential that these teacher respondents who have managed to deal with the challenges of teaching and do have high level of life satisfaction need to be tapped serve as support group to those teachers who are in the same situation but lacking with coping mechanisms. Along this light, a proposed faculty development plan was drafted for possible adoption by Sta. Teresita National High School. See Appendix A for details.

4.4 Summary

Job and life satisfaction have been important focal points for organizational and industrial psychology. Teachers face numerous physiological, social, and psychological problems and utilized a lot of coping strategies to keep her sense of well-being. Through this study, it is aimed to create awareness and to find possible solution to these seemingly unaddressed problems. Moreover, this study is aimed to know the extent of problems and coping mechanisms employed by elementary teachers. It is believed that faculty development plans need to be focused on early building and strengthening the natural support systems for the teachers. The findings of this research shall serve as basis for project planning and development geared towards enhancing the coping mechanisms of teachers in Sta. Teresita National High School.

5. Findings

Profile of the respondents - A larger percentage of the respondents (51%) have ages 36- 45 years old a while 23% of them have ages between 26 to 35 years old. This goes to show that majority of the respondents are in the adulthood (WHO, 2003). Out of 49 respondents, forty-two are females (86%) while the remaining are males (14%). This conforms to the general trend that the teaching profession is dominated by females. Majority of the respondents are married (40= 81.63%). Six out of 49 teaches are single (12.24 %). The remaining are separated and widow. The greatest number of respondents (38= 77.55%) have no more than 3 children. The greatest number of respondents (40= 81.63%) earn between 26,000-35,000. Majority of the respondents (25= 51.02%) are bachelor's degree holders. This profile on highest educational attainment relates to the most frequent family monthly income of the respondents. Considering the relatively low monthly income, additional financial costs of raising a child with special needs, and physical demands, the teacher-respondents understandably will be hindered to pursue post graduate studies.

General Life Satisfaction of the Respondents - Life satisfaction is one of the most essential desires of every human across the world. Every individual regardless of their background has this innate need to be satisfied with life. When general life satisfaction of the respondents was surveyed, in general, the teacher respondents have relatively high life satisfaction as shown in the composite mean value of 3.96.

Adaptive Coping Mechanisms of the Respondents - Psychological coping mechanisms are seen to be used to a high extent as it ranks 1 with a composite mean value of 4.01. The psychological coping mechanism that is most subscribed by the respondents based on the highest mean values that are verbally interpreted as used to a very high extent These findings support the claim of Bailey & Smith (2010) coping involves psychological resources and coping strategies that help to eliminate, modify, or manage a stressful event or crisis. The social coping mechanisms are found to be used to a moderate extent with composite mean values 4.01. The mechanisms that got the relatively higher mean values which means that they are the ones frequently utilized by the respondents to a high extent include; talking or crying to confidant whenever they are sad, stressed or depressed about the situation; doing continuous communication and asking for help or support immediate family members as to how they could do collaborative efforts and by becoming closer to their spouse and to their other children by providing more quality time for them.

As regards the physiological coping mechanisms used by the respondents, the study revealed that the teacher utilized these mechanisms to a low extent based on the lowest composite mean value of 3.63. Under this coping

mechanism the respondents claimed that to cope with the situation they have, they indulge into activities they love to do whenever sad or tired about the situation. In the interview and based on the relatively higher mean values, respondents manifested that they involve themselves in gardening, baking, and doing cross-stitch as a way of release. They are found to be taking multi-vitamins and food supplements, are eating balanced diet to improve their health condition, are monitoring their blood pressure, and are taking medicines for physical pain and seeking medical intervention whenever needed. The respondents also claimed that they improve their physical appearance by dressing-up occasionally and have their hair and nails done.

Association between profile and coping mechanism - The extent of coping mechanism used was found to be not significantly dependent on the profile of the teacher respondents. The personality characteristics of the family members, their financial status, educational level, problem-solving skills, and spirituality all influence a family's ability to cope.

Proposed Faculty Development Program - Based on the findings of this study, there is a big potential that these teacher respondents who have managed to deal with the challenges of teaching and do have high level of life satisfaction need to be tapped serve as support group to those teachers who are in the same situation but lacking with coping mechanisms. Along this light, a proposed faculty development plan was drafted for possible adoption by Sta. Teresita National High School.

6. Conclusions

Based on the foregoing findings, the following conclusions were drawn are majority of the respondents have ages 36- 45 years old, female teachers who are married with 3 or a smaller number of children, earning between 26,000-35,000 and are bachelor's degree holders. The teacher respondents have relatively high life satisfaction. Psychological coping mechanisms are seen to be used to a high extent while social and physiological coping mechanisms are found to be used to a moderate extent. The extent of coping mechanism used was found to be not significantly dependent on the profile of the teacher respondents.

6.1 Recommendations.

Geared towards capitalizing the strengths and opportunities found on this study, a faculty development plan was drafted with the following objectives. To effectively implement the mentoring project with the teacher respondents as volunteer mentors and gain greater support from the different sectors of the community. To maximize participation by all sectors of the school and other stakeholders to better the situation of teachers with various psychological, physiological, and social problems in the district. To utilize all media to inform the different sectors of the activities pertaining to the faculty development plan. To institutionalize and harmonize efforts of different sectors of the school community to support teachers and improve their quality of life.

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