



COPING MECHANISMS OF TEACHERS: BASIS FOR DESIGNING A SCHOOL RESILIENCE PROGRAM

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Coping Mechanism of Teachers: Basis for Designing a School Resilience Program

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Abstract

There is a dearth of studies on why people, specifically teachers, can immediately cope with health and security crises, and continue to live their lives as normally as those who have not experienced such events in their lives, hence, the necessity to conduct this study. It explored the factors that influenced their coping mechanisms through an exploratory sequential mixed method, involving respondents from seven schools district of Zamboanga Sibugay Division and one school district of Lanao del Sur. The qualitative data gathered from 10 respondents through face-to-face interviews and focused group discussion arrived at the factors that influenced the inherent coping mechanisms, namely: family, faith, profession, alliance, self-reliance, and service. The quantitative data gathered from 131 respondents through a researcher-made survey instrument was subjected to Pearson coefficient of correlation, t-test, weighted mean, and stepwise regression. It is concluded that faith, family, alliance, and profession wield a significant influence on the coping mechanisms of the respondents. Experience and training were also found to have a differentiating performance in coping with health and security crises, and that success in coping with appalling situations depends greatly on these factors. This study further proposed a model which can be used as basis for designing a school resilience program.

Keywords: *coping mechanisms; health crisis; moving automobile model; security crisis*

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Don Gabriel

Introduction

Coronavirus Disease 2019 (COVID-19) threatened public health on an unprecedented global scale. It affected and continued to upset the delicate balance of people's lives. In the province of Zamboanga Sibugay and Lanao del Norte, this health crisis was augmented by the recently devastating conflict between the Armed Forces of the Philippines and the Abu Sayyaf that started on July 6, 2020, and claimed several lives.

This upheaval added nervousness to the teachers, particularly in the municipalities of Alicia, Payao, Olutanga, Mabuhay and Talusan, RT Lim, Tungawan, and Sultan Naga Dimaporo since some of the members of the Abu Sayyaf group who escaped from the retaliation of the government forces sought refuge there. As a precautionary measure to safeguard the residents from being abducted and turned into human shields, the Municipal Mayor of Olutanga issued Executive Order No. 29, s. 2020 on September 5, 2020, mandating the suspension of classes on all levels, restrictions in reporting to work, and in crossing Locsico Bay from Guicam, Alicia to Hula-hula, Mabuhay, and vice versa.

The cataclysm was heightened when operatives from the joint task forces raided a suspected hideout of the Dawlah Islamiya-Abu Sayyaf Group in Alicia on September 6, 2020, after authorities received and validated information about the presence of suspicious individuals at the village of Sitio Tubigsina in Barangay La Paz, Alicia. The turmoil lasted for several days, forcing teachers in the affected areas to work from home, adding fear, distress, and anxiety to their already disturbed lives until it died down to a whisper and unspoken words, but the gnaws of being caught by either or both calamities is always seen in the eyes of the concerned residents.

As the crises happened, the researcher observed, watched, and wondered in awe how the affected teachers of Alicia, Payao, Olutanga, Mabuhay, Talusan, RT Lim, and Tungawan districts sustained psychosocial aspects of their lives, performing very satisfactorily their job like printing, distributing, and retrieving the modules while carrying out efficiently other related tasks.

The researcher had reasons to believe that, amidst the chaos that threatened their security, and the pandemic that endangered their health and their families, something has kept them going and treading along the path of servanthood. This study, therefore, uncovered these elements to which the strengths of these teachers came from and attributed to, and provided explanations on their coping mechanisms that helped them sustain their psychosocial aspects on equilibrium and perform their profession very satisfactorily, if not outstandingly; and proposed a model that enhances the inherent coping mechanisms of teachers.

Literature Review

This part presents relevant literature on the inherent coping mechanisms of teachers in times of health and security crises. There appeared to be limited literature that conversed this topic, hence, other several qualitative and quantitative researches on psychosocial sustainability in times of crisis in both national and international settings were reviewed.

International Studies. A study of psychosocial consequences of COVID-19 patients in India found that nationwide lockdowns can produce acute panic, anxiety, obsessive behaviors, hoarding, paranoia, depression, and post-traumatic stress disorder (PTSD) in the long run. It is also reported that the patients had their coping mechanisms

described as inspiration and that psychosocial preparedness by setting up mental activities specific for this particular pandemic was certainly necessary (Dubey et al. 2020, 779–788).

In a similar study conducted in New England, USA, reported that individuals who experienced crises were resilient and did not succumb to psychopathology. It is also found that the strength to stand up against the crises came from their families, friends, and loved ones (Pfefferbaum and North 2020, 510-512).

Additionally, it is reported to the United Nations Volunteer that teachers possessed innate and inherent traits of coping mechanisms from stress, depression, and panic in times of crisis. These elements were anchored on their motivations from their lives that came in many forms, such as family, loved ones, friends, colleagues, and their belief in the Creator (Damanik 2020, 105-112).

Further, it was also found that those who were affected by health or security crises had an innate approach to coping with stress. Individuals who had experienced these attributes tend to recover faster and regain physical and mental vigor through their lived experiences in work, and their training related to disaster management (MacIntyre, Gregersen and Mercer 2020, 102-352).

In the same light, it is found that those who were affected by health or security crisis coped rapidly from this experience due to education levels, age and gender, optimism, and available support networks (Cole, et al. 2020, 472–481).

National Studies. The study of Talidong and Toquero (2020, 573-574) revealed that teachers gave focus on virtual learning to communicate and connect with the professional community. It was also found that there is an avenue for enhancing their innate coping mechanisms through purposeful activities in dealing with the anxiety caused by environmental stress-related factors.

The process of adjustment of Filipino front liners to the new work conditions as a consequence of this COVID-19 pandemic crisis involved awareness of self-worth and importance, facing the situation squarely, realization and, positivism, and, above all, faith in God – all are innate coping mechanisms (Nicomedes, Avila and Arpia 2020, 3-7).

Additionally, since the crisis can last longer a time than expected, affected individuals are found to be cognizant of their inner strength to safeguard themselves from its unfavorable outcomes. Managing environmental stress through self-devised coping mechanisms was found to have a lasting and longer influence on the individual's capacity in facing those challenges. Divergent from common perception upon which several policies are built, they demonstrate mental alertness in times of panic, shortened period of recuperation if afflicted by illness, and a positive reaction to the unexpected situation.

The reviewed pieces of literature identified several elements or factors that identified the innate coping mechanisms of individuals in times of crisis. These elements will be used in the guide questions as the researcher interview identified participants.

Theoretical Framework

Weiner's Attribution Theory was used as the framework of this research because it pertains to the interpretation of the events that contributed to an individual's achievement and their relation to their way of thinking and behavior (Weiner 1985, 558-563). The theory states that people try to determine why they do what they do and

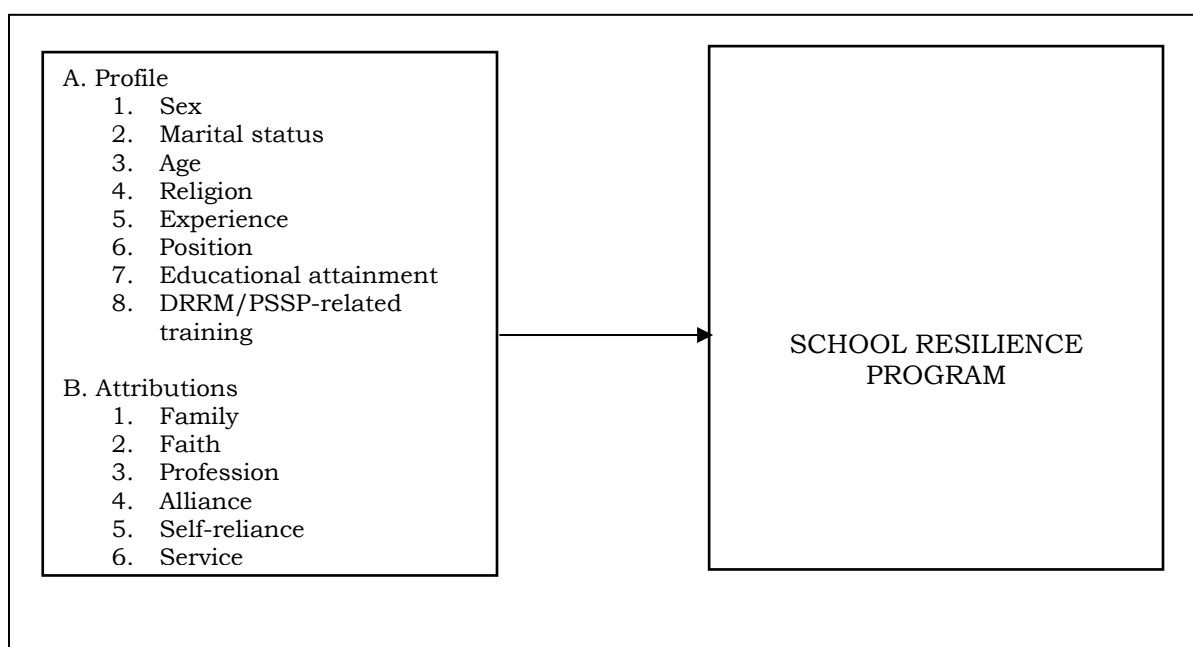
attribute these causes to certain factors, contrary to the common belief that these actions are instinct by nature.

Conceptual Framework

The conceptual framework of this study is anchored on the philosophy of resilience which firmly states that it is an innate human capacity to bounce back after facing adversity. This bouncing back is known as resiliency – a structured coping mechanism that can be learned and enhanced, as all people possess abilities that develop the necessary skills that will guide them on the path to survival (Ungar, 2008, 218-235).

This study uncovered the factors that may enhance the innate coping mechanism as described in Figure 1.

Figure 1: Schematic Diagram of the Study



Research Questions

The goal of this exploratory sequential mixed-methods research was to explore the factors that enhance the innate coping mechanisms of teachers in the course of health and security crises and to propose a model for school resilience program. It specifically answered the following questions:

1. What are the factors that may enhance the coping mechanisms of teachers?
2. Is there a significant difference in coping with crises situations when grouped according to profile variables, namely:
 - a. sex;
 - b. marital status;
 - c. age;
 - d. religion;
 - e. number of years in teaching experience;

- f. position;
 - g. educational attainment; and
 - h. DRRM/PSS related training?
3. What school resilience program model can be devised to enhance the coping mechanisms of teachers?

Scope and Limitation

This study covered only school districts that were affected by both health and security crises in the Schools Divisions of Zamboanga Sibugay, and Lanao del Norte from June to September 2020. School districts affected by health crisis but not by security crisis are excluded from this study. Hence, the result may not represent the general population of the two school divisions.

Method

Research Design

The exploratory sequential mixed methods design which is anchored on the philosophical assumption of a pragmatic worldview (Morgan 2007, 48-76) was used in this study. The researcher found it the most appropriate design in understanding the what work best in sustaining the innate coping mechanisms of teachers. It underwent a three-phase process as suggested by Creswell (2014 ,335-340). The first phase began by analyzing the qualitative data obtained from interviews and focus group discussions until saturation of factors was reached. The second phase was to construct a survey instrument based on the factors that emerged in the first phase. The last phase was the administration of the instruments to respondents chosen at random. The purpose of this process was to confirm if the factors that surfaced in the qualitative stage are universal to the larger sample of the population.

Research Participants

This study involved 141 participants, 10 of whom were interviewed during the qualitative phase; 5 (50%) were males, 5 (50%) were females, and the remaining 131; 44 (33.6%) were males, 87 (66.4%) females, were the respondents in the quantitative phase through non-random sampling method. The following are the demographic profile of the respondents: marital status consists of 43 (32.8%) single, 88 (67.2%) married; the average age is 38; religious makeup is 118 (90.1%) Christian, 13 (9.9%) Islam; position is composed of 96 (73.3%) teaching, 35 (26.7%) teaching-related; average years of experience is 20 years; educational attainment makeup is 119 (90.8%) had units in or had graduated from master's degree, 12 (9.2%) had units in or had graduated from doctoral degree; average DRRM/PSSP training is division level.

Research Instruments

This is a mixed method design, hence, the researcher combined both qualitative and quantitative research methods to gain a more comprehensive understanding of the research questions. The researcher first developed a structured interview guide questions for the qualitative phase, and designed a survey tool for the quantitative phase

anchored on the emerging factors that surfaced in the thematic analysis of the qualitative data.

Data Gathering Procedure

An interview guide was used in the first phase. Participants were interviewed face-to-face in their chosen place and time. The interview was audio recorded and the researcher wrote observations on the actions, reactions, gestures, and body language of the participants. The thematic method was used to produce concepts from a cluster of ideas obtained from the transcripts of the interviews. These concepts were grouped according to similarities and were given codes, which were grouped once more to identify the emerging factors. These factors were used in designing a survey instrument to measure the participant's level of perceptions of the factors that may enhance the coping mechanisms of teachers in times of health and security crisis.

The survey instrument was corrected by an expert in the field in terms of content and relevance. It was then pretested to those who were interviewed, soliciting their opinions about the items. There were a few additional statements that they wanted to incorporate, and the researcher included them in the instrument. The questionnaire underwent another round of scrutiny under the critical eyes of the expert. After having been satisfied with the correctness of the revised instrument, it was piloted on 20 respondents. The scores were entered into the SPSS v20 and used Cronbach Alpha to test its reliability. The reliability statistics showed a value of .811, which means that the questionnaire was reliable.

During the first phase of this inquiry, the researcher met each of the respondents and explained the purpose of the visit, explicitly citing the confidentiality of the information, expected outcomes, and the possible impact of the study. After the schedule was arranged, the interview was conducted for an average of one hour and fifteen minutes. The survey instruments for the quantitative phase were floated in the districts after the Division Research Committee informed the researcher of the approval of the conduct of the study.

Ethical Considerations. Ethical considerations were given priority during the interview of participants. The following considerations were carefully observed as suggested by Strauss (2010, 10-32):

Respect for privacy. The personal identity of respondents is kept confidential. The researcher guaranteed confidentiality of the respondent's personal information since the interviews were conducted all by himself.

Time and venue. The venue was the choice of the participants. It was held in their respective offices or at their homes at their most convenient time.

Beneficence. The researcher ensured that the principle of *primum non nocere* (first, to do no harm) before the interview began and guaranteed that their identity and answers are strictly kept confidential.

Voluntary participation and informed consent. All respondents were made aware of the possible outcomes of this study and its impact. The researcher ensured that their participation is voluntary and that they acted according to their own free will.

Data Analysis

The data were subjected to the following statistical tools: Pearson's Correlation Coefficient, to test whether or not a significant relationship exists among variables and the emerging factors; t-test to test whether or not there exists a significant difference in the coping actions of the respondents when grouped according to their profile variables; weighted mean was used to establish the level of perceptions in each of the emerging factors; and stepwise regression to establish factors which contribute to the development of a model for mental, spiritual, social, and emotional enhancement program.

Results and Discussion

Factors that may enhance the coping mechanisms of teachers. The excerpts of the interview were thematically analyzed and resulted in 43 codes. The codes were subjected to thematic analysis once more and as a result, the 43 categories were reduced to 13 emerging factors as shown in Table 1.

Table 1: Conceptual Categories and Factors

Conceptual Categories	Factors
1. Having the determination to protect the family.	Family
2. Having the need to show my family courage amidst trying times.	
3. By asking God for his blessing before making final decisions.	Faith in God
4. Having the belief that God takes control of everything.	
5. Entering into certain consultations, when needed, to uphold the standards of my job.	Profession
6. Performing the duties and responsibilities relative to my job even during security and health crisis.	
7. Consulting concerned authorities before making decisions relating to crisis management.	Alliance
8. Communicating to superiors and other concerned authorities about eminent danger, and threats that may lead to a perplexing situation.	
9. Establishing a link between my lived experiences to the present condition to arrive at a sound decision.	Self-reliance
10. Being accountable for my actions in coping with the crisis.	
11. Providing support to people who are affected by the crisis.	Service
12. Helping everyone access support services.	
13. Providing support and services to the local authorities.	

The study yielded six emerging factors, namely: family, faith, profession, alliance, self-reliance, and service as attributes in successful and rapid coping with crisis – known as their inspirations. This finding is supported by the studies of Dubey, et al. (2020, 779–788), and that of Nicomedes, Avila and Arpia (2020, 3-7) which described rapid coping of individuals from crisis through getting strengths from their inspirations.

Weighted mean of the emerging factors that may enhance the coping mechanism of teachers. To test whether the perceptions of the respondents in the qualitative phase in regard to the emerging factors are also true when subjected to a

larger sample of population, the researcher-made questionnaire was floated which yielded the following result as shown in Table 2.

Table 2: Weighted Mean of the Emerging Factors

Emerging Factors	Average Wtd. \bar{x}
1. Family	4.95
2. Profession	4.61
3. Alliance	4.73
4. Self-reliance	4.66
5. Faith in God	5.00
6. Service	4.65

Very low = 1.0 – 1.79

Very high = 4.20 – 5.0

The data revealed that the respondents had **very high** levels of perception in all of the emerging factors. It supports the findings of Damanik (2020) that coping mechanisms of teachers were anchored on their motivations from their lives that came in many forms, such as family, loved ones, friends, colleagues, and their belief in the Creator.

It is also supported by the findings of Nicomedes, Avila and Arpia (2020, 3-7) that the process of adjustment of Filipino front liners involved, self-worth and importance, facing the situation squarely, realization and, positivism, and, above all, faith in God. The findings of Pfefferbaum and North (2020, 510-512) also supported these emerging factors as they stated that the strength to stand up against the crises came from the respondents' families, friends, and loved ones

Correlation Coefficient of the emerging factors and the perceived level of perceptions. To further determine the relationship between the emerging factors and the perceived level of perception on the inherent coping mechanisms, the data were subjected to Pearson r which yielded a strong positive relationship between all the emerging factors that surfaced in the qualitative phase as shown in Table 3.

Table 3: Correlation Coefficients between Levels of Perceptions of Emerging Factors and Coping Mechanisms

Factors	r-value	p-value*	Interpretation
1. Family	.289	.001	Significant
2. Profession	.509	.000	Significant
3. Alliance	.560	.000	Significant
4. Self-reliance	.619	.000	Significant
5. Faith in God	.257	.003	Significant
6. Service	.545	.000	Significant

* - at 0.05 level of significance

It is worth noting that this finding has a strong link with the studies of Pfefferbaum and North (2020), and that of Damanik (2020, 105-112) who found that

individuals who experienced health or security crises found strengths to be resilient from their families, friends and colleagues and their belief in their Creator.

The findings of MacIntyre, Gregersen and Mercer (2020, 102-352) additionally supports this finding that those who were affected by health and security crises tend to recover faster and regain physical vigor through their lived experiences in work, and their training related to disaster management.

The study of Nicomedes, Avila and Arpia (2020, 3-7) further supports these finding as they stated that awareness of self-worth and importance, facing the situation squarely, realization and, positivism, and, above all, faith in God – all are innate coping mechanisms of Filipino front liners.

Difference of coping mechanisms when grouped according to profile variables. The difference of performance in coping with health and security crises when the respondents are grouped according to their profile variables was analyzed using a t-test. The data revealed that the respondents did not significantly differ in coping with crises when grouped according to their profile variables, namely: **sex, marital status, age, religion, present position, and educational attainment**. While these variables can sometimes play a role in shaping coping mechanisms, they might not always be the differentiating factors for several reasons.

Individual variability is the first reason. People within the same demographic group can exhibit diverse coping strategies based on their personality traits, life experiences and personal preferences. As people within the same demographic group can have vastly different coping strategies due to their unique circumstances and individual characteristics.

The second reason is the principle of intersectionality. Individuals belong to multiple demographic groups simultaneously, and the interplay of these factors can impact coping strategies.

However, when grouped according to **years of experience**, and **DRRM/PSS-related training**, a significant difference was found as shown in Table 4.

Table 4: Significant Difference of Coping Mechanisms based on Profile Variables (N=131)

Variables	Group	Mean (\bar{x})	p-value*	Verbal Interpretation
1. Sex	Male Female	4.36 4.39	.842	Not Significant
2. Marital Status	Single Married	4.42 4.36	.691	Not Significant
3. Age	21-39 40 & above	4.40 4.39	.945	Not Significant
4. Religion	Christianity Islam	4.35 4.69	.085	Not Significant
5. Present Position	Teacher School Head	4.29 4.59	.023	Not Significant
6. Years of Teaching Experience	0 – 15 16 & above	4.38 4.38	.001	Significant
7. Educational Attainment	Master's Degree	4.38 4.36	.898	Not Significant

	Doctorate Degree			
8. DRRM/PSS Related Training	District-Division Regional- International	4.35 4.48	.005	Significant

* - at 0.05 level of significance

Years of experience in teaching play a vital role in coping mechanisms because seasoned educators develop a deep understanding of various situations. This expertise allows them to anticipate challenges and thereby provide support. Years of teaching experience provide a rich repertoire to manage stress, adapt unexpected situations, and guide others through difficult circumstances. The above data is affirmed by the study of MacIntyre, Gregersen and Mercer (2020, 102-352) which found that individuals who had experienced health crisis tend to recover faster and regain physical and mental vigor through their lived experiences in work, and their training related to disaster management.

Disaster Risk Reduction and Management (DRRM) and Psychosocial Support Program related training are crucial for building coping mechanisms among teachers for several reasons. Firstly, the training equip teacher with essential knowledge and skills to effectively respond to and mitigate the impact of disasters, such as natural calamities or emergencies. Secondly, DRRM training focuses on providing teachers with tools to support the emotional and psychological well-being of both themselves and the people around them. Thirdly, PSS training equips teachers with techniques to recognize signs of distress, offer appropriate support, and maintain their own mental resilience in challenging situation. The findings of the study of Cole, et al. (2020, 472-481) strengthen these statements as they found that school staff who experienced health crises coped rapidly from such experiences due to available support networks which pertain to trainings relative to mitigation, control and management of disasters.

Proposed School Resilience Program Model. As mentioned in the methodology, regression analysis will be conducted to determine the extent to which each factor contributes to the variance in coping mechanism outcomes.

As a result of the regression analysis of the emerging factors, a model surfaced that showed four predictors with a very high impact to coping mechanisms. The summary of the model is presented in Table 5.

Table 5: Model Summary Table for the Emerging Factors

Predictors	<i>R</i> ²	<i>df</i>	<i>F</i>	<i>p-value</i> *
Family, Faith, Profession, and Alliance	.788	4, 128	106.77	.000

* - at 0.05 level of significance

The model shows that family, faith, profession, and alliance are significant predictors in designing coping mechanism strategies because they represent key areas of support and stabilities in an individual's life.

Family provides emotional and social support during challenging times. Strong family connections can offer a sense of belonging, love, and understanding, which are crucial for maintaining mental well-being and resilience (Damanik 2020, 105-112).

Faith or spiritual beliefs can provide individual with a sense of purpose, hope, and guidance. Religious or spiritual practices often offer comfort, meaning, and a

framework for understanding difficult situations, contributing to effective coping strategies (Damanik 2020, 105-112; Nicomedes, Avila and Arpia 2020, 3-7).

Profession not only provides financial stability but also a sense of accomplishment and identity. A satisfying career can serve as a source of motivation and a distraction from stressors, helping individuals navigate challenges more effectively.

Alliance. Social alliances, such as friendships and community connections, create a support network that fosters resilience. Having people who understand and empathize with your struggles can significantly reduce feelings of isolation and provide practical assistance (Pfefferbaum and North 2020, 510-512).

A stepwise regression analysis was also performed for the profile variables to determine which of the eight variables contribute significantly to the coping mechanism of teachers. The analysis yielded the following model that showed a very high contribution as presented in Table 6.

Table 6: Model Summary Table for the Profile Variables

Predictors	R^2	df	F	$p\text{-value}^*$
Experience, and Training	.202	4, 128	11.01	.000

* - at 0.05 level of significance

Experience and training are crucial in designing a coping mechanism program because they provide the necessary knowledge, skills, and expertise to create effective and tailored strategies. With experience, the program developers can anticipate potential challenges and nuances that might arise when individuals are faced with stressors. This insight helps them craft coping mechanisms that are realistic, adaptable, and relevant to real-world scenarios. Moreover, it was established that lived experiences in work and training related to disaster management help individuals recover faster from the devastating effect health or security crisis (MacIntyre, Gregersen and Mercer 2020, 102-352).

Combining experience and training ensure that the coping mechanism program is well-informed, nuanced, and capable of addressing a variety of individual needs, making it more likely to succeed in helping people manage and overcome challenges.

The predictors of this model is affirmed by the Attribution Theory designed by Weiner (1985,548-560) which stated that every reaction of an individual which contributed to their achievement can be attributed to certain factors.

This model is also supported by the Theory of Resiliency by Ungar (2008, 14-21) which substantiated the innate human capacity to become resilient after facing adversity.

Moving automobile model. This model is adopted from the work of Baang (2010 , 108-120). It is deemed to be the most suitable model for designing a school resilience program due to its relevance in highlighting key aspects of the program's structure. Just as an automobile needs various components working together for smooth operation, a school resilience program requires multiple elements to enhance its effectiveness. These elements are the identified predictors yielded from the regression analysis of the emerging factors and profile variables as shown in Figure 2.

Figure 2: The Modified “Moving Automobile Model”



Figure 2 shows the teacher onboard an automobile that represents the proposed school resilience program. The automobile is supported by two sets of tires. The first set of tires represents the regression model on the emerging factors, namely: faith, family, alliance, and, profession; while the second set of tires represents the regression model on the profile variables, namely: training, and experience. The finish line represents the health and security crisis that the teacher overcomes.

It is reiterated that these findings are based on the scope research locale and the selected participants. These same do not speak about the general public that experienced the same condition in other areas of the country.

The moving automobile model is anchored on the goal-setting theory of Locke and Latham (1990, 3-15) which hypothesized that individuals set challenging but attainable goals which are specific and measurable and that the concerned individual must commit to the set goals to put sufficient effort towards reaching them. By expanding goal-setting theory, Abraham Maslow's (1943, 370-396) hierarchy of needs theory comes in, particularly regarding security and safety needs, and self-actualization.

Additionally, McClelland's (1961, 208–209) achievement motivation theory is also used as another cornerstone of this model as it proposes that the needs or motives for achievement, affiliation, and power are influenced by either internal drivers or extrinsic factors. Internal drivers, in the context of this study, pertain to the actions of teachers that trigger their desires which emanate from the psychological, spiritual, and emotional competence in coping with the crisis. The external factors may come from their environment and socialization influences as a result of their daily interactions with other members of society.

Success in facing threatening circumstances and in coping with health and security crises has its causal ascription to training and experience; to the love, responsibility, and devotion to one's family; to the steadfast belief in God's divine providence characterized by one's faith; to the commitment and dedication in one's profession; to a well-founded alliance among colleagues and community members; in

making well-informed decisions based on knowledge and experience; and, to one's involvement in providing support services to the workplace and the community; all of which can be enhanced using the model that this study proposes.

Conclusion and Recommendations

This study revealed six emergent factors that contribute to coping with health and security crises. **Family** pertains to the love, responsibility, and devotion of the respondents towards them. **Faith** is the respondents' steadfast belief in God's divine providence. **Profession** points out the respondents' commitment and dedication to performing their duties and responsibilities as teachers. **Alliance** pertains to their relationship among community members. **Self-reliance** relates to the respondents' ability to do things and make decisions based on their knowledge and experience. **Service** is the respondents' effort in providing support services to their workplace and in the community.

The result of the t-test showed that respondents did not significantly differ in coping with crises when grouped according to **marital status, age, sex, religion, present position, and educational attainment**.

However, when the respondents were grouped according to **years of experience**, those who were in the service for 16 years and above can manage crises facilely compared to those who were new in the service. Additionally, when grouped according to **DRRM/PSSP**-related training, those who attended regional, national, and international training can manage crises straightforwardly as compared to those who attended district, and division training only.

The stepwise regression analysis on the emerging factors showed a very high R^2 value of .788 which means that, taken as a set, the predictors Family, Faith, Profession, and Alliance account for 78.80% of the variance in the inherent coping mechanisms of teachers.

The stepwise regression analysis on the profile variables yielded an R^2 value of .202 which means that taken as a set, the predictors experience, and training account for 20.20% of the variance in the teachers' coping mechanisms in times of health and security crises. The regression analyses showed that when the model of emerging factors, $R^2 = 78.80\%$, and the model of profile variables, $R^2 = 20.20\%$ are combined, they yielded 99% of the outcome variable, which means that 99% of the teachers' coping mechanisms in time of health and security crisis can be explained by **faith** which pertains to their strength drawn from belief and trust in God, by their love and devotion to their **family**, by their **alliance** with colleagues and authorities, by their commitment and dedication to their **profession**, by their lived **experiences** and public servants, and through their acquired skills and abilities in facing health and security crisis from **training**.

Based on the findings and the conclusion formulated from the insights (qualitative phase) and from the responses (quantitative phase) of the participants, as well as the personal points of view of the proponent experienced during the conduct of this study, the following are recommended to enhance the inherent coping mechanisms of teachers:

For the teachers:

1. Be dynamic and prepared to face any challenging situation. This can be achieved by attending DRRM/PSSP-related training.

2. Be active. Learn from your lived experiences and from the experiences of other people.
3. Value your family, and profession. They can serve as your staff as you tread along the path of servanthood.
4. Establish and preserve a well-grounded connection with the people in the community. They are your helping hands in times of crisis, and your inspiration in living life uprightly.
5. Trust yourself. Whenever you reach a point in making decisions, believe that your wisdom is brought into being by your knowledge and experience; and that you are not a product of a random cosmic coalition of matters, but destined to live a life with purpose and meaning.

For DepEd and other Government Officials

1. As it is one of our responsibilities to protect and promote the welfare of teachers, keeping them at the edge of their mental, emotional, social, physical, and spiritual dimensions is imperative; this can be achieved through designing a psychosocial program that can enhance their coping mechanisms.
2. The proposed model can serve as a vehicle for designing resilience programs

For other researchers

1. This study, although relevant only to coping with health and security crises in the research locale, could lead other scholars to further their understanding of the coping mechanisms of individuals in all kinds of catastrophic events.
2. It can be replicated to prove or disprove the findings, thus, providing an avenue for scholarly discussion and deliberation.

Dissemination and Advocacy Plan

This section outlines how the findings of this study will be shared with relevant stakeholders, as well as how efforts will be made to promote the research's outcomes and recommendations to create an impact. This plan includes strategies for communicating the research results to the target audiences, policymakers, practitioners, academics, and the general public as shown in Table 7.

Table 7. Advocacy Action Plan

Implementation Steps	Person Responsible	Resources	Timeline	Implications
Submit a copy of the Final Research Report to the Division Research Committee	Researcher	3 sets Final Research Report	August 2022	SDO archiving of the completed education research
Present findings of the Research Report during SLAC session	Researcher	Laptop Computer LCD Projector	September 2022	Start of school-based resilience program design
Present findings during District conference	Researcher	Laptop Computer LCD Projector	September 2022	School-based resilience program presented in the district for possible adoption
Present findings during Division/Regional Research Congress	Researcher, District/Division Research Committee	Research Report	September 2022	Division/Regional recognized research work

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Financial Report

This section approximates the funds utilized in the actual conduct of this research work. The breakdown of cost per research task is detailed in Table 9.

Table 9: Research Cost

ACTIVITIES	ACTIVITIES		FINANCIAL			EXPECTED OUTCOME
	Persons Involved	Time Frame	Materials	Amount	Source	
Research Proposal drafting	Researcher	October 2020	Bond Paper	50.00	BERF	Drafted research proposal
Presentation to District Research Committee	Researcher	October 2020	Transportation	250.00	BERF	Presented research proposal to the District Research Committee
Approval of the Division	DRC	Nov 2020				Research is approved by the DRC
Conduct of Research	Researcher Teachers	Nov 2020 to Jan 2021	Internet Load	1,000.00	BERF	Conducted action research as reflected in the methodology of this research
			Bond paper	500.00	BERF	
			Transportation expenses	2,500.00	BERF	
Analysis and Interpretation of Data	Researcher	Feb 2021	Internet Load	500.00 500.00	BERF BERF	Analyzed and interpreted data
Printing completed research	Researcher	Feb 2021	Bond Paper	200.00	BERF	Printed completed research
Submit Completed Action Research	Researcher	March 2021	Transportation expenses	250.00	BERF	Submitted completed research to the District Research Committee
Submission of the Completed Action Research	Researcher	August 2021	Printing and Binding, and transportation	1,750.00	BERF	Submitted completed research to the Division Research Committee
Total				7,500.00	BERF	

Appendices

Appendix 1. Interview Guide Questions

A. Central questions:

1. What factors or elements served as your coping mechanism in these trying times?
2. Why do you believe that these factors or elements helped you sustain the psychosocial dimension of your life?

B. Sub-questions:

1. What particular incident you find the worst among your recent traumatic experiences?
2. How did you manage to keep your responsibilities in your family and in your profession balanced in this time of crisis?
3. What do you think are the factors that keep you and your family whole amidst the health and security crisis?
4. How did you manage to maintain healthy relationship in your workplace?
5. What responsibilities did you take to address the crisis?
6. What do you consider as your inspiration?
7. How can you say that your inspiration can become elements of your coping mechanism?
8. What are your plans to getting you and your family ready for any unexpected environmental crisis?
9. How do you sustain your self-devised coping mechanisms in times of crisis?
10. How did you demonstrate these attributes to other people and encourage them to explore their inner strengths?

Appendix 2. Survey Questionnaire

Enhancing Inherent Coping Mechanism of Teachers in the Course of Health and Security Crisis

This action research is aimed at devising a model for the development of a program that enhances the innate coping mechanisms of teachers in the course of health and security crisis.

Please answer the questions earnestly. It is assured that your responses are strictly held confidential.

Your participating in this survey can lead to a stronger, resilient, and highly spirited teachers in the Department of Education.

Gabriel T Galleposo
Researcher

SURVEY QUESTIONNAIRE

PART I

Please put a check (/) or supply the requested information in each of the following item concerning your personal and professional attributes on the space provided for.

Marital
Status

Age

Religion
(Please check)

Present Position:

Station:

Years of Experience as a
-

Teacher	<input type="text"/>
Teacher In-Charge	<input type="text"/>
Head Teacher	<input type="text"/>
School Principal	<input type="text"/>

Number of Psychosocial training attended: in your present position -

Division
Regional

National
International

Educational
Qualification

Undergraduate	<input type="text"/>
Graduate*	<input type="text"/>
Post graduate*	<input type="text"/>

*please indicate number or units if not graduated

PART II

The following are the conditions that may affect your innate coping mechanisms. Please indicate how much you agree or disagree with each of the following statements using the following scale:

- 1- strongly disagree
- 2- somewhat disagree
- 3- neither agree nor disagree
- 4- somewhat agree
- 5- strongly agree

Family		1	2	3	4	5
1	I need to protect my family from danger and harm.					
2	I have to show courage amidst trying times because they draw their strength from me.					
3	My family is the source of my willpower in facing any kind of crisis.					
Other conditions. Please specify:						

Profession		1	2	3	4	5
1	I need to stay focused in the workplace in times of crisis.					
2	I need to perform my duties and responsibilities even during security and health crisis.					
3	I enter into certain negotiations when needed to uphold the standards of my job.					
Other conditions. Please specify:						

Alliance		1	2	3	4	5
1	I consult concerned authorities before making decisions relating to crisis management.					
2	I follow direct order from higher authorities in regard to managing crisis.					
3	I communicate to my superiors and other concerned authorities eminent danger, and threat which may lead to a perplexing situation.					
4	I notify my colleagues on reliable and confidential information that can affect our job performance, and the safety of our lives and families.					
5	I stay connected with the authorities at all times in the course of the crisis.					
Other conditions. Please specify:						

Self-reliance		1	2	3	4	5
1	I establish a link with my lived experiences to the present condition to arrive at a sound decision.					
2	I establish sound judgment from available and relevant facts on the issue.					
3	I assume responsibilities on the decisions I made.					
4	I hold myself accountable to my actions in coping with the crisis.					
5	I preserve self-composure in facing the crisis.					
Other conditions. Please specify:						

Faith.		1	2	3	4	5
1	I trust and believe in God.					
2	I ask God for his blessing before making final decision.					
3	I pray to God for his protection in going to and coming from my workplace.					
4	I believe that God sees what is best for me.					
5	I believe that God takes control in everything.					
Other conditions. Please specify:						

Service		1	2	3	4	5
1	I provide support to people who are affected by the crisis and know how to link them with available resources.					
2	I demonstrate understandable ways to share messages with people with intellectual, cognitive and psychosocial disabilities in the workplace and in the community.					
3	I help everyone in the community and in the workplace in becoming aware of where and how they can access support services and facilitate access to such services.					
4	I help those who are in need find positive ways to express feelings such as fear and sadness.					
5	I provide support and services to the local authorities in providing assistance to those who are in dire need.					
Other conditions. Please specify:						

The inquiry has ended. Thank you for your candid response.

Appendix 3. Informed Consent Form

Consent Form

Title of the study: Coping Mechanisms of Teachers: Basis for Designing a School Resilience Program

You are invited to participate in a mixed methods research study to explore the factors that may enhance the coping mechanisms of teachers in times of health and security crises.

If you agree to participate in the study, it is important that you understand the general principles enumerated below. If you are not clear about these principles you should ask the Researcher or another person to read it to you so that you are aware of what your role will be in the research study.

- I have been informed that my involvement in the research is voluntary.
- I understand that a questionnaire will be used to collect the information.
- I have been informed that confidentiality will be maintained throughout and beyond the research project (no medical or personal records would be required or accessed);
- I understand that before the research begins the person conducting the research will talk to me about the research topic and confirm that all the information I provide will be confidential, and that all the information will be secured in a locked cabinet where only the researcher has access.
- I am free to withdraw from the research at any time, without comment or penalty.
- I understand that personal benefits may not be gained from participating in this study, although
- I recognize that knowledge gained may benefit others.
- I can direct any inquiries and further questions to the researcher Gabriel T Galleposo through mobile phone number 09105405760, or through email at dongabriel.galleposo@deped.gov.ph, or through writing to:
Gabriel T Galleposo
0037 P3, Guintolan, Payao
7008 Zamboanga Sibugay

I have read (or had it read to me) the information on the Consent Form, and I had my questions answered to my satisfaction.

Signed: _____ Date: _____

Witnessed: _____ Date: _____

Adapted from: http://www.checkup.org.au/icms_docs/234344_CRS_Consent_Form.pdf