

Stressors, Adaptive Coping Mechanisms, and Work Motivation of Public Elementary Teachers Amid Covid-19 Pandemic: Basis for Personnel Management Program

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Abstract

Many people working in the education field are worried because of the epidemic, especially teachers in public schools who are now expected to continue providing instruction despite any obstacles. This study examined the stressors, coping mechanisms, and work motivation of public elementary teachers.

Students' behavior, teacher's workload, time and resources, interpersonal relationship, recognition and well-being and protection were the five factors of teacher stress that were examined in this study. While the teacher's adaptive coping strategies in terms of physiological, psychological, social, and avoidance components were found. This study also looked at the sources of teacher's motivation in terms of the task itself, rewards, and remuneration, working conditions, and professional development. The respondents were the 420 public elementary school teachers in the Candelaria districts, Division of Quezon. Information was gathered via google form questionnaire and data were analyzed using both descriptive and inferential statistics.

The findings reveal that the respondents felt stress in a "moderate" level. Among the six stressors, student behavior was the most powerful predictor of teacher stress. Teachers "often" employed all the suggested coping mechanisms to manage their stress during this health crisis, with psychological coping being the most frequently used. The work motivation of teachers showed that all indicators were "extremely important" in the efficient performance of their duties, with working conditions being a significant factor in improving teachers' work performance. Results also indicated a strong correlation between respondents' perceptions of stressors, coping strategies, and work motivation.

Keywords: public, teachers, stressors, coping mechanisms, work motivation, pandemic

1. Introduction

A nation that ensures its citizens receive education that is of high quality, equitable, and accessibility is aiming to create a human resource that is logical, capable of meaningful employment, and whose knowledge, abilities, and character are comparable to those of the rest of the world. It is believed that a country's power depends on how educated its people are (UNICEF, 2020). By taking the lead in providing education services among other professional fields, schools contribute significantly to the nation's achievement of its goals. Knowing how important folks on the ground are research studies on the effects of their well-being on everything from community health to student achievement have focused heavily on them (Tria, 2020). The most valuable resource in any firm is without a doubt its people. It is the teachers and staff in the educational system.

However, the COVID-19 pandemic has severely disrupted schooling, making it difficult for instructors to pursue continuity and excellent education (Aragasi & Pangandaman, 2021). Teachers need to quickly revise their curricula and come up with new strategies to educate kids. As a result, educational institutions at all levels of education must modify their instructional policies and procedures to account for constantly changing conditions. As public workers, teachers and school administrators are expected to provide the highest quality of education despite the difficulties they confront, which has caused a great deal of anxiety, pressure, and tension among not only the children and parents but also them (Sagales, et.al. 2020). In spite of potential implications and difficulties, education sectors are now expected to make education a reality. They play a crucial part in educating people about a front-line service.

The possibility of worry, pressure, and burnout is obvious given that Filipino teachers are expected to adapt these new teaching-learning methodologies, especially among Candelaria teachers. The Candelaria teachers are faced with the enormous problem of making sure that teaching occurs despite any negative effects or potential threats. According to district-conducted research, the preparation of MOVs for the IPCRF is one of the top four reasons of stress for teachers in providing quality basic education: inconsistent internet connections, a lack of learning resources, frequent curriculum changes, and lack of resources (Fornil et. al. 2020). But it's shocking to learn that there aren't any significant personnel support programs in place in the district's schools to cater to the needs of Candelaria teachers and lessen their stress.

Along these lines, the researcher is compelled to investigate how to educate teachers on how stress affects not only them but also their students and the community at large, as well as how self-care practices may benefit schools, particularly during times of crisis when their tasks become even more challenging and stressful. There is

research on teacher stress and the effects it has on the educational system, but there is a paucity of literature on the use of self-care to enhance educators' social and emotional well-being, particularly in times of public health emergencies (Jennings et al., 2017).

To ensure that teachers contribute to the delivery of the basic education learning continuity plan, the researcher concentrated on the issues of teacher stressors, their coping mechanisms, and the motivational factors that keep them going in their profession or job even when it is at risk during the COVID-19 pandemic. Teachers are the most stressed out in this pandemic situation, according to comments from the school administrators in the Candelaria District, where the researcher is currently employed, given the sudden transition of all traditional face-to-face interactions to web-based or virtual platforms. After being questioned about the programs the school offers for the mental and psychological wellbeing of the instructors, school administrators displayed unstructured procedures and, much to their surprise, some schools had none. Understanding stress, stressors, degree of work motivation, and coping methods will aid in fostering positive regard for the teaching profession, which calls for a strong, well-rounded personality that can handle the demands of the job and its complexity. A program aimed at reducing the impact of stressors, assisting coping mechanisms, and enhancing motivation might be designed in support of the instructors who ceaselessly carry out their tasks under the new normal education delivery by examining such notions, it should be noted.

2. Literature Review

Considering the objectives of this investigation, two leading human behavior frameworks will serve as the footing of the research analysis that focusses on the stressors of teachers. These includes (a) Maslow's Hierarchy of Needs as framed by Hale et al, (2018) and (b) Five Stages of Grief and Loss as discussed by Corr (2019). These frameworks are fitting to use as these aims to address the challenges faced by teachers when experiencing stress and anxiety, adapting to change, and supporting teacher well-being (Porter, 2020).

First, Maslow's Hierarchy of Needs is depicted as a "pyramid" to connote being a building blocks of essential and fundamental human needs, both physical and emotional – psychological, safety, love and belonging, esteem, and self-actualization (Fisher & Royster, 2016; Hale et al., 2018). Though the original framework has the essence of each level, starting from the bottom, suggesting that higher-order needs cannot be achieved without satisfying those at the basic needs such as food, clothing, and housing, modern frameworks adapted the same hierarchy focusing on integrated well-being (Hale, 2018).

This means that teachers and school heads may be experiencing stress in relation to any hierarchical level in Maslow's pyramid simultaneously. Now, when they tend to cope with the anxiety that they are experiencing, they might be prioritizing either a lower need or a higher need. Thus, instances could be occurring that they are trying to focus on resolving their needs for love and acceptance rather than giving priority to safety needs. On the contrary, they may also be prioritizing safety because of the presence of COVID-19 pandemic and set aside the anxiety they are experiencing because of their need for love and belongingness. As Porter (2020) shared, using Maslow's Hierarchy of Needs could be a pattern for creating school well-being program priorities to establish a predictable and consistent scheme to foster feelings of safety in times of global health crisis.

Next, the Five Stages of Grief and Loss, also known as the Kubler-Ross Change Curve documents the denial, isolation, anger, bargaining, depression, and acceptance. All of which reveals the emotions of an individual necessary to identify the anxiety and stress so as the coping strategy they use (Malone, 2018). This framework is applicable as it can document the emotions caused by rapid shifts of situations as Porter (2020) cited an example:

Often, when a big change occurs, such as the recent rapid shift from in-person to online schooling, the first reaction is shock, followed by isolation and denial. As denial moves to anger or frustration, bargaining, and depression, teaching and learning performance may dip, and both students and teachers may need guidance about how to cope with the grief and loss associated with the change and reassurance that circumstances will improve. After teachers and students cycle through the depression phase, teaching and learning may improve as students begin to successfully learn the material and educators realize that they are able to teach effectively despite the challenges they initially faced.

By imbibing the emotion process specified in this framework, it can be noted that teachers and school heads may be going through a specific stage of grief or loss, thus specific wellness and mindfulness coping strategies such as acknowledging a traumatic event, having stress release events, celebrations of success, and the likes that will help the teachers and school heads move through the five stages and later build resiliency.

Addressing the mentioned frameworks, teacher stress will be investigated based on Teacher Stress Inventory, an earlier instrument developed by Boyle et.al. (1995) and had been modified by Mazlan (2002) and Yahaya et.al. (2012) which is constituted of five stress factors which originally includes (a) pupils misbehavior, (b) teacher's workload, (c) time and resources difficulties, (d) interpersonal relationship, and (e) recognition.

Furthermore, to cater other sources of stress Fimian's (1984) as mentioned by Kourmoussi, et.al. (2015) Occupational Stress Measures for teachers will guide the analysis of the common sources of stress among educators. This includes (a) time management where an educator shall find time for every important professional and personal need, (b) work-related stress that involves workload, class size, and other professional responsibilities, (c) professional distress that deals with promotion opportunities, recognition, earnings, and career development, (d) discipline and motivation where the educators feel the need to maintain order in the subordinates, and (e) professional investment which involves teachers involvement and beliefs in connection to the job.

Meanwhile, this investigation will be open for possible occurring stressors which might not be accounted for by the mentioned frameworks as other stressors might arise in the new normal modality of education due to COVID-19 pandemic.

In assessing the coping strategies applied by the educators, this investigation will be grounded on Proactive Coping Strategies developed by Greenglass and Schwarzer (1998) which is used to investigate the various proactive approaches of coping to stress and anxiety. This Proactive Coping is driven by proactive attitude that inculcates rich beliefs and potentials that changes can be made to improve oneself and one's environment by the behaviors and cognitions related with a situation at any point in time.

This proactive coping strategies includes: (1) proactive coping – constitutes autonomy in setting goals and self-regulatory attainment, behavior, and cognition; (2) preventive coping – happens when an individual foresees potential sources of problems, issues, and stress thus, initiating preventive measures before the stressors ripen its course; (3) reflective coping – refers to the simulation and contemplation about variety of possible reactional alternatives done by the comparison of imagined, predicted, or possible effectiveness of behavior that includes brainstorming, analyzing problems and resources, and crafting hypothetical course of action; (4) strategic coping – zeroes in on the process of producing a goal-driven plan of action by breaking down tasks into manageable elements; (5) instrumental support seeking coping – allows obtaining suggestions and advice, significant data and information, and quality feedback from an individuals' network when dealing with stress; (6) emotional support seeking coping – necessitates the regulation of temporary negative emotion by disclosing to others one's feelings in order to garner empathy and companionship; and (7) avoidance coping – evades a stressing event by delaying the interaction with it. These coping strategies included in proactive coping looks for distress coping skills that could promote greater well-being and greater satisfaction in life.

For teachers' motivation, integrative models will serve as the foundation of this study. This investigation will root on the works of Shikalepo (2020) and Han and Yin (2016) revealing all the applicable theories for accounting teacher motivations. First, for Han and Yin's (2016) work have laid out motivating factors for in-service educators. These includes demography, teacher, autonomy, professional development (i.e., professional input, professional relations, and ties), working environment (i.e., leadership, working relationship, institutional support), intrinsic values (i.e., self-evaluation, intellectual stimulation), and extrinsic values (i.e., financial benefits, family, and community influence, teaching convenience).

Then, for Shikalepo (2020), he integrated: (a) Herzberg's Two Factor Theory – emphasizing possible sources of demotivation which includes organizational policies, working conditions, salary, and supervision and motivational sources such as work itself, achievement and recognition, advancement opportunity, and personal development; (b) Alderfers' Existence, Relatedness, and Growth Theory – classifying human motivation arising from existence needs (i.e., water, money, foods), relatedness needs (i.e., love, competition, affection, interaction), and growth needs (i.e., self-esteem, fulfillment, personal development) revealing that motivation comes from human needs; and (c) Vroom's Expectancy Theory – rooting on the idea that people sees relationship between the effort they put on work, the performance they achieve, and the rewards they received from their performance.

Shikalepo (2020) investigation on the integration of teacher motivational theories came up with motivational themes which are: (1) the work itself – highlighting that the quality and nature of work where teachers are involve plays a crucial role for their motivation rooting from their aspirations to have a meaningful work, sufficient remuneration, job relationship, credit for a job well done, and reasonable order and directions from administrators; (2) rewards and compensation – revealing that educators become motivated as a result of incentives and that they teach more effectively that those who do not receive any intrinsic or extrinsic incentives, (3) working conditions – focusing on the physical environment that becomes conducive to work which results from factors such as less supportive parent and school community, less disciplinary support over learners, overcrowded workplace, insufficient instructional material, and unsafe working environment; and (4) professional growth – seeking to have professional circles that help an educator to finish their task, participate in intellectual decision making, provide autonomy on their crat, execute duties towards a common purpose, treat them with dignity and respect, and provide development of skills and character. Meanwhile, to identify the most influential motivator that teachers have in time of pandemic, the investigation will root on the Herzberg's Two Factor motivation theory as it can specify the area or source of motivation for the respondents.

2.1 Conceptual Framework

The conceptual paradigm of this study focuses on the fact that for a teacher to perform his job efficiently, stressors, which are causes of stress, must be identified, and addressed. One of the most important aspects of stress management is the recognition that stress exists, that one is prone to it, and that one must accept that he must expend some effort and do it correctly to overcome or at the very least mitigate its consequences.

Research Paradigm

Figure 1 displays the relationship of the stressors and coping mechanisms of teacher-respondents and the level of work motivation of teachers.

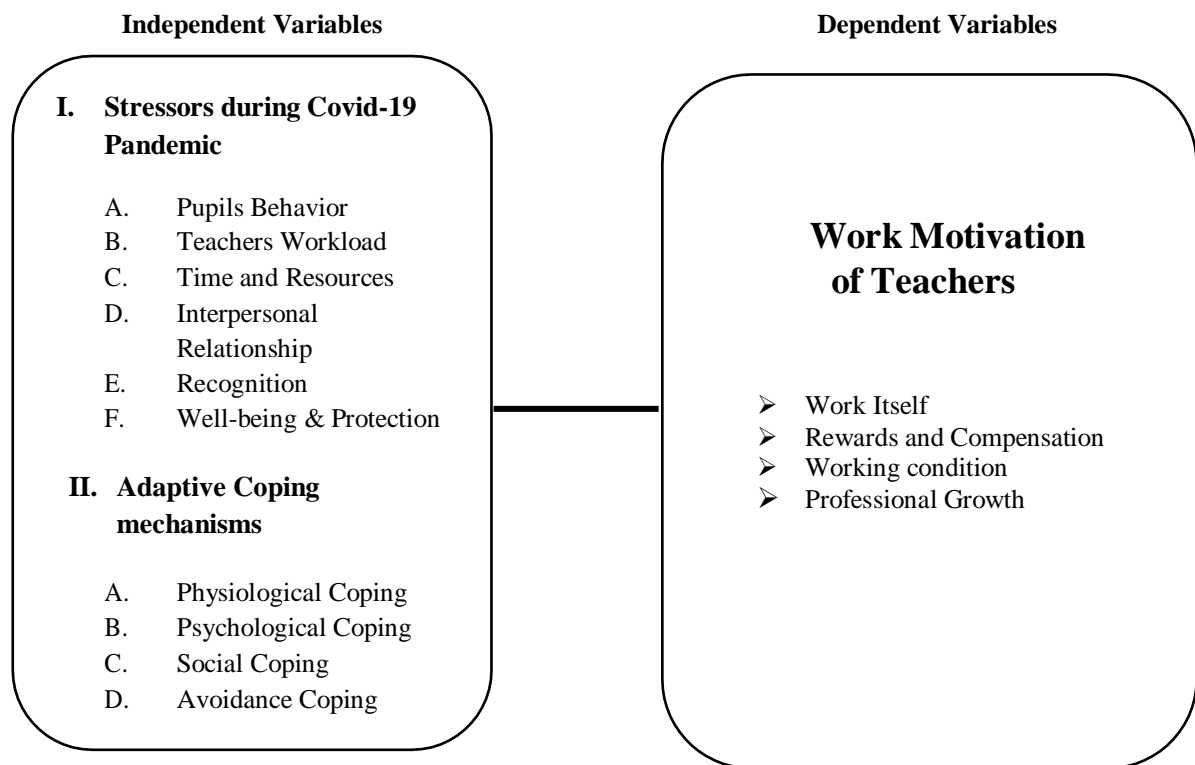


Figure 1. A Research Paradigm showing the effects of the independent variables (stressors/ coping mechanisms) to the dependent variables (work motivation)

3. Hypotheses

With 0.05 level of significance, the given hypotheses were tested.

H₀₁: There is no significant relationship between the perceived level of stress experienced, coping strategies applied and work motivation of the respondents.

H₀₂: Stressors and coping mechanisms are not predictors in singly or in combination of the work motivation of the respondents

4. Methodology

This study used descriptive-comparative research design since it aimed to examine the difference that exists among the respondents' experienced stress and the way they cope up to those stress during COVID-19 pandemic. Moreover, same procedure was done in identifying the motivation sources of the participants. A correlational technique was also applied to determine the significant relationship between the stressors, adaptive coping mechanisms and work motivation sources of teacher-respondents.

This study was conducted with respondents coming from 11 elementary schools in Candelaria West and 15 elementary schools in Candelaria East Districts in Candelaria, Quezon. With the population size of 579 public elementary school teachers, having 95% margin confidence level and 5% margin of error, 420 respondents participated in the study.

The researcher personally administered the collection of data. The data gathering process commenced after proper permission was sought from the concerned authorities and entities. Since the investigation was done with the premise of COVID-19, safety of the researcher and the research participants was utmost priority. Hence, the research instrument was primarily administered remotely thru google forms, online meeting, and messaging applications (i.e., Facebook Messenger, Facebook Rooms) phone interviews. Face-to-face distribution and retrieval of the self-administered research instrument were the last resort.

Likert scale was the primary tool utilized in gathering the data about the variables. These collated data were carefully encoded, tabulated, analyzed and interpreted using mean, standard deviation, Pearson r and regression analysis as statistical tools to assure the quality of the entire study.

5. Results

5.1 Testing of Hypotheses

Table 1. Significant Relationship between the Level of Stressors, Coping Mechanisms and Work Motivation

Stressors	Work Motivation			
	Work Itself	Rewards and Compensation	Working Condition	Professional Growth
Pupils Behavior	.177**	.164**	.144**	.175**
Teachers Workload		.121*		
Time and Resources	.147**	.156**	.102*	.128**
Interpersonal Relationship	.112*	.149**		
Recognition				
Well-being and Protection	.171**	.160**	.121*	.157**
Coping Mechanisms				
Physiological Coping	.327**	.315**	.310**	.308**
Psychological Coping	.360**	.363**	.341**	.350**
Social Coping	.236**	.278**	.211**	.229**
Avoidance Coping	.127**	.176**	.109*	.128**

** Correlation is significant at the 0.01 level (2-tailed)

* Correlation is significant at the 0.05 level (2-tailed)

The obtained r values signify a positive relationship between Stressors in terms of Pupils' Behavior ($r = .177$), Time and Resources ($r = .147$), and Well Being ($r = .171$), and Motivation in terms of Work Itself at $p < .01$ level of significance. It can be noted that teachers' stressors are significantly linked to teachers' motivation at Work during a pandemic. Further, it concludes that addressing pupils' behavior, providing teachers enough time and resources, and promoting their welfare and protection increases the work motivation of teachers in the actual performance of their job and makes them continue working in the department even at times of pandemic.

Teachers' Stressors in terms of Pupils Behavior ($r = .164$), Time and Resources ($r = .156$), Interpersonal Relationship ($r = .149$), and Well-being and Protection ($r = .160$) are significantly related to Teacher's Motivation in terms of Rewards and Compensation at 0.05 level. This clearly says that if the teacher manages his pupils' behavior, time and resources, interpersonal relationships and well-being and protection well, he receives proper rewards and compensation, thus leading to efficient and effective work performance. The quality of Work where teachers are involved plays a crucial role in their motivation rooting in their aspirations to have meaningful Work, sufficient remuneration, job relationship, and credit for a job well done (Shikalepo, 2020).

Pupils' behavior increases the stress on teachers, which may significantly contribute to the unpleasant working conditions. On the other hand, Pupils behavior ($x = .144$) as a source of teacher's stress is significantly related to teachers' motivation as categorized under Work Condition at 0.05 level. The results also corroborate Wangui et al. (2016) findings that the biggest challenge to teachers' class control was dealing with the increased indiscipline cases due to restrictive government legislation on child rights protection.

Moreover, Teachers' Stressors in terms of Pupils' Behavior ($x = .175$), Time and Resources ($x = .128$), and Well-being and Protection ($x = .157$) are significantly related to Work Motivation in terms of Professional Growth at a 0.05 level. Teachers who are professionally motivated are committed to the students alone; this also means a willingness to improve and learn more to adapt to the educational system's changes.

Meanwhile, the obtained r values signify a positive relationship between the Coping Mechanisms in terms of physiological, psychological, social, and avoidance coping and work motivation.

Coping with stress is essential in ensuring the quality of the workforce as they will be able to manage their emotions, become more satisfied and productive, and remain in their job (De Simmone et al., 2016). Specifically, Teachers Coping Mechanisms in terms of Physiological Coping ($x = .327$), Psychological Coping ($x = .360$), Social Coping ($x = .236$), and Avoidance Coping ($x = .127$) are significantly related to their Work Itself at a 0.05 level of

significance. The existing positive relationship indicates that teachers who consistently utilized the given coping strategies and had developed a positive attitude toward stressors would lead to a high work motivation level.

Coping mechanisms in terms of Physiological Coping ($x=.315$), Psychological Coping ($x=.363$), Social Coping ($x=.278$), and Avoidance Coping ($x=.176$) are significantly correlated to teachers' Work Motivation in terms of Rewards and Compensation at a 0.05 level. This connotes that teachers' effective use of strategies to cope with stress increases their work motivation due to the rewards and compensation they have received for exemplary performance.

Furthermore, coping mechanisms in terms of Physiological Coping ($x=.310$), Psychological Coping ($x=.341$), and Social Coping ($x=.211$) were also found to have a significant relationship to the motivation of teachers at Work in terms of Working conditions at $p < .05$ level of significance. Generally, the correlation between the two variables revealed a strong link between the teachers' coping mechanisms and their work motivation during the COVID-19 pandemic. It could be deduced from the results that even though stress seems unavoidable in this pandemic, educational personnel always find ways to manage stress. Thus, implementing strategies to cope with occupational stress improves teachers' mental health and well-being, resulting in a positive working environment (Albrecht, 2019) and well-motivated personnel.

Lastly, coping mechanisms in terms of Physiological Coping ($x=.308$), Psychological Coping ($x=.350$), Social Coping ($x=.229$), and Avoidance Coping ($x=.128$) are significantly related to the motivation of teachers at Work in terms of Professional Growth at $p < .05$ level. This conforms with the proposition of Beteille (2020) that by being less stressed and occupied with how will address their anxiety, teachers will be able to think, plan, learn, and engage in a more productive undertaking contributory to the goals of the organization.

Table 2. Regression of Stressors and Coping Mechanisms on Level of Work Motivation

MODEL	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.035	.215		9.453	.000
Pupils Behavior	.112	.037	.158	3.017	.003
Well-being and Protection	-.067	.031	-.112	-2.154	.032
Psychological Coping	.267	.067	.251	3.979	.000
Physiological Coping	.149	.061	.154	2.461	.014

$$R = .413; \text{Adj. } R^2 = .162 \quad F(4, 422) = 21.657; p < .01$$

The sign of a regression coefficient (B) will tell whether there is a positive or negative correlation between each independent variable and the dependent variable. A positive coefficient indicates that as the value of the independent variable increases, the mean of the dependent variable also tends to increase.

Data shown in Table 20 is the regression coefficients to test the significant influence of Stressors and coping mechanisms on the work motivation of public-school teachers during COVID-19 pandemic.

Using the regression analysis, the data revealed that teachers' stressors and adaptive coping mechanisms significantly influence their work motivation during the pandemic since statistical data showed has the F value $(4,422) = 21.657$ and $p < .01$. Hence, it signifies the rejection of null hypothesis. The R^2 value of .162 implies that their sources of stress and coping strategies influenced 16.2% of the variance of work motivation of the teacher-respondents during COVID-19 pandemic. In comparison, the remaining 83.80% was attributed to other factors that are not included in the regression analysis. Hence, the model suggests that pupil's behavior, well-being and protection, physiological coping and psychological coping are factors that significantly account for the work motivation of teachers, which produces the final regression:

$$WM = 2.035 + 0.112 PB + -0.067 WP + 0.267 PC + 0.149 PS$$

Where: PB = Pupils behavior

WP = Well-Being and Protection

PC = Psychological Coping

PS = Physiological Coping

The equation above may further imply that for everyone (1) point increase in the level of work motivation there is a 0.112 point increase in the level of stress experienced by teachers in terms of pupils behavior and .067 point decrease in terms of well-being and protection, keeping other variables constant. It also indicates that for every one (1) point increase in the respondent's perceived level of work motivation, the model predicts a 0.267 increase in the extent of utilization of psychological coping mechanisms and 0.149 point increase in terms of the application of physiological coping strategies, holding other variables constant.

Specifically, in their singular capacities, the stressor such as pupils' behavior ($t=3.017$; $p<0.01$) and coping mechanism which include psychological ($t=3.979$; $p<.000$) and physiological ($t=2.461$; $p<.014$) are significant predictors of teachers work motivation. This indicates that, teachers who experienced much stress at work in terms of pupil's behavior, may lead to poor performance and deterioration of their work motivation. On the other hand, well-being, and protection ($t=-2.154$; $p<.032$) is a negative predictor of work motivation, which means that teachers who are extremely stressed by their state of well-being and protection tended to be highly motivated in their work. This suggests that those who are stressed on the status of their well-being and protection are still motivated to perform better than those who did not.

It can be determined from the data that pupil behavior, well-being, and protection are the most prevalent stressors that contributed considerably to the teacher-respondents' job motivation. Consequently, the model implies that children' behavior and well-being as well as instructors' protection are key contributors to the work motivation of responders, resulting in the final regression. Consequently, treating these causes of stress through physiological and psychological coping mechanisms increases their incentive to remain in the profession and effectively fulfill their obligations. Teachers would be more motivated to work if they were protected from COVID-19 and maintained a healthy lifestyle. Similarly, gaining optimistic perspectives regarding their students' circumstances and offering them with unwavering support, particularly in this time of crisis, has a significant impact on teachers' job motivation.

6. Discussions

This descriptive correctional predictive research design determined the perceived Stressors, Coping Mechanisms and Work Motivation of four hundred twenty (420) public elementary school teachers from Candelaria District in the Division of Quezon. It also identified the variables in the stressors and coping mechanisms that in singly or in combination, can significantly affect the work motivation of teachers in terms of work itself, rewards, and compensation, working conditions and professional growth.

The respondent's stressors, coping techniques, and work motivation were described using an online research-made questionnaire. The results of the survey were analyzed statistically using mean, standard deviation, Pearson r correlation, and multiple linear regression.

The study yielded the following findings:

1. For the perceived level of Occupational Stress, teacher-respondents experienced Moderate Stress in terms of pupils' behavior, teacher's workload, time and resources, interpersonal relationship, recognition and well-being and protection.
2. In terms of the coping mechanisms, findings revealed that teachers "Often" adopted physiological, psychological, and social coping strategies in dealing with stressors brought by the present pandemic situation. It also showed that avoidance coping was "Sometimes" applied by the participants to alleviate stress cause by this health crisis given the lowest overall mean rating of 3.23.
3. Teachers considered all indicators under work motivation as "very influential" in increasing their work performance amid COVID-19 pandemic. The respondents all agreed that work itself, rewards, and compensation, working conditions and professional growth serve as better sources of motivation in their workplace which enable them to execute their tasks effectively during this time of crisis.
4. Teachers Stressors in terms of Pupils Behavior, Time and Resources, and Well-being and Protection are significantly related to Teacher's Motivation at 0.05 level of significance. Further, it concludes that addressing pupil's behavior, providing teachers enough time and resources, and promoting their welfare and protection, increases work motivation of teachers in the actual performance of their job and making them continuously working in the department even at times of pandemic.
5. The obtained r values signify a positive relationship between the Coping Mechanisms in terms of physiological, psychological, social and avoidance coping and work motivation. Generally, the correlation between the two variables revealed a strong link between the teachers' coping mechanisms and their work motivation during the COVID-19 pandemic.
6. Multiple regression analysis revealed that teachers' stressors and coping mechanisms significantly influenced their work motivation during the pandemic since statistical data showed has the F value of 21.657 and $p<.01$. In their singular capacities, the stressor such as pupils' behavior ($t=3.017$; $p<0.01$) and coping mechanisms which include psychological ($t=3.979$; $p<.000$) and physiological ($t=2.461$; $p<.014$) are significant predictors of teachers work motivation. On the other hand, well-being, and protection ($t=-2.154$; $p<.032$) is a negative predictor of work motivation, which means that teachers who are extremely stressed by their state of well-being and protection tended to be highly motivated in their work.

7. Conclusions

Based on the findings of the study, the following conclusions were drawn:

There is a significant relationship between the respondents' perceived level of stress experienced, coping strategies applied and work motivation. Therefore, the null hypothesis stating that There is no significant relationship between the perceived level of stress experienced, coping strategies applied and work motivation of the respondents is not sustained.

The perceived level of stress experienced and coping mechanisms applied, singly or in combination significantly affect teacher's work motivation. Thus, the hypothesis posited in the study stating that Stressors and coping mechanisms are not predictors in singly or in combination of the work motivation of the respondents is not sustained.

8. Recommendations

In the light of the findings and conclusions of the study, the following recommendations are given:

1. Since there is a significant relationship between the respondents' perceived level of stress experienced, coping strategies applied and work motivation, it is recommended that through the assistance of the District Supervisor, may conduct webinar or in-service trainings and capacity building on stress management schemes and personnel management development program to address their needs and help them in dealing with stressors effectively.
2. School leaders may study the suggested school-based personnel management program which could increase teachers' work motivation while also managing work-related stress. Activities that will assist teachers' ongoing growth and development, including trainings on how to address pupil's behaviors and effective utilization of various coping mechanisms that were proven highly effective in this study, may be considered in the program.
3. Factors such as Pupils Behaviors, Time and Resources and Well-Being and Protection, which have strong relationships with teachers work motivation should be explored in a deeper sense and used as an instrument to improve teachers' performance to promote the quality and effectiveness of their profession.
4. Additionally, the researcher advises recommends every school administrator to assist teachers in reinventing their professional commitment by offering them interventions or support on the physical, psychological, and social levels to lessen uncertainty in times of crisis and foster teacher resilience.
5. Further research is recommended with the inclusion of other variables related to the new normal education to further fill the gap in the research's body of knowledge.

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