STRESS MANAGEMENT SKILLS AND WELL-BEING OF TEACHERS UNDER NEW NORMAL

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Abstract

This study determined the stress management skills and well- being of high school teachers in the municipality of M'lang, Cotabato. It specifically ascertained the significant relationship between teachers' stress management skills and their well-being, and the significant influence of teachers' stress management skills on the well-being of teachers. The study employed descriptive design through correlational method. Two sets of instruments were used in gathering the needed data. The researcher employed validated research tool and utilized simple random sampling to obtain 176 respondents from 10 schools. The result showed that the teachers were skilled on stress management in terms diversionary tactic, symptom interference, acquiring information, and searching comfort and support. On their well-being, they always show cheerfulness and calmness, and often show energy and life satisfaction.

A highly significant relationship was manifested between the factors used to measure teachers' stress management skills and well-being of teachers. Similarly, teachers' stress management skills had a highly significant influence on the well-being of teachers. In conclusion, when teachers highly manage their stresses, most likely, they experience happiness in life. Moreover, they become energetic and attain satisfaction in life.

Keywords: Stress management skills; Well-Being

1. INTRODUCTION

COVID-19 pandemic has resulted in unpredicted movement in the field of education. The change in the school structure in towards the new circumstances carry difficulties, causing the situations of high levels of stress among teacher. As a result, teachers are not well prepared to handle the challenges this pandemic has brought on them causing a threat to their well-being.

As a result of the epidemic, teachers are expected to experience stress and worry, isolation and despair, loss, and bereavement (Green & Bettini, 2020). Because of confinement and distance education, there were over 10, 000 or 92.8% of mentors experienced emotional exhaustion, stress, anguish, or anxiety. Also, excessive tasks, unclear directions, lack of work support, and lack of technical assistance were pointed by teachers that contribute to their stress (MacIntyre, Gregersen & Mercerc, 2020).

However, teachers' ability to effectively manage their stress impacts their well-being that eventually ends up in improve their teaching competency (Steinhardt, Jaggars, Faulk, & Gloria, 2011). Similarly, proof indicates that prime stress management skills, lead to higher-quality teaching and may result in productivity, which contributes absolutely to their psychological health and well-being (Reinke, Stormont, Herman, Puri & Goel, 2011).

This COVID-19 pandemic has brought substantial challenges to the academic system, such as a sharp shift to distance-modular teaching-learning, and teachers were known as upon to support student's educational development and well-being throughout this shift, whereas additionally navigating adversity and stress in their own lives.

Hence with such background, this study opted to explore the influence of stress management skills of teachers on their well-being.

2. STATEMENT OF THE PROBLEM

The research focused to ascertain the correlation in both teachers' stress management skills and their well-being in the Municipality of Mlang, Cotabato Division.

Specifically, its specific goal was to respond to the following research questions:

1. What is the research participants' level of stress management skills in terms of diversionary tactic, symptom interference, acquiring information, and searching comfort and support?

2. What is the level of well-being of the respondents in terms of cheerfulness, calmness, energy, and life satisfaction?

3. Would there be a correlation among both stress management skills and well-being of teachers?

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4. Does the level of stress management skills significantly influence the teachers' well-being?

3. THEORETICAL FRAMEWORK

Despite the challenges faced by teachers from the safety of their family, security of their job, and fear of getting infected in this COVID-19 pandemic, maintaining teachers' healthy well-being is in need since expectations on teachers teaching quality are still high. Teaching is inevitably a stressful career; it's gotten more stressful since this pandemic situation. The new structure of teaching and learning possesses a lot of challenges among teachers. Thus, many reports have been raised about the influence of teachers' stress and anxiety in this pandemic on their well-being. This prompted the researcher to associate the stress management skills of teachers with their teaching well-being under COVID-19.

This study was anchored on the transactional theory of stress and coping by Lazarus and Folkman (1984). According to this theory, stress is the result of the interplay between the individual's evaluation of the event and the behavioral response.

The theory's core principle believed that possibly stress reaction will activate the main evaluation process, for which an individual assesses the extent of risk to a person's well-being. When an event is viewed negatively or difficult, the supplementary assessment process assesses the person's learning to cope resources and capacity to handle the challenge. Stress management responses are initiated following cognitive representations, and the psycho-physiological perception or anxiety results of stressful period will be determined by the impact of a person's cognitive representations and coping methods. The stress outcomes will then be fed back to the cognitive appraisal stages for any additional actions that are required (Go, Sawang & Po Oei, 2010).

Teaching is inevitably a profession that is prone to stress. This stress and coping within Lazarus and Folkman's transactional model are a good basis in describing how teachers manage their stress. Effective assessment of teacher's management skills is an important ability to also look for much effective way in overcoming stress and perhaps as a result, teachers will able to maximize their potentials in overcoming stress which is a critical factor on their well-being and to their effectiveness at work.
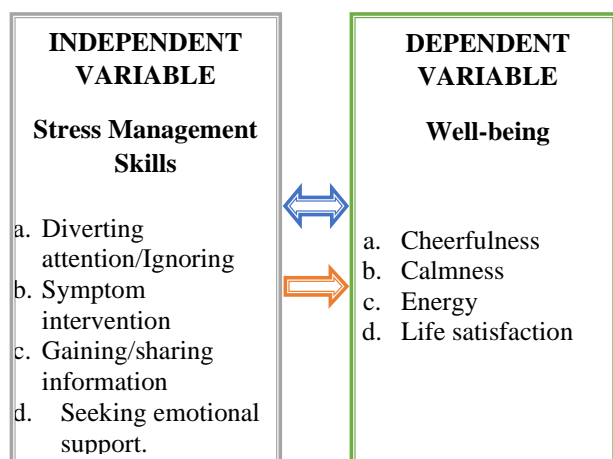

Figure 1 A. Schematic diagram showing the direct effect of stress management skills on teachers' well-being.

4. CONCEPTUAL FRAMEWORK

This study determined the significant relationship of stress management skills on the well-being of public high school teachers in Mlang, North Cotabato for the School Year 2020-2021.

The independent Variable (IV) in this study was stress management skills which includes diversionary tactic, symptom interference, acquiring information, and searching comfort and support (de Asis and Piczon, 2015).

Further, the Dependent Variable (DP) was well-being of teachers that includes cheerfulness, calmness, energy and life satisfaction (Pouwer Snoek, Ploeg & Ader, 2000).

5. METHODS

Research Design

In this study, the researcher utilized the descriptive-correlation research design. This study described the level of the variables and the relationships that occur naturally between and among them (Franzese & Iuliano, 2010). Specifically, the variables stress management skills and teachers' well-being.

The descriptive method was used in describing the level of stress management skills in terms of diversionary tactic, symptom interference, acquiring information, and searching comfort and support, the level of well-being in terms of cheerfulness, calmness, energy, and life satisfaction. Meanwhile, the correlation technique was used to explain the relationship between the levels of stress management skills on the level of teachers' well-being of the respondents.

Data Gathering Procedure

In the process of gathering data for the variables being included in this study for the conduct, the researcher prepared a letter addressed to the Schools Division Supervisor (SDS) signifying the intent to conduct such a study. Further, it covered permission to gather data to the respective respondents stating therein the purpose of conducting the presented study. Upon approval, the researcher personally handed the approved letter to the school principals of the 10 public high schools in the Municipality of Mlang.

The researcher ensured to the respondents that their responses are confidential. After administering the questionnaire to the respondents, the researcher retrieved it. The data gathered was encoded, interpreted, and analyzed.

Respondents of the Study

The target population of this research include 176 teachers from government high schools in grades 7-12, representing a variety of teaching positions. Teachers are teaching different subjects in their respective schools. They are currently teaching junior high school and senior high school for the school year 2020-2021.

Table 1 Data distribution showing the population and sample of the study

M'lang, Cotabato	Population	Sample	Percentage
SCHOOLS			
Bialong High School	6	3	1.89
Calunasan High School	8	4	2.52

Katipunan High School	9	5	2.84
Lepaga High School	11	6	3.47
Lika National High School	58	32	18.30
Luz Village High School	6	3	1.89
Mariano Untal Memorial High School	55	31	17.35
Mlang National High School	109	61	34.38
New Rizal High School	19	11	5.99
Nueva Vida High School	36	20	11.36
Total	317	176	100%

Statistical Tools

The researcher employed descriptive correlation design to describe the level of the variables and the relationships that occur naturally between stress management skills and well-being of teachers (Franzese & Iuliano, 2010). Descriptive statistics were generated and these includes frequency, percentage and mean scores for each question. These were used to describe the level of teachers' stress management skills and well-being (Hu, 2010).

The researcher utilized Pearson Product Moment Correlation/Pearson r to test the influence on the indicators presented in the independent and dependent variables of the study (Franzese & Iuliano, 2010).

This research employed multiple regression analysis to explain the relationship among the level of stress management skills and level of well-being and to test the hypothesis of the study (Uyanik & Guler, 2013).

6.   RESULTS

This chapter presents the results of the study and the corresponding discussion, analysis, and interpretation of data. The presentation is organized according to the order of the research problems stated in the first chapter of this paper.

Stress Management Skills

This section of the study focused on the level of stress management skills in terms of diversionary tactic, symptom interference, acquiring information, and searching comfort and support.

Diverting/Ignoring

Table 2 Stress management skills in terms of Diverting Attention/Ignoring

	Statements	Mean	Description
1	Refusing to believe that this problem had happened	3.54	Skilled
2.	Diverting myself by giving more attention to my duties and responsibilities in school	4.07	Skilled
3.	Acting as though there are no problems around and, in my work	3.82	Skilled
4.	Trying to help those teachers who have the same problem as I have	4.02	Skilled
5.	Telling myself that worrying too much in the situation will not solve a problem	4.24	Skilled
6.	Going out with friends after school work	3.97	Skilled
7.	Seeing other people who are in a worst situation than I am in	3.88	Skilled
8.	Trying to forget the event and telling myself that tomorrow is another day	4.16	Skilled
9.	Convincing myself that my happiness should not depend on other people	4.28	Skilled

10.	Indulging in an exercise and other worthwhile activities to fill my time	4.13	Skilled
	Weighted Mean	4.01	Skilled

Table 2 presents the level of stress management skills in terms of diverting attention/ignoring. This indicator has a weighted mean of 4.01 and is described as skilled.

It can be gleaned in this table that teachers are skilled in convincing themselves that their happiness should not depend on other people. They also tell themselves that worrying too much in the situation will not solve a problem and they try to forget the event and tell themselves that tomorrow is another day. Teachers also indulge in an exercise and other worthwhile activities to fill their time and divert themselves by giving more attention to their duties and responsibilities in school.

Finding indicates that the teachers' manifest skills in diverting themselves by giving enough time to accomplish daily tasks in school. Teachers often experienced stress and depression because of the challenges in school in the new normal situation. They engage themselves in different activities like indulging in an exercise and going out with their friends to temporarily take away their stress, tension, and anxiety.

This result is supported by Aydin & Sahiner (2017) wherein according to these authors, a person may divert their attention in various ways. They may count numbers, remember wonderful moment, recite/read literary work, remember a funny story and watch television to reduce their depression and pressure.

It also conforms to the definition of Tull (2020) that diverting stress is a way to temporarily eliminate strong emotion or negative thoughts. If a person focused on the stress emotions, it could lead to worse stress, and eventually makes the stress out of control. Therefore, temporarily diverting one's attention into another thing, may give the emotion some time to decrease its intensity, making it easier to manage. Furthermore, Koller & Goldman (2012) stated that when a person diverts his/her thought, their mind would be unable to think at the same time.

Symptom Intervention

Table 3 Stress management skills in terms of Symptom Intervention

	Statements	Mean	Description
1.	Taking new steps to handle the problem	4.09	Skilled
2.	Concentrating my actions to perform better	4.13	Skilled
3.	Accomplishing tasks at a time	4.26	Skilled
4.	Indulging in productive activities in school to improve my self	4.19	Skilled
5.	Doing something to improve myself physically and intellectually	4.24	Skilled
6.	Trying to involve my co-teachers so we can solve problem together	4.06	Skilled
7.	Looking at things that promote greater sense of peace and control	4.16	Skilled
8.	Keeping an open verbal communication with our guidance in the school so we can openly discuss the problem	4.13	Skilled
	Weighted Mean	4.14	Skilled

The data in table 3 reveals the level of stress management skills in terms of symptom intervention. It has a weighted mean of 4.14 and is described as skilled.

It could be noted that teachers are skilled in doing what has to be done, one step at a time and doing something to improve themselves physically and intellectually. Teachers also indulge in productive activities in school to improve themselves and look at things that promote greater sense of peace and control.

The result of the study means that teachers perform various activities in their respective schools to enhance themselves and grow professionally. This is a good manifestation that they develop positive skills and attitudes towards work despite adversities. It also showed that they look at essential things to relieve negative thoughts. They also do their duties and responsibilities to perform daily tasks given to them which help them improve self-management and performance in school.

The preceding implication is congruent with Beanlands, et.al., (2019) findings that symptom interventions have demonstrated favorable benefits in terms of enhanced problem solving, self-management abilities, well-being, and work performance. In addition, Eng & Pai (2014) claimed that an efficient symptom intervention improves self-awareness.

Gaining/Sharing Information

Table 4 Stress management skills in terms of Gaining/Sharing information

	Statements	Mean	Description
1	Asking other teachers who have similar experience on what they did	4.25	Skilled
2.	Trying to get advice from someone about the problem	4.25	Skilled
3.	Talking to someone to find who could help me about the problem	4.24	Skilled
4.	Talking to someone to find out more about the situation	4.22	Skilled
5.	Reading articles to gain a better understanding of the situation	4.04	Skilled
6.	Sharing experiences with the other teachers having similar experience with mine	4.25	Skilled
7.	Consulting an expert/health practitioner to help me sort out my problem	3.92	Skilled
8.	Seeking spiritual advice in my problem	4.11	Skilled
	Weighted Mean	4.15	Skilled

The data gleaned in table 4 shows the level of stress management skills in terms of gaining/sharing information which obtained a weighted mean of 4.15. It indicates that they are skilled in gaining/sharing information.

Finding reveals that teachers are skilled in asking other teachers who have similar experience on what they did and they are trying to get advice from someone about the problem. It also shows that teachers share experiences with the other teachers having similar experience with them. They also talk to someone to find who could help them about the problem and find out more about the situation. Teachers consult to an expert/health practitioner and they also seek spiritual advice to their problem.

The result of the study indicates that the respondents constantly communicate and talk their problems with their friends and love ones. They also talk about their experiences, problems, struggles, and difficulties in life with others which are important factors in the social environment of teachers. They try to discuss problems and express their negative thoughts to others to reduce their stress and anxieties they feel. Teachers also gain information by reading books and consult/share with an expert/health practitioner to discuss their fear and depression. This is one of the important skills a teacher must have to ease tension, anxieties and stress brought by this health crisis.

The finding seemingly coincides with what Lieberman, Eisenberger, Crockett, Tom, Pfeiffer, & Way (2007) explained that talking about one's troubles and verbalizing one's unpleasant thoughts to friends has been a source of comfort. When a person shares their difficulties and discuss their negative emotions with someone they trust, it will relieve their stress, burnouts and worries.

Furthermore, Furlonger & Gencic (2014) concluded that the more support a person receives and the more they feel important to their family and friends, the less stress they experience. These findings show that the more a person is supported by friends and family, the less stress they experience, which helps with their overall well-being.

Seeking Emotional Support

Table 5 Stress management skills in terms of Seeking Emotional Support

	Statements	Mean	Description
1	Talking to someone about how I feel	4.23	Skilled
2.	Trying to get emotional support from friends or relatives	4.14	Skilled
3.	Discussing my feelings with someone	4.22	Skilled
4.	Getting sympathy and understanding from someone	4.16	Skilled
5.	Seeking God's help through prayer and meditation	4.52	Highly Skilled
6.	Taking comfort of the love of my siblings and friends	4.25	Skilled
7.	Seeking support from my friends and relatives	4.20	Skilled
8.	Seeking comfort by keeping a journey of my problem and feelings	4.17	Skilled
	Weighted Mean	4.22	Skilled

The result in table 5 shows that teachers are skilled in obtaining seeking emotional support. This indicator has a weighted mean of 4.22 and described as "skilled."

It indicates that teachers are skilled in seeking God's help through prayer and meditation and they take comfort of the love of their siblings and friends. Teachers also talk to someone about how they feel and seek support from their friends and relatives.

The finding shows that teachers consider prayer as one way to communicate with God especially this time of pandemic where they experienced difficulties both in work and in life. Doing meditation also reduces their negative emotions and increases self-awareness. It further indicates that teachers share their problems and struggles with their friends and immediate families. This type of personality manifests interpersonal skills wherein they express their feelings to someone whom they trust. Social interaction is essential to teachers because it helps them reduce the negative impact brought by the pandemic.

It corresponds with the concept cited by Gilbert (2014), wherein he stressed out ways to attain peace which includes praying and meditating. Having emotional stability would eventually contribute towards achieving well-being. This idea is also consistent with Lee, Yoon, Lee Yoon & Chang (2012) wherein they said that mental exercise like meditation and positive emotions are important factors to achieve the well- being of a person

The findings of the study also agreed with Garbarino, Cuomo, Chiorri & Magnavita (2013) idea that social support can be considered a significant aspect in handling work-related stress since it provides positive interactions that contribute to social involvement, comfort, direction, and material additional help. The assistance of the family and friends is an important role in reducing the negative physical and mental impacts of stress.

Well-Being

The second research problem focused on the well-being of teachers in terms of cheerfulness, calmness, energy, and life satisfaction.

Cheerfulness

Table 6 Well-being in terms of Cheerfulness

	Statements	Mean	Description
1	Feels more useful and needed	4.40	Often
2.	Works with enthusiasm	4.47	Often
3.	Shows optimism in life	4.53	Always
4.	Thinks of life as beautiful despite of the challenges	4.56	Always
5.	Feels positive in the new situation	4.58	Always
6.	Enjoys little things that happen to me	4.51	Always
7.	Feels joyful in life and work	4.50	Always
	Weighted Mean	4.51	Always

It can be gleaned in table 6 the well-being in terms of the cheerfulness of teachers. It obtained a weighted mean of 4.51 which is described as always.

This finding denotes that the teachers feel positive in the new situation and think of life as beautiful. The always how optimism despite the challenges and enjoy little things that happen to them. Teachers feel joyful both in life and work which made them feel more useful and needed in school. They also work with enthusiasm despite pressures they encountered in school.

It can be concluded that teachers are optimistic in doing their duties and responsibilities despite the circumstances. Teachers play a pivotal role in molding young learners and they have a great influence on learners. They do their job as facilitator of learning and strengthen quality education amidst pandemic. Teachers are eager to work and take this advantage to help learners learn in the new normal. Thus, teachers who possess positivity and enthusiasm feel satisfied and productive in life and work.

This result is supported by Kawada, Otsuka, Inagaki, Wakayama, Katsumata, Li & Li (2011) that a happy and healthier life is related to a person's well-being. Also, it significantly influences an individual's quality of work-life and non-working life (Korkmaz, & Sadık, 2011). Thus, increasing an individual's happiness has an impact on their work, individual growth, work motivation and well-being as a whole. In addition, an individual may experience stress-free and away from frustration and anxiety (Al-Qutop & Harrim, 2011).

In addition, Gerstorf, Hoppmann, Löckenhoff, Infurna, Schupp, Wagner, & Ram (2016) said that a person who experiences positive emotions such as happiness and contentment, as well as the combination of feeling good and functioning well, are factors that contribute to well-being. Moreover, Attas (2011) said that in order to obtain well-being, it must have sufficient knowledge about oneself, acceptance, and happiness.

Furthermore, Watkins, (2014) affirmed that there is positive effect when someone feels happy. Person with high trait of joy must be able to find joy even in difficult times.

Calmness

Table 7 Well-being in terms of Calmness

	Statements	Mean	Description
1	Maintains a good feeling	4.49	Often
2.	Feels hopeful in the situation	4.49	Often
3.	Gets up despite of the challenges	4.56	Always
4.	Feels determined and confident in life and work	4.51	Always
5.	Stays calm and relax amidst pressure	4.50	Always
6.	Shows peaceful mind	4.47	Often
7.	Balances positive and negative experiences in life	4.50	Always
	Weighted Mean	4.50	Always

The data in table 7 denotes well-being in terms of calmness. It has a weighted mean of 4.51 which indicates that teachers always show calmness.

It also shows that teachers are determined and confident to do daily routines and tasks in school. They always choose to stay calm and relax amidst pressure and they are able to balance positive and negative experiences in life. They also maintain a good feeling and remain hopeful in the situation. These attitudes are vital to teachers as they are dealing with various challenges especially these trying times wherein, they are called to deliver quality education amidst global crisis.

The results deduced that the teachers always get up despite the challenges. Teachers are also well-motivated to work to continue learning in the new normal and considers that the role of educator evolved from face-to-face instruction changes to modular distance learning. These circumstances encourage teachers to work even harder and it serves as a good manifestation that they can balance their positive and negative experiences. Thus, staying calm despite the uncertainties contribute to the well-being of teachers.

Findings agree with the claims of Keyes (2007) that the ability of a person to stay calm despite how depressive the circumstances are essential to wellbeing. Depression, anxiety, stress, poor body image, bereavement, loss, and a major life shift, have influence and are determined by an individual's mental and emotional well-being Keyes (2007).

In addition, Happell & Koehn (2011) concluded that if a person possesses positivity, most likely that individual is happy and satisfied in life. The more inner peace we have,

the better our minds grow. This concept is also found in both Eastern and Western spiritual beliefs and traditions which link between health and emotions can be substantial, especially in the later stages of life (Pietrzak, Goldstein, Southwick & Grant, 2012).

Energy

Table 8 Well-being in terms of Energy

	Statements	Mean	Description
1	Feels more energetic in work	4.24	Often
2.	Performs task with ease	4.32	Often
3.	Shows energy despite uncertainties	4.33	Often
4.	Feel fresh and well -rested	4.24	Often
5.	Carries out day to day responsibilities	4.38	Often
6.	Feels strong and eager to work	4.31	Often
7.	Shows effort in every task	4.43	Often
	Weighted Mean	4.32	Often

Table 8 presents the extent of teachers' well-being in terms of energy. It obtained a weighted mean of 4.32 and described as "often."

It also reveals that the teachers show effort to accomplish every task and they carry out day to day responsibilities with energy despite uncertainties. They also perform their duties with ease and work with eagerness. Teachers are more energetic to work and feel fresh and well -rested despite the difficulties they experienced in the new normal education.

Finding implies that teachers show their energy in school in doing their job and responsibilities. Having this kind of attitude increases their ability to accomplish tasks with ease. Without energy, it will be difficult for them to carry daily routines and activities in the workplace. It will also create anxieties, burnout, and stress if goals or objectives are not attained because of the absence of energy. Thus, teachers still motivate themselves to perform their tasks and work harder to attain work goals despite the global crisis.

Reece, Kellerman, and Robichaux (2013) asserted that energy is the driving force behind a person's ability to perform and accomplish things. It's also a sign that a person's mental and psychological health is in a good state. Furthermore, Cole, Bruch, and Vogel (2012) stated that motivation is influenced by a range of circumstances. By examining how people choose the direction of their efforts, the intensity (or quantity of energy) with which they will do so, and the length of time they will do so.

Life Satisfaction

Table 9 Well-being in terms of Life Satisfaction

	Statements	Mean	Description
1	Feels contentment in life and work	4.50	Always
2.	Adapts and well-adjusted to life	4.44	Often
3.	Lives my life I want to	4.44	Often
4.	Deals and performs daily tasks	4.51	Always
5.	Copes up easily with any problems	4.39	Often
6.	Feels interested and excited in life	4.44	Often
7.	Feels satisfied with what I have	4.47	Often
	Weighted Mean	4.45	Often

Table 9 indicates the well-being in terms of life satisfaction. It obtained a weighted mean of 4.45 and described it as often.

Result discloses that teachers are committed in performing their job despite uncertainties brought by Covid-19 pandemic. Contentment in life and work is also manifested in the findings. They also feel satisfied with what they have and live their life they want to.

It could be inferred that the teachers always deal with and perform daily tasks amidst pressures. It can be gleaned also that they adapted, well-adjusted, and cope up easily with the adversities. These characteristics improve focus and productivity which lead to the high job performance of teachers. It also gives a positive effect on teachers because they demonstrate a positive influence on the academic achievement of students despite too much demand for work. Teachers are committed to performing their duties and responsibilities in school which made them feel satisfied in their chosen profession.

The findings are consistent with the idea of Garcia and Moradi's (2012), that well-being and life satisfaction influence the frequency of positive and negative effect. Accordingly, a happy person might be assumed to be satisfied with life.

Relationship of Stress Management Skills and Well-being of teachers

The research problem focused on looking at the relationship among stress management skills and well-being of teachers.

Stress Management Skills and Well-being

Table 10 Correlation matrix showing the significant relationship between stress management skills and teachers' well-being

Stress Management Skill		Cheerfulness	Calmness	Energy	Life Satisfaction
Diverting attention/ Ignoring	Pearson r	0.382**	0.462**	0.443**	0.450**
	Probability	0.000	0.000	0.000	0.000
	N	177	177	177	177
Symptom intervention	Pearson r	0.417**	0.522**	0.514**	0.514**
	Probability	0.000	0.000	0.000	0.000
	N	177	177	177	177
Gaining/ sharing information	Pearson r	0.363**	0.464**	0.458**	0.480**
	Probability	0.000	0.000	0.000	0.000
	N	177	177	177	177
Seeking emotional support	Pearson r	0.406**	0.411**	0.434**	0.485**
	Probability	0.000	0.000	0.000	0.000
	N	177	177	177	177

*** = Significant at 1% level*

Diverting Attention/Ignoring on Well-being

The data in table 10 presents the correlation matrix showing the relationship of stress management skills and well-being of the teachers. Results indicate that on diverting attention/ignoring it has significant relationship on cheerfulness (r = 0.382**, p = 0.000), calmness (r = 0.462**, p= 0.000), energy (r = 0.443**, p = 0.000), and life satisfaction (r = 0.450**, p = 0.000). Therefore, hypothesis of the study is rejected due to the reason that the probability value is less than 1% level of significance.

The finding reveals that teachers divert attention which lead them to become optimistic, calm, energetic and amidst adversities. Indulging in different activities in school and acting as though there are no problems in their work made teachers balance positive and negative

experiences, strong and eager to work and well-adjusted to their life despite uncertainties.

The result of the study deduced that the stress management skills on diverting attention/ignoring and the well-being of the teachers are highly related. It further shows that when teachers divert their attention and feel positive in the new situation more likely they can easily handle challenges which in turn is shown in their life through cheerful and happy disposition, confidence, and staying calm despite of pressures. Besides, when teachers practice diverting their attention/ignore problems they can manage their stress, adapt to changes and eager to accomplish tasks in school with a high level of satisfaction.

This observation is consistent with Tull's (2020) assertion that briefly diverting one's attention to something else allows the emotion to lessen in intensity, making it simpler to handle. Moreover, Keyes (2007), said that the ability to remain calm and cool in the face of adversity is critical to one's welfare. Depression, anxiety, stress, poor body image, bereavement, loss, and a major life transition, on the other hand, have an impact and determine one's mental and emotional well-being.

Symptom Intervention on Well-Being

In the same table, it indicates the relationship of the stress management skills and well-being of the teachers. Results show that on symptom intervention it has significant relationship on cheerfulness (r = 0.417**, p = 0.000), calmness (r = 0.522**, p= 0.000), energy (r = 0.514**, p = 0.000), and life satisfaction (r = 0.514**, p= 0.000). Due to the reason that the probability value is less than 1% level of significance, the hypothesis on this section of the study is rejected.

It also indicates that teachers applied symptom intervention wherein they feel positive, joyful, hopeful, well-rested, adapt and satisfied in life despite pressures in the new normal situation. Taking additional action and looking at things that promote greater sense of peace and control made them feel more useful, relax, confident, vigorous and contented in life.

The result implies that stress management skills in terms of symptom intervention are highly associated with all the assessed parameters on well-being. It further shows that when teachers practice intervention before a certain problem arises and becomes difficult, there is also increased energy and vigor and they become well-adjusted both in work and life. Furthermore, teachers feel contented, determined, and happy in life if goals are achieved. Thus, teachers' well-being is an essential factor in performing their duties and responsibilities in school.

The result of this study conforms to McAllister, Withyman, and Knight (2018) that symptom intervention encourages individuals to cope with stress and tension. It minimizes the negative emotions which enables a person to deal with stressful situations.

The preceding implication also corresponds to the concept cited by Scott (2020) that this symptom intervention is a way to alter the perceptions of the stressors, which relieves significant amounts of stress and creates a more positive outlook of the event that is caused by the stress.

Gaining Information on Well-Being

The correlation matrix in table 10 reveals the relationship of the stress management skills and well-being of the teachers. Results indicate that on gaining/sharing information it has significant relationship on cheerfulness (r = 0.363**, p= 0.000), calmness (r = 0.464**, p= 0.000), energy (r = 0.458**, p= 0.000), and life satisfaction (r = 0.480**, p= 0.000). Hence, hypothesis of the study is rejected due to the reason that the probability value is less than 1% level of significance.

This result also means that teachers gain/share information with their friends and families which help them to become positive and think of life as beautiful despite challenges brought by Covid-19 pandemic. Teachers remain calm, carry out day to day routines and cope up easily with any problems because they share, discuss and get advice to solve their problems with others who have similar experiences with them.

It can be gleaned that the stress management skills on gaining/sharing information are significantly linked with all the assessed parameters on teachers' well-being. It indicates that when teachers gain/share information from their family and friends, they feel confident, well-rested, and well-adjusted despite the challenges. In addition, if teachers discuss their negative feelings to an expert/health practitioner, they become optimistic and energetic to perform daily routines which lead to a more satisfied and fulfilled life.

The result of this part of the study supports the idea of Porter (2016) wherein he said that a meeting other people having the same situation can be beneficial. It would be easy for them to cope with the problems by understanding how others have coped with the same struggles. The motivation, love and support of other people from someone who experience stressful situation can indeed be effective.

Moreover, Mendelson & Aboud (2012) said that social environments, specifically friendships, and family become increasingly important for social, and psychological development. The findings of this section of the study support Porter's (2016) assertion that meeting other people who have had comparable experiences can be extremely beneficial. It might be very beneficial to discover that one is not alone and to discover how others deal with or have dealt with comparable challenges. The inspiration and help gained from others is quite beneficial. Furthermore, Mendelson and Aboud (2012) asserted that social surroundings, particularly friendships and family, are becoming more crucial for social and psychological development. As a result, friendship and family support may be an especially essential role in helping vulnerable people become more resilient.

Seeking Emotional Support

Table 10 presents the correlation matrix of the stress management skills and well-being of the teachers. Results reveal that on seeking emotional support it has high significant relationship on cheerfulness (r = 0.406**, p = 0.000), calmness (r = 0.411**, p= 0.000), energy (0.434**, p= 0.000), and life satisfaction (r= 0.485**, p= 0.000). The stated hypothesis of the study is rejected

because the probability value is less than 1% level of significance.

It further signifies that the teachers seek emotional support from their friends and families wherein they feel happy and become more useful, have peaceful mind, and feel interested in life despite this trying times. Talking to someone how they feel and seeking God's help through prayer and meditation are important skills to teachers in which they are still optimistic, energetic and determined to perform their duties and responsibilities despite challenges.

The result concludes that when teachers seek emotional support from significant others like their friends and family, they feel happier and more optimistic, remain hopeful in the situation, eager to perform daily routines, and cope up easily despite the adversities. This means that the higher is the ability of teachers to ask for support, the higher also is their capability to manage their stress when they experienced difficulties. Thus, these kinds of skills help eliminate or reduce fear, anxiety and depression.

It adheres to statement of Reevy's (2011) that a person may seek assistance from those with specialized expertise. Their family, friends and mental health experts are considered sources of help when facing a problem. Furthermore, according to Wood, Nicholas, Blyth, Asghari, and Gibson (2013), social support entails having a network of family and friends to turn to in times of need.

Influence of Stress Management Skills on the Well – Being of the Teachers

The fourth research problem of the study focused on identifying finding the significant influence in both stress management skills and the well-being of teachers.

Stress Management Skills on Cheerfulness

Table 11 Influence of the stress management skills on the well-being of the teachers in terms of cheerfulness

Stress Management Skills	Coef. B	Std. Error	t - value	Probability
(Constants)	2.415	0.337	7.157	0.000
Diverting attention/ignoring	0.085	0.108	0.789	0.431
Symptom intervention	0.245	0.133	1.845	0.067
Gaining/sharing information	-0.073	0.143	-0.509	0.612
Seeking emotional support	0.247	0.114	2.169	0.031*

Multiple R = 0.205   *F – Value = 11.096*
*Probability = 0.000**   ** = Significant at 1% level*
= Significant at 5% level

The data in Table 11 describes the influence of stress management skills on the well-being of teachers in terms of cheerfulness. Result reveals that stress management skills only seeking emotional support have a significant influence on well-being in terms of cheerfulness (t-value = 2.169, p = 0.031*). Having a probability value that is less than 5% level of significance; the stated hypothesis is rejected.

Among the indicators of stress management skills only seeking emotional support has a significant influence on cheerfulness. This means that teachers who usually seek God's grace and support from friends or relatives will most likely develop a happy disposition and eventually result in positivity and enthusiasm in life and work amidst adversities.

This finding supports Joshanloo's (2013) assertion that the concept of well-being plays a critical role in the conception of happiness. A person's happiness is linked with his well-being. Moreover, the findings of the study support the idea of Gilbert (2014), wherein he said that yoga, meditation, and prayer create serenity. This peace can be considered as a mirror of emotional equilibrium, which can lead to the well-being of a person.

Stress Management on Calmness

Table 12 Influence of the stress management skills on the well-being of the teachers in terms of calmness

Stress Management Skills	Coef. B	Std. Error	t - value	Probability
(Constants)	2.016	0.326	6.184	0.000
Diverting attention/ignoring	0.108	0.104	1.037	0.301
Symptom intervention	0.350	0.128	2.724	0.007**
Gaining/sharing information	0.094	0.139	0.677	0.499
Seeking emotional support	0.052	0.110	0.470	0.639

Multiple R=0.285   *F – Value =17.143*
*Probability =0.002**   ** = Significant at 1% level*

Table 12 presents the influence of stress management skills on well-being in terms of calmness. The result shows that stress management particularly symptom intervention (t-value =2.724, p = 0.007**) has a highly significant influence on the well-being of teachers in terms of calmness. Thus, the hypothesis of the study is rejected since the calculated value is less than the set 5% level of significance.

The result implies that among the indicators of stress management skills only symptom intervention has a highly significant influence on calmness. This means that teachers who look at every situation as an opportunity and promote peace and control to alter the tension and stress will have more improved well-being where they become less anxious and calm in facing the challenges in work and life.

This finding connotes Fredrickson's (2013) statements that sensations of comfort, such as calm, tranquility, and serenity, are found the concept of subjective well-being. This pleasant emotional and mental state can lead to more positive and less negative feelings, as well as a sense of satisfaction with one's life.

Stress Management Skills on Energy

Table 13 Influence of the stress management skills on the well-being of the teachers in terms of energy.

Stress Management Skills	Coef. B	Std. Error	t – value	Probability
(Constants)	1.571	0.358	4.383	0.000
Diverting attention/ignoring	0.065	0.115	0.564	0.574
Symptom intervention	0.387	0.141	2.742	0.005**
Gaining/sharing information	0.067	0.152	0.440	0.661
Seeking emotional support	0.145	0.121	1.197	0.233

Multiple R = 0.280   *F – Value = 16.682*
*Probability = 0.000**   ** = Significant at 1% level*

Table 13 discloses the influence of stress management skills on the well-being of teachers in terms of energy. Result reveals that stress management skills in terms of symptom intervention (t-value =2.742, p = 0.005*) has highly significant influence well-being of teachers particularly energy. Therefore, the hypothesis of the study

is rejected, since the computed value is less than the set 1% level of significance.

It implies that symptom intervention has highly influenced energy. This indicates that teachers who usually practice symptom intervention by accomplishing things before problems become unmanageable will eventually show effort and energy to attain work goals. Improving physical and intellectual skills are relevant to perform daily tasks amidst pressure. Teachers who indulge themselves in various activities in school may reduce negative thoughts and do their duties and responsibilities with ease.

This conclusion supports Kaplan, Manuck, Clarkson, Lusso, and Taub's (1984) assertion that employing symptom interventions not only efficiently manages stress but also contributes to the development of other behavioral elements of a person. This strategy, in particular, improves self-efficacy, motivation, and the skills and habits needed to attain high performance in any task.

Stress Management on Life Satisfaction

Table 14 Influence of the stress management skills on the well-being of the teachers in terms of life satisfaction

Stress Management Skills	Coef. B	Std. Error	t - value	Probability
(Constants)	1.330	0.377	3.526	0.001
Diverting attention/ignoring	0.054	0.121	0.452	0.652
Symptom intervention	0.337	0.148	2.270	0.024*
Gaining/sharing information	0.086	0.160	0.537	0.592
Seeking emotional support	0.274	0.127	2.154	0.033*

Multiple R= 0.300   *F – Value = 18.439*
Probability = 0.002**   *** = Significant at 1% level*
* = Significant at 5% level

It is shown in table 14 the influence of stress management skills on well-being. Result reveals that stress management skills in terms of symptom intervention and seeking emotional support (t-value =2.270, and t-value =2.154, p = 0.024*, and p = 0.033*) have significant influence on life satisfaction. Hence, the hypothesis of the study is rejected, since the computed value is less than the set 5% level of significance.

It implies that if symptom intervention and seeking emotional support are highly practiced by teachers where they can identify the source of difficulty and ask for socio-emotional support from the people around them, the better will be their engagement with their work and they will be more satisfied.

This study's findings confirm Moeller & Chung's (2013) theoretical model, which asserts that the support of the family and friends reduces the stress of the person in which an individual's well-being is affected. Assistance of others minimize the negative feelings or thoughts of a person.

7.   SUMMARY

This study was designed purposely to determine the stress management skills and well-being of teachers. Specifically, it explored the significant relationship and influence of stress management skills on the well-being of teachers in terms of cheerfulness, calmness, energy, and

life satisfaction. Moreover, it employed the mean, Pearson R correlation technique, and multiple regression analysis as the statistical tools of the study.

The respondents were identified using stratified random sampling and the sample size was determined using the Slovins' formula. This was conducted in the ten public high schools in the municipality of M'lang Cotabato Province Division.

Two sets of research instrument tools were used in gathering data. The first research instrument used was patterned and modified questionnaire from De Asis and Piczpn (2015). The second instrument was also patterned and modified from Pouwer, Snoek, Der Oploeg and Ader (2000).

Part I was used to elicit the data on stress management skills of teachers in terms of diversionary tactic, symptom interference, acquiring information, and searching comfort and support. Part II was used to gauge the well-being of teachers in cheerfulness, calmness, energy, and life satisfaction.

The researcher used a quantitative method in which data were gathered, tallied and tabulated from the respondents. A descriptive correlational design was utilized to describe the stress management skills and well-being of teachers. The survey questionnaire was employed to 176 public high school teachers. Findings were presented according to the sequence of the stated research problems.

The findings showed that teachers are skilled in stress management in diversionary tactic, symptom interference, acquiring information, and searching comfort and support. On the level of teachers' well-being, they always show their cheerfulness and calmness. It is also reflected in the result that teachers often manifested energy and life satisfaction.

Moreover, all factors of stress management skills showed a significant influence with teachers' well-being in terms of cheerfulness, calmness, energy and life satisfaction. The study also showed that there is a significant influence of stress management skills particularly seeking emotional support and symptom intervention on teachers' well-being.

8.   CONCLUSION

The findings and analysis of the study concluded that teachers were skilled in stress management. Their well-being was also manifested and seen in their cheerfulness and calmness and often shown in their energy and satisfaction.

Moreover, it was found out that stress management skills have a significant relationship with teachers' well-being. The result of the study also reflected that stress management skills on seeking emotional support have a significant influence on cheerfulness and life satisfaction of teachers while in seeking emotional support, teachers have significant influenced on life satisfaction. It was indicated in the findings that symptom intervention has a high influence on teachers' calmness and energy. This study deduced that the better is the stress management skill of a teacher, the more satisfying is their well-being.

9.   RECOMMENDATIONS

Based on the aforementioned findings and conclusion, the researcher offers the following recommendations:

1. School administrators may encourage teachers to maintain their stress management skills in their everyday dealings and activities.

2. They may also continue their present emotional well-being since this is a key factor in teacher's effectiveness.

3. Teachers should be aware of how their stress influences their teaching and well-being and try to involve their co-teachers to solve the problem together.

4. Guidance personnel should strengthen the programs in conducting stress debriefing and workshops for teachers and consulting an expert/health practitioner to help them sort out their problem.

5. Future researchers should pursue studies with a large number of respondents and greater scope.

6. The modified framework shows the overall findings of the study. All factors of stress management skills showed their vital connection with teachers' well-being.

7. Figure 3 shows the diagram that stress management skills on seeking emotional support significantly influence the cheerfulness and life satisfaction of the teachers. It is also presented in the model that seeking emotional support has influenced teachers' well-being in life satisfaction. Moreover, the model presents that symptom intervention had highly significant on calmness and energy of the teachers. It also revealed that seeking emotional support have a significant influence on the life satisfaction of teachers. Therefore, intervention is prepared for utilization of respective offices involved (Table 15).

Table 15 Intervention Plan on teachers Well-Being

Activities	Topics	Time Frame	Persons Involved	Expected Output
Conduct training through Virtual SLAC sessions to enhance the teachers' stress management skills.	Stress Management Techniques	August 2021	School Heads Teachers Resource speaker	Enhanced teachers' stress management skills
Consider teachers who are trying to involve their co-teachers so they can solve the problem together.	Advantage of stress managements	August 2021	School Heads Teachers Resource speaker Teachers	Considered teachers to involved their co-teachers to solve the problem
Encourage teachers to seek the advice of expert/skilled practitioner to assist them in resolving their problem.	Tips for stress management	August 2021	School Heads Teachers Resource speaker	Encouraged teachers to consult an expert/health practitioner

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