

LEVEL OF STRESS MANAGEMENT BY SPECIAL EDUCATION (SPED) TEACHERS AT THE DIVISION OF ZAMBOANGA: BASIS FOR A PROPOSED MENTAL HEALTH PROGRAM

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Article Information	ABSTRACT
<p>Received: 15th May, 2024</p> <p>Accepted: 25th June, 2024</p> <p>Published: 20th July, 2024</p> <p>KEYWORDS: stress management, sped teachers, DepEd Zamboanga, mental health program.</p> <p>Journal URL: https://ijois.com/index.php/ijoisjournal</p> <p>Publisher: Empirical Studies and Communication - (A Research Center)</p> <p>Website: www.cescd.com.ng</p>	<p>Mental health primarily influences how a person can handle stress, formulate decisions, and conduct social interactions. The study specifically aimed to answer the following questions pertaining to the level of stress management by the special education teachers at the Division of Zamboanga to yield the basis for a proposed mental health program (a) demographic profile of the respondents; (b) the level of stress management of teachers. This quantitative study specifically aimed to determine the extent of stress management engaged by the Special Education (SPED) teachers at the Division of Zamboanga mainly in their personal, occupational, organizational, and physical work environment. The recent study found that the majority of the SPED teachers-respondents had already rendered service for the span of ten years and above of their teaching practice and the majority of them were ranked in their position of Teacher 3. On the indicators of stress management, they were all moderately managed. Furthermore, based on the computed chi-squares correlating age, sex, educational attainment, length of service, and position to personal, occupational, organizational, and physical work environments were unanimously greater than that of their critical values. Thus, the null hypothesis was rejected, interpreting the results that the demographic profile and the stress management level were significantly related. Consequently, improving teachers' life satisfaction/quality of life, promoting a self-care program, and promoting work-life balance as a way of life by enabling them with skills and tools that can allow them to manage their time was conceptualized as an intervention program.</p>

Introduction

Mental health is a vital component of an individual's life, from childhood to adulthood that encompasses one's emotional, psychological, and social well-being. It primarily influences how a person can handle stress, formulate decisions, and conduct social interaction. According to a study conducted by professors from Texas A&M University, 71% of the 195 participants have indicated that their stress and anxiety have increased due to the pandemic, while 97% of those perceive other students may have been dealing with the same stress and anxiety. Different mental health aspects have been identified and 54% and 1% of the participants have determined that COVID-19 had negative effects on academics, health, and lives. 91% of the participants stated that their anxiety about their own health and of their loved ones significantly increased. Among those who have expressed such, 43% worry over relatives who are of higher risk. Moreover, 67% to 89% of the 195 participants have claimed that they have been observing changes in their living environment (as family members being less independent and more distractive), experience eating and sleeping disruptions, having major concerns about their academic performance (as the transition to online classes), increased social isolation, and difficulty in concentrating (as for academic reasons for participants have stated that the home is more suitable for relaxation rather than studying, making it hard for academic concentration).

Meanwhile, in the Philippines, a study entitled "Psychological Impact of COVID-19 Pandemic in the Philippines" conducted by Tee, M. L., et.al discussed that out of the 1879 analyzed responses of participants, 16.3% were reported moderate to severe psychological impact; 16.9% reported moderate to severe depressive symptoms; 28.8% reported moderate to severe anxiety symptoms; and 13.4% reported moderate to severe stress signals (Tee, M.L., et.al, 2020). The study has also described that mass home-confinement has brought home confinement family members getting, and feeling of discrimination, and feelings, therefore, contributed to a greater psychological impact and higher levels of stress, anxiety and depression (Tee, M.L., et.al, 2020).

This study comprises the ability to know the levels of stress management by the special education, most especially the teachers in the Division of Zamboanga, so as to create a basis for the development of a proposal for the mental health program.

Statement of the Problem

The study specifically aimed to answer the following questions pertaining to the level of stress management by the special education teachers at the Division of Zamboanga to yield the basis for a proposed mental health program:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Educational Attainment
 - 1.4. Length of Service
 - 1.5. Position?
2. What is the level of stress management of teachers – respondents in terms of:
 - 2.1. Personal

- 2.2. Occupational
- 2.3. Organizational
- 2.4. Physical Work Environment
- 3. Is there a significant relationship between the profile and the level of stress of the respondents?
- 4. Based on the findings, what intervention scheme may be recommended?

Hypothesis

Ho: There is no significant relationship between the profile and the level of stress of the respondents.

Related Literature

Virtual education act as a learning tool for students during a pandemic. COVID-19 confinement is a new experience among students, working independently became an advantage and improve the students learning performance and behavior. Students were working hard and become motivated by their responsibilities. Confinement can contribute to the improvement of students' learning. However, some may depend on cheating due to the non-face-to-face system. (Gonzalez, T. et al., 2020). Students find it hard to pursue their studies in the middle of the pandemic because of the financial crisis and it was hard for them to transition into an online class other than that it was difficult for them to study on a daily basis like they use to do. (Nancy Goel et. al., 2020). In connection to this, according to Naser, et.al (2020), depression and anxiety are prevalent mental problems during COVID-19 pandemic. These mental problems impact the psychological wellbeing of individuals from the entire community including university students, healthcare professionals, and the general population.

The confusion about the definition of mental health still confuses others, it is often associated with mental illness, but they are still two different terms. According to World Health Organization (2012), mental health is defined as the well-being in which every individual his or her own potential, can cope with normal stress in life, can work productively and fruitfully, and is able to make a contribution to his or her community. Another definition of mental health is that it includes the emotional, psychological, social well-being of an individual that affects how a person thinks, feels, and acts. This also determines how an individual handles stress, relates to others, and makes decisions. (Mentalhealth.gov, 2020).

Mental health is important for all, because it heavily influences the quality of life. The community plays a crucial role in maintaining one's mental health. Individuals as social beings need the feeling of belongingness, getting enough support, and having a purpose in life, as social beings, humans are not meant for isolation (Gilbert, 2019). In the present time, today's young generation represents the largest group of students in history. Being a student, it can be very stressful and for some students it can cause mental distress. (Grotan, Sund & Bjerkeset., 2019). In accordance with this, it is very important to monitor the mental health of students.

It was reported that there are severe and wide spectrum mental health impacts due to the pandemic. The pandemic can trigger new mental disorders and intensify the disorders

previously present. The general population can experience fear and anxiety of being sick or dying, helplessness, blame the people who are already affected, and worsen the mental breakdown (Goyal et al., 2020).

The impact of the pandemic was considered significant, affecting the global community, and causing fear, anxiety, and worry because of the uncertainty of the disease's prognosis, change in lifestyle, lockdown restriction, and educational interruption (Saddik et. al. 2020).

In addition to this, not only the individuals suffering from psychiatric illness are greatly affected but also those individuals without these conditions are significantly pretentious due to the pandemic (Kar et al., 2020). The unprecedented changes that came on quickly due to the pandemic and lockdown policy posed many challenges. During the phase of pandemic, undergraduate and postgraduate college students experienced a more extensive need for daytime nap duration ($p < .05$) which significantly leads to depressive symptomatology ($p < .001$) as a matter of concern. Moreover, the stress during pandemic phase led to physical symptoms, like insomnia, headaches, digestive problems hormonal imbalances and fatigue. (Piya Majumdar, Ankita Biswas, & Subhashis Sahu; 2020). The psychological issues which accompany this pandemic have rapidly compounded its public health burden. For college students, heightened levels of psychological distress and downstream negative academic consequences are prevalent during the pandemic. It shows that the Covid-19 pandemic indeed impacted the anxiety levels of university students, with almost half of students reporting mild to moderate/severe anxiety levels. (Saddik et al., 2020).

The pandemic became a burden on college students' mental health thus, the pandemic affected their school performance. Anxiety and lack of sleep patterns were the common problems. Due to the impact of pandemic, students who have high levels of anxiety and a low-grade point average (GPA) were more likely to feel depressed. (Nakhostin-Ansari, A. et al., 2020). Due to the long-lasting pandemic situation, students' mental health has been an increasing concern. The pandemic had increased and triggered multiple stressors, anxiety, depressive thoughts. Students' academic performance concerns had also increased due to difficulty and lack of concentrating. (Son, C. et al., 2020). Unexpectedly, the percentage of students who reacted with no motivation at all regarding the current strategy of online distance learning is significantly high ($n=209$, 54.9%) of which 164 students were also categorized within the severely psychological distress category (Al-Tammemi, A. B., Akour, A., & Alfalah, 2020)

Related Studies

Coping Theory of Lazarus and Folkman (1984) defined coping as a dynamic cognitive and behavioral effort to manage specific internal and external demands that are appraised as taxing or exceeding the resources, with this we can say that coping involves mental energy in a way where it can reduce stress. Whether conscious or unconscious, the goal of the coping mechanism is to solve the problem and go back to a balanced situation. The mechanism can be positive or negative, depending on if an individual increase or decrease his or her mental well-being. In addition to this, coping patterns are dependent on one's personality patterns and perpetual experience, therefore the coping mechanisms are individualized, it depends upon the person how will they cope up with stress, and it is never the same for two people. In

connection to this, the theory is linked with the study, because it states that in every stressful situation, like the COVID-19 pandemic, there is an affiliated reaction to cope with the event being addressed and it varies in every individual on how they will face the circumstance, whether negatively or positively, it depends on their mental well-being, specifically for the senior citizen welfare.

On the other hand, the method used by Lazarus and Folkman was based on specific efforts, both behavioral and psychological, that people employ to master, tolerate, reduce, or minimize stressful events. Their method was very clear; they had distinguished between the two general coping strategies: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Therefore, the researcher concludes that coping has two major functions: dealing with the problem that is causing distress (problem-focused coping) and regulating emotion (emotion-focused coping). Obviously, Problem-focused coping is the use of specific activities to get the task accomplished, whereas emotion-focused coping is the use of activities to feel better about the task. If the students applied for an instant the method of problem-focused coping for a task that was beyond their accomplishment, they would only frustrate themselves and become distressed. Given such an impossible task, they would do better to joke about it, or discuss their feelings with a friend. Conversely, if a task can be accomplished but they are uncertain by joking and partying with friends, they are employing emotion-focus coping when they should have engaged in activities to get the task done. According to Lazarus and Folkman, problem-focused coping includes confrontative Coping, Seeking Social Support, Plan full Problem-Solving, and Seeking Social Support. Whereas emotion focused coping includes Self-Control, Seeking Social Support, Distancing, Positive Appraisal, Accepting Responsibility, and Escape/Avoidance.

METHODOLOGY

Research Design

This study made use a descriptive quantitative design for the progress of the study, specifically, a correlational design. Thorough responses of the respondents gave immediate interpretations and analysis for the sake of giving immediate action of answering the study's hypothesis for conclusion and recommendation.

Bhandari P. (2021) defined correlational research as a design that analyzes the links between variables without influencing or modifying them. In this research design, correlational study aims to determine the relationship of variables between each other and can also predict the positive and negative factors involved.

The combined sampling techniques, the purposive and stratified cluster sampling will be used for the sampling method coming from the known parameter, the teachers under special education at the division of Zamboanga Sibugay.

The researcher made use of self-made questionnaires in preparing for the data gathering of the responses, at the same time the researcher used the even 4-point Likert Scale. This type of Likert Scale allows the researcher to include 4 extreme options without neutral choices.

This study was mandated to compute each school's sampling size using the confidence level and margin of error. The formula is shown below:

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

z – score under the confidence level of 95 %, which is 1.96.

p – SD: 0.5 (50%)

e – margin of error, 0.05 (5%)

1. Frequency Distribution for the status of the respondents
2. Weighted Mean with corresponding Descriptive Indices for the perceived motivation and attitude. The four-point interval scale was utilized in assessing the level of stress management. Below is the table of the assessing descriptions:

4 – Point Scale	Interval Point	Verbal Description
4	3.25 – 4.00	Managed
3	2.51 – 3.25	Moderately Managed
2	1.76 – 2.50	Slightly Managed
1	1.00 – 1.75	Not Managed

In testing the hypothesis, a 0.05 level of alpha was set. The actual significance was shown with degrees of freedom and its critical value is set for comparison and for decision rules. If the statistical value is significant, the null hypothesis is rejected; otherwise, it will be accepted.

RESULTS

Table 1: The Demographic Profile of the Respondents

Age Bracket	Frequency	Percentage
Below 21	0	0
22 – 25	2	1.71

26 – 29	21	17.95
30 and above	94	80.34
Total	117	100

Sex	Frequency	Percentage
Male	26	22.22
Female	91	77.78
Total	117	100

Educational Attainment	Frequency	Percentage
Bachelor's Degree	8	6.84
With Master's Units	72	61.54
With a Master's Degree	31	26.50
With Doctoral Units	6	5.12
With Doctoral Degree	0	0
Total	117	100

Length of Service	Frequency	Percentage
3 years and below	7	5.98
4 to 5 years	16	13.68
6 – 7 years	19	16.24
8 – 9 years	10	8.55

10 years and above	65	55.55
Total	117	100

Position	Frequency	Percentage
Teacher 1	24	20.51
Teacher 2	14	11.97
Teacher 3	30	25.64
Master Teacher	11	9.40
SPED T1	26	22.22
SPED T2	7	5.98
SPED T3	2	1.72
SPED T4	3	2.56
Total	117	100

Based on the descriptive statistics on the frequency distributions of the demographic profile of the respondents who are special education teachers, the majority of their ages were under the bracket of 30 years old and above, the majority were female than male, majority of the respondents were currently having master's units, majority of them had already rendered service for the span of ten years and above of their teaching practice in their special education profession, and majority of them were ranked in their position of Teacher 3.

Table 2: The Level of Stress Management

Personal	Weighted Mean	Verbal Description
I personally make an immediate decision as part of being a decisive person in all situations during my special education classes.	2.62	Moderately Managed
I create my own solutions to any problem or any part of my problem thereof during my classes in special education.	2.59	Moderately Managed

I personally talk to myself as a part of reflective practices for us special education teachers.	2.58	Moderately Managed
I jot down my notes as reflective journal writing and immediately apply those ideas in my notes to my real scenario of special education classes.	2.55	Moderately Managed
I personally seek advice on social media which is more reliable.	2.62	Moderately Managed
Over – All	2.59	Moderately Managed

Based on the table shown above, the data depicts the descriptive statistics pertaining to the level of stress management in terms of the personal actions of the special education teacher. The two highest assessed verbal descriptions yet moderately managed were making the immediate decision as part of being a decisive person in all situations during their special education classes and seeking of advice in social media which are more reliable. Next in line yet moderately managed was the special education teachers were creating their own solutions to any problem or any part of their problem thereof during their classes in special education. Next had been assessed in moderate management was that the special education teachers were personally talking to themselves as part of reflective practices for special education teaching practice. Lastly and moderately managed was the jotting down their notes as reflective journal writing and immediately applying those ideas in their notes to their real scenario of special education classes. All in all, unanimously assessed the selected special education teachers that their personal stress management levels were all moderately managed by them. An implication promulgating that, it has been established for making an immediate decision as part of being a decisive person in all situations during special education classes and personally seeking advice in social media which are more reliable can help a certain special education teacher to deal personally under their stress level they currently managing (Rumbol, Fletcher, & Daniels, 2012).

Occupational	Weighted Mean	Verbal Description
I seek advice from my seasoned colleagues.	2.68	Moderately Managed
I work hand-in-hand with my colleagues with the clear goal to keep ourselves intact in coping with any kind of adversary.	2.90	Moderately Managed
I manage well my healthy relationship and collaborative partnership with my colleagues and with parents of the	2.70	Moderately Managed

learners with special needs.		
I manage well my healthy relationship and collaborative partnership with my learners with special needs.	2.79	Moderately Managed
I manage well my professionalism toward any kind of adversarial event or situation in my stress I experienced in special education classes.	2.69	Moderately Managed
Over – All	2.75	Moderately Managed

Based on the table show above, the data depicts the descriptive statistics pertaining to the level of stress management in terms of occupational works of the special education teachers. The topmost assessed yet moderately managed was the working hand-in-hand with their colleagues with a clear goal to keep themselves intact in coping with any kind of adversary. Next assessed yet moderately managed was the well-management of their healthy relationship and collaborative partnership with my learners with special needs. The next assessment yet moderately managed was that they were managing well the healthy relationship and collaborative partnership with their colleagues and the parents of the learners with special needs. The next assessment yet moderately managed was their managing well with their professionalism toward any kind of adversarial event or situation in the stress they had experienced in special education classes. Lastly to be assessed yet moderately managed was the seeking of advice from their seasoned colleagues. All in all, unanimously assessed the selected special education teachers, and the occupational stress management levels were all moderately managed by them. Inasmuch to attain a 100 percent well-managed occupational stress management level, special educators need mostly to work hand – in – hand with their colleagues with clear goal in keeping intact for coping mechanism tools with any kind of adversary (Bano & Jha, 2012).

Organizational	Weighted Mean	Verbal Description
The mechanism of our school realizes that there should be a system in our program to be offered for us in terms of mental health.	2.50	Slightly Managed
The mechanism of our school realizes that there should be a system in our program to be offered for us in terms of stress management.	2.52	Moderately Managed
The mechanism of our school realizes that there should be a system in our program to be offered for us in terms of counseling our teachers under special education.	2.68	Moderately Managed

The mechanism of our school realizes that there should be a system in our program to be offered for us in terms of team building, socialization, and other analogous activities to release stress.	2.49	Slightly Managed
The mechanism of our school realizes that there should be a system in our program to be offered for us in terms of capacity building toward culminations.	2.47	Slightly Managed
Over – All	2.53	Moderately Managed

Interpretations and Analyses: Based on the table show above, the data depicts the descriptive statistics pertaining to the level of stress management in terms of organizational approaches of the special education teachers. First on the list yet moderately managed was the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of counseling their teachers under special education. Next and moderately managed was the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of stress management. Next yet slightly managed, the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of mental health. Next yet slightly managed, the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of team building, socialization, and other analogous activities to release stress. Lastly yet still slightly managed was the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of capacity building toward culmination. All in all, the assessments of the special education teachers were the majority to be moderately managed, this implies that schools should realize that there should be a systematized body of organizations in their program to be offered for their special educators in terms of counseling them under special education so to create multi-faceted strengths in their preparations to manage stress under the adversarial effect of special classes (Thorgren, & Wincent, 2013).

Physical Work Environment	Weighted Mean	Verbal Description
It is very conducive for us teachers to do our work while coping with the stress on how to manage it.	2.52	Moderately Managed
It is very pleasant in our environment to come up with these adversaries in special education.	2.60	Moderately Managed
I kept myself at ease during my free time after I experienced stress events in my	2.62	Moderately Managed

work environment in dealing special needs.		
I used to sit down for a while and give my time to logically assess the people and the place around me so as to keep myself conditioning my mind so to perform my job easily in special education.	2.55	Moderately Managed
I tell my colleagues and other higher - ranking officials and other seasoned teachers on how to adjust easily whenever the workplace is now under stressful moment.	2.60	Moderately Managed
Over – All	2.58	Moderately Managed

Based on the table show above, the data depicts the descriptive statistics pertaining to the level of stress management in terms of the physical work environment. First on the assessment yet moderately managed was keeping their selves at ease during their free time after they experienced stress events in their work environment in dealing special needs. Next yet moderately managed, it was very pleasant in their environment to come up with these adversaries in special education, and also to tell their colleagues and other higher – ranking officials and other seasoned teachers on how to adjust easily whenever the workplace is now under the stressful moment. Next to be assessed yet moderately managed was the use of sitting down for a while and giving them time to logically assess the people and the place around so to keep oneself conditioning the mind so to perform their job easily in special education. Lastly, yet moderately managed, it was very conducive for the special education teachers to do their work while coping with the stress on how to manage it. Over – all, unanimously assessed by the selected special education teachers that the physical work environment was moderately managed. This implies that the remarkable form of coping mechanism in the workplace such as keeping at ease during their free time after experiencing stressful events in their work environment in dealing with special needs could give slight relaxation and truly a big help for the special education teachers to collate more energy before facing another adversary, this is also a form of coping strategy under the stress level managing directives (Bryman & Bell, 2011).

Mental Health and Wellness Program

The mission of this Mental Health Policy is to aid in the emotional and psychological development of staff and employees in the company environment for the purpose of enhancing performance by being committed to the wellness of employees through prevention, intervention, treatment, and education.

Issues	Objectives	Intervention/Activity	Persons Responsible	Resources Needed	Proposed Budget	Time Frame
Restructuring in response to pandemic	Improve teachers' life satisfaction/quality of life by relieving them of discomforts	a. Invite health practitioners to provide a talk that increases awareness on measures that can be taken for prevention and upon the identification of symptoms. b. Self care Friday- dedicate every Friday as as Self Care day- stress management, mindfulness-based therapy. c. Improve communication skills through participatory programs d. Accredited internal PFA/MHFA peers for low-cost mental health clinic	a. Health Care Unit b. Program Coordinator	a. Connectivity Tools b. External resource speaker	150,000	Quarterly
Recharging occupational pressures	Promote a self-care program that will allow SPED teachers to re charge from emotional and physical erosion	a. Provide a safe-physical/virtual environment that allows for catharsis for the SPED teachers b. Organize subsidized camaraderie-based activities for SPED teachers i.e food, hair spa etc. c. One on one Kamustahan with the SPED employees	a. Program Coordinator b. Counselor/Psychologist	a. Connectivity Tools b. Food provider c. Venue	50,000	a. Quarterly self-care activity b. Weekly Kamustahan
Work-life balance	Promote work-life balance as a way of life by enabling them with skills and tools that can allow them to manage their time	a. Roll-out a time and work management skills campaign among employees (exception for critical functions). b. IT team to disable/hold sending and receiving emails beyond working hours (with exception for critical functions).	a. Organization Development Team b. IT Mgt. c. Executive sponsor	a. Connectivity Tools b. External resource speaker	70,000	Quarterly training Continuous IT implem

Summary of Findings

1. Majority of their ages were under the bracket of 30 years old and above, majority were female than male, majority of the respondents were currently having master's units, majority of them had already rendered service for the span of ten years and above of their teaching practice in their special education profession, and majority of them were ranked in their position of Teacher 3.
2. In terms of personal stress level management, the two highest assessed verbal description yet moderately managed were making immediate decision as part of being a decisive person in all situations during their special education classes and the seeking of advice in the social media which are more reliable. Next in line yet moderately managed was the special education teachers were creating their own solutions to any problem or any part of their problem thereof during their classes in special education. Next had been assessed in a moderate management was that the special education teachers were personally talking to themselves as part of reflective practices for special education teaching practice. Lastly and moderately managed was the jotting down on their notes as a reflective journal writing and immediately applying those ideas in their notes to their real scenario of special education classes. All in all, unanimously assessed by the selected special education teachers that the personal stress management levels were all moderately managed by them.

In terms of occupational stress level management, the topmost assessed yet moderately managed was the working hand – in – hand with their colleagues with clear goal to keep themselves intact in coping with any kind of adversary. Next assessed yet moderately managed was the well – management of their healthy

relationship and collaborative partnership with my learners with special needs. Next assessment yet moderately managed was that they were managing well the healthy relationship and collaborative partnership with their colleagues and to the parents of the learners with special needs. Next assessment yet moderately managed was their managing well with their professionalism toward any kind of adversarial event or situation in their stress they had experienced in special education classes. Lastly to be assessed yet moderately managed was the seeking of advice from their seasoned colleagues. All in all, unanimously assessed by the selected special education teachers that the occupational stress management levels were all moderately managed by them.

In terms of organizational stress level management, first on the list yet moderately managed was the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of counseling their teachers under special education. Next and moderately managed was the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of stress management. Next yet slightly managed, the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of mental health. Next yet slightly managed, the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of team building, socialization, and other analogous activities to release stress. Lastly yet still slightly managed was the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of capacity building toward culminations. All in all, the assessments of the special education teachers were majority to be moderately managed.

In terms of physical work environment stress level of management, first on the assessment yet moderately managed was keeping their selves at ease during their free time after they experienced stress events in their work environment in dealing special needs. Next yet moderately managed, it was very pleasant in their environment to come up with these adversaries in special education, and also to tell their colleagues and other higher – ranking officials and other seasoned teachers on how to adjust easily whenever the workplace is now under the stressful moment. Next to be assessed yet moderately managed was the use of sitting down for a while and giving them time to logically assess the people and the place around so to keep oneself conditioning the mind so to perform their job easily in special education. Lastly, yet moderately managed, it was very conducive for the special education teachers to do their work while coping with the stress on how to manage it. Over all, unanimously assessed by the selected special education teachers that the physical work environment was moderately managed.

3. All the computed chi-squares of correlating age, sex, educational attainment, length of service, and position to personal, occupational, organizational, and physical work environment were unanimously greater than that of their critical values. Thus, the researcher decided to reject the null hypothesis, interpreting the results that the demographic profiles to the stress management level were significantly related.

4. The recommended intervention scheme to be recommended will be based on the least assessed managed stress level coming from the assessments on the stress level for personal, occupational, organizational, and physical work environment.

Conclusion

1. Aside from clustering and stratifications of selecting respondents for special education teachers, creating more purposive criteria in selecting respondents would be better to expand the study pertaining to the level of stress management, most especially in the other schools in division of Zamboanga.
2. Special education teachers shall make some focused assessments on their activities under personal stress management, which is by jotting down on their notes as a reflective journal writing and immediately applying those ideas in their notes to their real scenario of special education classes. Under occupational stress management which is on the part of seeking of advice from their seasoned colleagues. For organizational stress part, the mechanism of their school which realizes that there should be a system in their program to be offered for them in terms of capacity building toward culminations. Lastly, the physical work environment shall focus on being conducive for the special education teachers to do their work while coping with the stress on how to manage it
3. Since some of the selected special education teachers were newbies, strive to determination in having gender and development seminars, lengthen more on their services so to grab more training opportunities, more likely to tell in enrolling for graduate schools or programs related to special education, so that they could rank themselves higher. For in this due time, they will have the more advantages in coping with their strategies and mechanisms in dealing stress managements during special education classes.
4. The intervention scheme will be recommended by means on the second and on the third part of this conclusion.

Recommendations

1. It is recommendable to select purposively and increase the criteria from the stress level management rubrics and demographic profiles for further study related to this paper.
2. The least assessed management level of the stress shall be highly suggested to be created some training, symposia, or any related program to the special education classes that deal with these least assessed stress managements. With this kind of recommendation, a motivation could be imbued to all hopeful special education teachers.
3. It is highly recommendable for all special education teachers to enroll and learn in higher way their graduate studies pertaining to their specialization in the field of special education sector. With this kind of advantage, they will soon enjoy the possibility of ranking another position that can promote them into professional growth.

4. The intervention scheme shall be suggested or being recommended to provide program output or flow containing objectives, rationale and background, plan of actions, monitoring and evaluations, cost estimates, and schedule for any kind of training pertaining to the special educators' stress level management.

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