



OCCUPATIONAL STRESS AND COPING MECHANISMS AMONG GENERATION X PUBLIC SCHOOL TEACHERS IN CLUSTER 3 DIVISION OF LAGUNA IN THE NEW NORMAL

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ABSTRACT

This study aimed to determine the level of occupational stress and coping mechanisms and determine if there was a significant relationship between the two variables among Generation X public school teachers in the Cluster 3 Division of Laguna. This employed a descriptive correlational method of research. Through stratified random sampling, the respondents of the study were 225 Generation X teachers in the Cluster 3 Division of Laguna. Initially, adapted standard questionnaires were used such as the Technical Competence questionnaire and Teacher Stress Inventory to determine the level of occupational stress of the 225 Generation X public school teachers. At the same time, adapted Ways of Coping was administered to determine the level of coping mechanisms used by Generation X teachers.

Using the four-point Likert Scale, the mean, the Pearson Product-Moment Correlation Coefficient, findings revealed that the level of occupational stress as well as coping mechanisms among Generation X public school teachers in Cluster 3 Division of Laguna, were both high. Furthermore, occupational stress specifically technical competence, time management, and work-related stressors were interpreted as with a low positive to moderate positive correlation to coping mechanisms specifically seeking social support, accepting responsibility, and escape avoidance. Therefore, the hypothesis stating that there was no significant relationship between occupational stress and coping mechanisms was partially rejected.

In plans to further this research, students and teachers may consider identifying different occupational stress to improve their holistic development. School administrators may also consider using the action plan and programs for a mentally healthy educator. Finally, future researchers may use this study as their reference.

Keywords: *occupational stress, coping mechanisms, teacher stress*

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Introduction

The COVID-19 pandemic has caused an enormous psychological impact worldwide, especially among the most vulnerable. The psychological impact has been high for certain occupational categories such as teachers, who are also regarded as “front-liners” during these trying times. Since the pandemic has altered their social and working environments, occupational stress among teachers is now prevalent more than ever. Literally, this crisis has unhinged the lives of employees in this sector.

In the new normal, teachers have been subjected to substantial stressors in relation to their work. The pandemic forced them to adopt new teaching methods while also overcoming financial hardships, isolation, personal tragedies, and many others. In many countries, teachers have been tasked with making this transition as seamless as possible.

It is well known that teaching is a difficult profession. Occupational stress among teachers is rapidly becoming a major issue in schools. As a matter of fact, McCarthy (2019) mentioned that a lot of research has yielded remarkably consistent findings around the world, with roughly 20-25% of the teaching workforce reporting high levels of stress. Aside from that, Etxebarria, Mondragon, and Notivol (2021) show that teachers’ report level of stress (30%) results was twice higher than those recently found in a meta-analysis conducted in the general population during the pandemic where the prevalence of stress was 13.29%. Meanwhile, a study of Zhou and Yao (2020) conducted in China showed that the prevalence of stress symptoms in teachers was 9.1% and that it was important to support them psychologically.

One of the unfavorable effects of school closures has been described as the abruptness of such closures, uncertainty about their duration, general lack of awareness of remote education, confusion, and stress among teachers. Recent modifications in education, as well as the updating of modern educational technologies, have increased demands placed on instructors, demanding them more effort to acquire new information in order to improve their abilities and keep up with society's development. Due to rising work demands and dwindling resources, this may contribute to a breakdown. In similar research undertaken in other countries, greater inadequacy in the occupational role has been linked to a negative effect on health.

Stress is costly to both teachers who experience it and the schools where they work. At the school level, escalating stress levels are reflected in an increasing annual average of days missed by teachers and an increase in the number of early retirements. In fact, Steiner and Woo (2021) mentioned that 1 in 4 African American teachers said that they were likely to leave their jobs by the end of the 2020–2021 school year, compared with 1 in 6 teachers who were likely to leave, on average, before the pandemic.

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In the Philippines, Manalo (2019) study revealed that there is a moderate to high level of occupational stress among instructors. The instructors' occupational stress was a result of having too much work, unreasonable time constraints, more committee work, and competing work expectations. Similarly, the statements above were also proven by the study of Rabago-Mingoa (2017) reported that among Filipino instructors, level of stress and susceptibility to stress were both moderately high. Elementary and high school teachers experience stress due to a variety of factors including work-related (excessive paperwork, large classes, additional trainings, non-teaching responsibilities, ineffective supervisors), personal (relationships, age-related, i.e., life stages, death of loved ones, etc.), and economic (inadequate pay, high cost of living).

This new normal can posit worries to the teachers since they have not been trained for emergency online teaching. In addition, the suspension of classes coupled with social isolation and home quarantine causes stress to the teachers. Furthermore, Generation X teachers are one of the most vulnerable to stress at this time. According to studies, Generation X teachers are prone to stress because they are typically expected to take on heavy workloads, they are having a hard time balancing work and personal time, and some of them cannot cope with the advanced technology. In fact, Jimenez (2021) stated that out of 143 Filipino teachers, 45 felt stressed and were not capable to handle their personal problems.

With the above statements, the researcher perceives the need to immediately address this problem to help educational administrators identify teachers' level of occupational stress and level of coping mechanisms among Generation X public school teachers in Cluster 3 Division of Laguna in the new normal as a basis for an intervention program to improve their mental health.

Materials and Methods

This study utilized a quantitative approach, specifically conducting a descriptive-correlational method to determine the relationships of the variables between occupational stress and coping mechanisms levels. The study also utilized questionnaires namely: Teacher Stress Inventory (TSI), Technical Competency questionnaire, and Ways of Coping Questionnaire (WCQ) to collect data which were gathered from 225 Generation X public school teachers in Cluster 3 Division of Laguna, through stratified random sampling. Using sample post-hoc analysis in GPower, it was implied that the sample size of 225 respondents achieved statistical power of 1.000000 based on 1.1598 effect size ($\alpha = 0.05$) of a correlation: bivariate normal model of 2 predictor variables. were used to analyze the data gathered.

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Results and Discussion

Table 1.1. *Level of Occupational Stress among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Technical Competence*

Indicators in terms of Technical Competence	\bar{X}	VI	EI
1. Complete basic computer operations (e.g., creating and editing documents, managing files, and folders).	2.27	I can do some of it	High
2. Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard, etc.).	1.69	I cannot do it at all	Very High
3. Use course roster in the learning management system to set up teams/groups.	1.69	I cannot do it at all	Very High
4. Use online collaborative tools (e.g., Google Drive, Dropbox).	2.75	I can do most of it	Low
5. Create and edit videos (e.g., iMovie, Movie Maker, Kaltura).	1.59	I can do some of it	Very High
6. Share open educational resources (e.g., learning websites, Web resources, games and simulations).	1.84	I can do some of it	High
7. Access online help desk/resources for assistance.	1.89	I can do some of it	High
GENERAL ASSESSMENT	1.96	I can do some of it	High

Legend: 3.25 – 4.00 I can do it well/ Very Low (VL) 1.75 – 2.49 I can do some of it/ High (H)
2.50 – 3.24 I can do most of it/ Low (L) 1.00 – 1.74 I cannot do it at all / Very High (VH)

Table 1.1 showed the level of occupational stress among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Technical Competence. The above statements were reversed scoring, meaning the lower their technical competence is, the more stressed they are. The general assessment was 1.96 which was verbally interpreted as **I can do some of it** and had an equivalent interpretation of **High** which means that they have **high stress** in terms of Technical Competence. The indicator "Use online collaborative tools (e.g., Google Drive, Dropbox)." had the highest computed mean of 2.75 which

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was verbally interpreted as **I can do most of it** with an equivalent interpretation of **Low**. Meanwhile, the indicator "Create and edit videos (e.g., iMovie, Movie Maker, Kaltura)" had the lowest computed mean of 1.59 and was verbally interpreted as **I cannot do it at all** with an equivalent interpretation of **Very High**.

This implies that the occupational stress level of Generation X public school teachers is High in terms of Technical Competence. It is evident that Generation X teachers cannot cope with or become accustomed to technologies during the pandemic. Meanwhile, based on the results, most Generation X public school teachers are familiar with and can do some of the tasks especially in using online collaborative tools such as Google Drive. However, creating and editing videos is one of the hardest tasks for Generation X public school teachers.

In support to this, Essel, Vlachopoulos et al. (2021) claimed that technology can cause stress, and experts have coined the term "technostress" to describe the stress-inducing effects of technology. Technostress is a condition that happens when a person is unable to cope with or adapt to new technologies. According to studies, technostress causes a variety of symptoms such as frustration, weariness, anxiety, and stress, all of which have a negative impact on a person's productivity. As a result, we can deduce that the lower one's digital literacy, the more stressed they are. However, increasing digital literacy can greatly reduce technostress induced by technology's complexity and fragility.

Table 1.2. Level of Occupational Stress among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Time Management

Indicators in terms of Time Management	\bar{X}	VI	EI
1. I easily over-commit myself.	2.73	Often	High
2. I become impatient if others do things too slowly at work.	2.20	Sometimes	Low
3. I have to try doing more than one thing at a time.	2.85	Often	High
4. I have little time to relax/enjoy the time of day.	2.84	Often	High
5. I feel uncomfortable wasting time or doing anything that is not related to my work.	2.79	Often	High
6. There isn't enough time to get things done.	2.76	Often	High
GENERAL ASSESSMENT	2.69	Often	High

Legend: 3.25 – 4.00 Always/ Very High (VH)
2.50 – 3.24 Often/ High (H)

1.75 – 2.49 Sometimes/ Low (L)
1.00 – 1.74 Never/ Very Low (VL)

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Table 1.2 showed the level of occupational stress among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Time Management. The general assessment of 2.69 was verbally interpreted as **Often** and has an equivalent interpretation of **High**. The indicator "I have to try doing more than one thing at a time." had the highest computed mean of 2.85 which was verbally interpreted as **Often** with an equivalent interpretation of **High** while the indicator "I become impatient if others do things too slowly at work." had the lowest computed mean of 2.20 and was verbally interpreted as **Sometimes** with an equivalent interpretation of **Low**.

Based on the results, it is evident that the level of occupational stress of Generation X teachers in terms of Time Management is high. This implies that Generation X teachers were struggling to manage their time due to the situations brought by the pandemic. The online learning approach requires a lot of effort and time to fulfill every task. The indicator that has the highest assessment shows that Generation X teachers have an excessive amount of workload. Moreover, having a heavy workload combined with household chores and duties can contribute to their stress. On the other hand, the indicator stating "I become impatient if others do things too slowly at work." had the lowest computed mean since most of the time their work does not affect other people's work.

In support to this, Sibel (2021) mentioned that the COVID-19 process, as well as the distance education that resulted from it, had a detrimental impact on the time management of the teacher candidates who took part in the study. It is recommended that teacher candidates who assume a high level of responsibility in the field of education, regardless of field, receive training in stress coping, distance education, and time management in order to avoid or at the very least be less affected by stress situations caused by negative effects of the pandemic.

Table 1.3. *Level of Occupational Stress among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Work-related Stressors*

Indicators in terms of Work-related Stressors	\bar{X}	VI	EI
1. There is little time to prepare for my lessons/responsibilities.	2.76	Often	High
2. There is too much work to do.	2.98	Often	High
3. The pace of the school day is too fast.	2.44	Sometimes	Low
4. My caseload/class is too big.	2.56	Often	High
5. My personal priorities are being neglected due to time demands at work.	2.75	Often	High
6. There is too much administrative paperwork in my job.	2.95	Often	High

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GENERAL ASSESSMENT	2.74	Often	High
Legend: 3.25 – 4.00 Always/ Very High (VH)	1.75 – 2.49 Sometimes/ Low (L)		
2.50 – 3.24 Often/ High (H)	1.00 – 1.74 Never/ Very Low (VL)		

Table 1.3 showed the Level of Occupational Stress among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Work-related stressors. The general assessment was 2.74 which was verbally interpreted as **Often** with an equivalent interpretation of **High**. The indicator "*There is too much work to do.*" had the highest computed mean of 2.98 which was verbally interpreted as **Often** with an equivalent interpretation of **High**. Meanwhile, the indicator "*The pace of the school day is too fast.*" had the lowest computed mean of 2.44 and was verbally interpreted as **Sometimes** with an equivalent interpretation of **Low**.

It implies that Generation X teachers are stressed due to heavy workload. The indicator that has the highest assessment shows that Generation X teachers have an excessive amount of workload. Moreover, having a heavy workload combined with household chores and duties can contribute to their stress. Meanwhile, the indicator stating "The pace of the school day is too fast." had the lowest assessment infers that even though they have a heavy workload, struggle in managing their time, and are stressed out, Generation X teachers still enjoy every hour of their work.

In support of this, David, Albert, and Vizmanos, (2019) claimed that the Philippines' excessively overworked public-school teachers are well-known. Teachers' workloads are not only restricted to teaching but also include other non-teaching responsibilities. The myriad of other obligations and roles that instructors play is progressively overshadowing actual teaching due to this workload. Under the Magna Carta for Public School Teachers, every public-school teacher has a normal full-time teaching load and is required to commit a maximum of six hours of actual classroom instruction every day. In actuality, each teacher is given multiple additional administrative or student support responsibilities. These comprise papers for seminars and training they've been assigned, as well as supplementary designations for student counseling, budget, catastrophe response, and health. Teachers are also expected to help with the implementation of government programs such as mass immunizations, community mapping, conditional cash transfers, deworming, feeding, population censuses, anti-drug campaigns, and elections, among others. These jobs limit the amount of time available for real teaching, lowering the overall quality of education in the Philippines.

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Table 2.1. Coping Mechanism Level among Generation X Public School Teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Seeking Social Support

Indicators in terms of Seeking Social Support	\bar{X}	VI	EI
1. I talked to someone to find out more about the situation.	3.12	Used quite a bit	High
2. I talked to someone who could do something concrete about the problem.	3.08	Used quite a bit	High
3. I asked a relative or friend I respected for advice.	3.05	Used quite a bit	High
4. I talked to someone about how I was feeling.	3.04	Used quite a bit	High
5. I accepted sympathy and understanding from someone.	2.58	Used quite a bit	High
6. I got professional help to address my occupational stress.	1.68	Not used	Very Low
GENERAL ASSESSMENT	2.76	Used quite a bit	High

Legend: 3.25 – 4.00 Used a great deal /Very High (VH)
2.50 – 3.24 Used quite a bit/ High (H)

1.75 – 2.49 Used somewhat/ Low (L)
1.00 – 1.74 Not used/ Very Low (VL)

Table 2.1 shows the level of coping mechanisms among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Seeking Social Support. It had a general assessment of 2.76 which was verbally interpreted as **Used quite a bit** with an equivalent interpretation of **High**. The indicator *"I talked to someone to find out more about the situation."* had the highest computed mean of 3.12 which was verbally interpreted as **Used quite a bit** with an equivalent interpretation of **High** while the indicator *"I got professional help to address my occupational stress."* had the lowest computed mean of 1.68 and was interpreted as **Not used** with an equivalent interpretation of **Very Low**.

The result connotes that Generation X teachers are coping with their stress by frequently reaching out to others for help, opinions, and guidance. It is evident that Generation X teachers are heavily relying on talking to someone who they can lean on when they experience stress and have a problem. They find ways to conform to their superiors by means of asking a colleague or seeking expert assistance if necessary. However, the indicator with the lowest mean according to the respondents depicts that Generation X teachers do not seek professional help to address their

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occupational stress. As a mental health advocator, this result has shown that there are still barriers in professional-help seeking for mental health concerns some of these are stigma, lack of awareness about mental health, insufficient health care policies, and others. Moreover, the researcher perceives the need to immediately address this problem by having an action plan addressing this problem.

In support to this, Yazon, Ang-Manaig, and Tesoro (2017) reported that the College of Teacher Education students indicate their level of agreement with coping mechanism indicators that apply to them, and responders provide their personal ideas on the topic of seeking social support as a coping technique. Their responses reveal a need for physical, psychological, and informational help. Generally, the respondents stated that it is "always true" that they asked a dependable relative or friend for advice. It is "mostly true" that they accept others' sympathy and empathy; they talk to someone who can offer assistance and talk to someone about their feelings.

Table 2.2. *Coping Mechanism Level among Generation X Public School Teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Accepting Responsibility*

Indicators in terms of Accepting Responsibility	\bar{X}	VI	EI
1. I analyzed and criticized my own decisions/actions.	2.80	Used quite a bit	High
2. I realized that I brought the problem on myself.	2.47	Used somewhat	Low
3. I accept that this has happened.	2.59	Used quite a bit	High
4. I apologized or did something to make up.	2.78	Used quite a bit	High
GENERAL ASSESSMENT	2.66	Used quite a bit	High

Legend: 3.25 – 4.00 Used a great deal /Very High (VH)
2.50 – 3.24 Used quite a bit/ High (H)
1.75 – 2.49 Used somewhat/ Low (L)
1.00 – 1.74 Not used/ Very Low (VL)

Table 2.2 shows the Level of Coping Mechanisms among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of **Accepting Responsibility**. It had a general assessment of 2.66 which was verbally interpreted as **Used quite a bit** with an equivalent interpretation of **High**. The indicator "*I analyzed and criticized my own decisions/actions.*" had the highest computed mean of 2.80 which was verbally interpreted as **Used quite a bit** with an equivalent interpretation of **High** while the indicator "*I realized that I brought the problem on myself*" had the lowest computed mean of 2.47 and was interpreted as **Used somewhat** with an equivalent interpretation of **Low**.

It implies that Generation X teachers take responsibility for their decisions and actions. It is evident that Generation X teachers accept a personal role in the problem and focus on making

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things right. On the other hand, the indicator that has the lowest assessment depicts that Generation X teachers reject that they are the ones who cause their own problems.

In support to these findings, School Education Gateway (2017) claimed that teacher leaders are highly effective teachers who accept responsibility for a duty or function outside of the classroom that adds to the school's quality improvement. These instructors take on the role of leading experts, drawing on both external and personal experience to improve their practice while focusing on equity and learning. They serve as role models for their peers and advocates for their schools.

Table 2.3. *Coping Mechanism Level among Generation X Public School Teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Escape-Avoidance*

Indicators in terms of Escape-Avoidance	\bar{X}	VI	EI
1. Wished that the situation would go away or somehow be over with.	2.08	Used somewhat	Low
2. Hoped a miracle would happen.	1.88	Used somewhat	Low
3. Had fantasies or wishes about how things might turn out.	1.88	Used somewhat	Low
4. When I am stressed, I am trying to make myself feel better. (Example: eating, drinking, smoking, using drugs or medication, etc.)	2.54	Used quite a bit	High
5. Avoided being with people in general.	2.11	Used somewhat	Low
6. Refused to believe that it had happened.	2.25	Used somewhat	Low
7. I turn my anger or annoyance on other people.	2.07	Used somewhat	Low
8. Slept more than usual.	2.43	Used somewhat	Low
GENERAL ASSESSMENT	2.16	Used somewhat	Low

Legend: 3.25 – 4.00 Used a great deal/ Very High (VH) 1.75 – 2.49 Used somewhat/ Low (L)
 2.50 – 3.24 Used quite a bit/ High (H) 1.00 – 1.74 Not used/ Very Low (VL)

Table 2.3 shows the level of coping mechanisms among Generation X public school teachers in Cluster 3 Division of Laguna as assessed by themselves in terms of Escape-Avoidance. It had a general assessment of 2.16 which was verbally interpreted as **Used somewhat** with an equivalent interpretation of **Low**. The indicator "*When I am stressed, I am trying to make myself feel better. (Example: eating, drinking, smoking, using drugs or medication, etc.)*" had the highest computed mean of 2.54 which was verbally interpreted as **Used quite a bit** with an equivalent

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interpretation of **High** while the indicator "Hoped a miracle would happen." and "Had fantasies or wishes about how things might turn out." had the lowest computed mean of 1.88 and was interpreted as **Used somewhat** with an equivalent interpretation of **Low**.

This infers that due to stress Generation X teachers are heavily relying on using distractions and making themselves feel better to avoid stressors rather than deal with them. Maybe one of the reasons is most of the educators are in the comfort of their homes in this time of pandemic, they are closer to a lot of distractions such as social media, televisions, using their working hours on leisure, and others. There may be benefits in using escape-avoidance as a coping but studies shows that increased use of avoidant coping, in particular, has been linked to higher levels of stress and a variety of negative feelings (anxiety, anger, sadness, and loneliness). Furthermore, hoping for a miracle to happen and wishing how things might turn out implies that Generation X teachers sometimes use escaping from reality or use wishful thinking to escape or avoid the problem rather than take an action.

In support to this, Scott (2021) clarified that avoiding stress may appear to be a good strategy to reduce stress, but this isn't always the case. The only way to successfully alleviate the stress caused by an issue or a stressor is to confront it or deal with it.

Table 3. Test of the significant relationship between the level of occupational stress and the coping mechanism level among Generation X public school teachers in Cluster 3 Division of Laguna

Level of Occupational Stress	Coping Mechanism Level	r value	P value	Remarks	Decision
Technical competence	Seeking social support	.355**	.000	Significant	Reject H ₀
	Accepting Responsibility	.351**	.000	Significant	Reject H ₀
	Escape-Avoidance	.338**	.000	Significant	Reject H ₀
Time Management	Seeking social support	.476**	.000	Significant	Reject H ₀
	Accepting Responsibility	.608**	.000	Significant	Reject H ₀
	Escape-Avoidance	.686**	.000	Significant	Reject H ₀
Work-related stressors	Seeking social support	.491**	.000	Significant	Reject H ₀

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	Accepting Responsibility	.618**	.000	Significant	Reject H ₀
	Escape-Avoidance	.689**	.000	Significant	Reject H ₀

**Correlational at the level 0.01

*Correlational at the level 0.05(Two-tailed)

Table 3 showed the significant relationship between the level of occupational stress and the coping mechanism level among Generation X public school teachers in Cluster 3 Division of Laguna, the r values ranging from **.338** to **.689** were interpreted as with **low positive to moderate positive correlation** as to correlate **occupational stress** and the **coping mechanism**. The computed probability values (.000) were lesser than the level of significant ($P < 0.05$); thus, the null hypothesis is rejected. The result shows that there is a significant relationship between the dependent and independent variables.

The finding denotes that Generation X's occupational stress in the new normal, particularly Time Management, Work-related stressors, and Technical Competence has a significant relationship with the level of Coping Mechanisms in terms of Seeking social support, Accepting Responsibility, and Escape-Avoidance. The higher the occupational stress Generation X teachers become; the more likely Generation X teachers are to engage in coping mechanisms. The study revealed that Generation X teachers managed and supported their overall mental health, including occupational stress in terms of Time Management, work-related stressors, and Technical Competence, by highly engaging in Coping mechanisms specifically in Seeking social support, Accepting Responsibility, and Escape-Avoidance.

In support to these findings, Thompson, Draper, and Kreitler, (2022) said that the more stress a person faces, the more likely he or she is to engage in specific coping behaviors that may not improve the situation and, in turn, may cause additional stress. These coping techniques may only relieve stress for a short amount of time, almost establishing a cycle of finding short-term remedies to a long-term problem. They are frequently stressed, and the study found that in order to cope with the stress, they resorted to maladaptive coping strategies.

ACTION PLAN ON MANAGING OCCUPATIONAL STRESS AMONG GENERATION X PUBLIC SCHOOL TEACHERS IN CLUSTER 3 DIVISION OF LAGUNA

As an output, an Action Plan was proposed which was intended for the use of the Department of Education to serve as a guide in managing occupational stress and improving educators' mental health. To address the high level of occupational stress in terms of technical competence, the researcher proposed to require the Generation X teachers took technology integration training courses so the teachers could cope with the advanced technology. Along with

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this, administrators may also conduct a webinar and workshop entitled "Leave no Generation X Teachers behind in Digital Age". Aside from that, the result showed that occupational stress was also high in terms of Time Management, with this result, the researcher proposed Webinar/Seminars entitled "The 4D's of Time Management" (Do, Delay, Delegate, Drop) that would help Generation X teachers to manage their personal time effectively and maximize efficiency. In terms of occupational stress in work-related stressors, work agreements were proposed to ensure that workload is manageable and commensurate. Most importantly, a webinar or seminar entitled "How do you feel inside is also important" was proposed to raise awareness on the proper time for a person to seek professional help to address and manage their occupational stress.

Conclusions:

From the results of the study, the following conclusions are drawn:

1. That the Technical competence, Time management, and Work-related stressors cause high occupational stress among Generation X teachers in Cluster 3 in the Division of Laguna. The pandemic and online learning approach brings stress to Generation X public school teachers.
2. That the Generation X teachers excessively use seeking social support. Generation X teachers find ways to conform to their superiors by means of asking a colleague or seeking expert assistance if necessary. Likewise, Generation X teachers highly accept their responsibility or take responsibility for their decisions and actions. It is evident that Generation X teachers accept a personal role in the problem and focus on making things right. However, Generation X teachers somewhat use escape-avoidance coping. To some extent, they are relying on using distractions and making themselves feel better to avoid stressors rather than deal with them.
3. That the Occupational stress specifically Technical Competence, Time Management and Work-related stressors have a significant relationship with Coping mechanisms specifically Seeking social support, Accepting Responsibility, and Escape-Avoidance.
4. That the Proposed Action Plan is a helpful resource for effective strategies that schools can implement for teachers to manage occupational stress in the New Normal.

Recommendations

It is recommended that the Administrators and the Department of Education may include intervention programs addressing the occupational stress of teachers specifically in the areas of Technical Competence, Time Management, and Work-related stressors. Also, Generation X teachers may be encouraged to try and engage in problem-focused coping mechanisms that may be healthier in managing their stress. Furthermore, the significant relationship between occupational stress and coping mechanisms may serve as a basis for formulating strategies to manage Generation X teachers' occupational stress. It is also recommended that the human

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resource and Department of Education administrators may consider the formulated action plan in this study to address Generation X teachers' occupational stress. Future researchers may replicate this study using other locales and with an increased number of respondents and try other variables.



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