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*Received, February 2024; Revised March 2024;**Accepted April 2024***Article****Coping Mechanisms of Non-Special Education Teachers in Public Elementary Schools in Quezon City**

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**Abstract:** This study evaluates the effectiveness of various coping mechanisms employed by education teachers to manage stress. Utilizing descriptive statistics, the research analyzes multiple strategies across different dimensions problem-focused, emotion-focused, and support-oriented mechanisms to ascertain their efficacy in reducing stress in educational settings. The findings indicate that all assessed coping strategies are generally effective, with certain approaches like regular training and collaborative practices standing out. Additionally, demographic analyses reveal that factors such as age, gender, educational attainment, civil status, and years of teaching do not significantly impact the effectiveness of these coping mechanisms. The consistency of these results across different demographic groups suggests that the coping strategies discussed can be universally applicable, providing valuable insights for educational policy and practice in supporting special education professionals.

**Keywords:** Coping mechanism, non-special education teachers, public elementary school,

**Introduction**

Coping mechanisms are strategies that individuals employ to manage stress and emotional conflicts arising from various situations (Algorani & Gupta, 2023). In the context of education, these mechanisms are crucial as they help educators maintain their psychological well-being and effectiveness in the face of daily challenges (Pozo-Rico et al., 2023; Kupers et al., 2022). According to Magee (2022) non-special education teachers, like their counterparts in special education, face numerous stressors including large class sizes, diverse student needs, and administrative pressures. Thus, understanding and implementing effective coping strategies is essential in this high-stress environment (Smith & Jones, 2019).



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Effective coping mechanisms are vital in education because they directly influence teaching quality and classroom management (Lazarides et al., 2020). Teachers who adeptly manage their stress are more likely to create a positive learning environment, fostering better student engagement and achievement (Sharma et al., 2023; Ma, 2023). Coping strategies such as seeking support from colleagues, maintaining a work-life balance, and continuous professional development can significantly enhance teachers' resilience and job satisfaction (Lee et al., 2020).

For teachers, personally tailored coping mechanisms are integral to sustaining their career longevity and personal health (Sueningrum et al., 2022). Strategies like emotion-focused coping, which includes seeking emotional support from peers, and problem-focused coping, such as seeking solutions to classroom challenges, can markedly reduce burnout rates among teachers. Moreover, these coping mechanisms help teachers handle the unpredictability and demands of teaching diverse student populations (Davis, 2021). Coping mechanisms substantially impact the productivity of non-special education teachers. Teachers who effectively use coping strategies are often more organized, proactive, and innovative in their teaching methods (Samfira & Palos, 2021). They are better at managing classroom disturbances and can adapt more quickly to changes in curriculum or student needs, leading to higher educational outcomes and personal job fulfillment (Martin & Thompson, 2022).

Research on coping mechanisms in education often focuses on quantifying the impact of various strategies on teacher performance and student outcomes. Studies typically employ psychological assessments, teacher interviews, and classroom observations to evaluate the efficacy of specific coping strategies (Chen et al., 2021). Recent research highlights the growing interest in adaptive and collaborative coping mechanisms, which have been shown to improve not only teacher well-being but also student performance (Nguyen, 2023).

Despite extensive research, gaps remain in understanding the full spectrum of coping mechanisms among non-special education teachers. Few studies comprehensively address how adaptive mechanisms, such as adjusting teaching styles to student feedback, or collaboration mechanisms, involving teamwork with other teachers, impact teacher efficacy. Additionally, there is a lack of integrated research that connects emotion-focused, support, problem-focused mechanisms, and individual educational plans and teachers profile in one cohesive study. These gaps suggest a need for more holistic research approaches to better understand and support teacher coping strategies in varied educational settings.

Future research should aim to bridge these gaps by exploring how different coping mechanisms collectively impact teaching effectiveness and student learning outcomes. Studies could focus on

longitudinal analyses to track the long-term benefits of specific coping strategies and develop more comprehensive, tailored intervention programs. Additionally, exploring the interplay between individual and systemic coping strategies might provide deeper insights into creating supportive educational environments that enhance both teacher well-being and student achievement. This structured response outlines how coping mechanisms are crucial to non-special education teachers, supported by recent studies that emphasize their importance and highlight existing research gaps. Future investigations will ideally extend these findings to further optimize educational practices.

## Methodology

In this quantitative study, the researcher employed a descriptive survey design to investigate the coping mechanisms of non-special education teachers in public elementary schools in Quezon City and their impact on teachers' work quality. A purposive sampling technique was used to select fifty non-special education teachers from various schools. The primary data collection method involved administering a structured questionnaire, which was developed to assess various coping strategies. To ensure the content validity of the survey, ten teachers, including both regular and special education staff, evaluated the questionnaire to confirm that it accurately covered the intended content domains. The reliability of the survey instrument was subsequently tested through a pilot study involving twenty teachers, who were not part of the main study. Data analysis was performed using Cronbach's alpha to determine the internal consistency of the survey, achieving a coefficient of 0.926, indicating high reliability. This setup allowed for an in-depth analysis of the relationship between adopted coping mechanisms and the perceived quality of work among the teachers surveyed.

## Results and Discussion

Table 1. Age

Age Range	Frequency	Percentage
20 - 25 years	14	28
26 - 30 years	9	18
31 - 35 years	16	32
36 - 40 years	7	14
41 years & above	4	8
Total	50	100

The data presented in Table 1 categorizes a group of 50 individuals by age range and provides both the frequency and percentage of each category within the group. The age range with the highest representation is 31-35 years, comprising 16 individuals, which constitutes 32% of the total population. This is followed by the 20-25

years age group, which includes 14 people or 28% of the total. The 26-30 years age bracket holds 9 people, making up 18% of the group. Fewer individuals fall into the older age brackets; the 36-40 years range contains 7 people (14%), and the 41 years and above category has the smallest representation with only 4 individuals, accounting for 8% of the population.

Table 2. Highest educational Attainment

Educational Attainment	Frequency	Percentage
College Graduate	14	28
Master's	44	22
Doctoral Degree	14	28
Total	50	100.0

The data in Table 2 outlines the educational attainment of 50 respondents. The most common educational level among the participants is a Master's Degree, with 22 individuals accounting for 44% of the total population. Both College Graduates and those with Doctoral Degrees are equally represented, each comprising 14 people or 28% of the respondents. This distribution highlights a relatively high level of education among the group, with a significant emphasis on postgraduate studies. The fact that 72% of the respondents hold advanced degrees (Master's or Doctoral) suggests that the sample might be skewed towards a more academically accomplished demographic, possibly reflecting a specific professional or academic community.

Table 3. Civil Status

Civil Status	Frequency	Percentage
Single	15	30
Married	35	70
Total	50	100

Table 3 provides an overview of the civil status of 50 respondents, indicating that the majority are married, with 35 individuals or 70% of the total sample. In contrast, 15 respondents or 30% are single. This distribution suggests that the group predominantly consists of married individuals, which could reflect certain social, cultural, or age-related trends among the participants. The significant majority of married individuals could imply that the respondents belong to an age group where marriage is common or that the survey targeted a population more likely to be married. This data might influence interpretations or applications of any further analysis or conclusions drawn from the broader survey or study involving these respondents.

Table 4. Gender

Gender	Frequency	Percentage
Male	30	60
Female	20	40
Total	50	100

Table 4 presents the gender distribution of 50 respondents, with males comprising a majority of 60% (30 individuals) and females making up 40% (20 individuals). This gender split shows a higher proportion of male participants relative to females in the sample group. The distribution also provides a basis for considering how gender dynamics might impact or interact with other variables in the broader research.

Table 5. Years of teaching

Years of Teaching SPED	Frequency	Percentage
5 years & below	18	36
6 - 10 years	16	32
11 - 15 years	12	24
16 - 20 years	4	8
Total	50	100

Table 5 illustrates the distribution of teaching experience among 50 special education (SpEd) teachers categorized by years of service. The majority of the teachers, 34 in total, have 10 years or less of experience, with 18 teachers (36% of the total) having 5 years or below, and 16 teachers (32%) having between 6 to 10 years of experience. This suggests a relatively newer workforce in the SpEd teaching field among the respondents. The number of teachers with more extended experience decreases with 12 teachers (24%) having taught for 11 to 15 years and only 4 teachers (8%) with 16 to 20 years of experience. This trend indicates that fewer teachers remain or reach higher years of service in this specific educational sector, potentially pointing to challenges such as burnout, career changes, or other factors influencing the longevity in this field.

Table 6 provides an analysis of adaptive mechanisms employed by 50 teachers in handling stresses associated with teaching special education. The data reveals that the most effective stress management technique, scoring a mean of 4.00 with no standard deviation, involves changing sources of stress among teachers and engaging in leisure activities, like social-emotional support through interactions with friends, family, peers, and activities such as dancing. This suggests a high level of effectiveness in this approach to managing stress, potentially due to the direct reduction of stress levels and enhancement of personal well-being.

Table 6. Adaptive Mechanism in Handling Stresses

Indicators	N	Mean	Std. Deviation	Description
Teachers change sources of stress among themselves and are engaged in leisurely activities such as social-emotional support through friends, family, peers, dancing, etc.	50	4.00	0.00	Highly Effective
Potential stressors are viewed by teachers as challenges, not as threats, showing a preference for active coping and not avoiding coping.	50	3.78	.418	Effective
Teachers' access to social-emotional support solves problems and gains mastery in teaching students with special educational needs.	50	3.88	.328	Effective
Teachers find ways to anticipate a problem and make preparations to enable them to cope with the coming challenge.	50	3.78	.418	Effective
Teachers invest time and effort in the teaching task and attempt to learn from the stressful experience.	50	3.48	.995	Effective
Arithmetic Mean	50	3.78	0.432	Effective

Other indicators also show effectiveness but with varying degrees. The method of viewing potential stressors as challenges rather than threats, and anticipating problems to make preparations for them both received a mean score of 3.78, with a standard deviation of 0.418, indicating a fairly consistent and effective approach across the group. Similarly, teachers accessing social-emotional support to solve problems and gain mastery in their field scored a mean of 3.88 with a smaller standard deviation of 0.328, further underscoring its effectiveness. The least effective, yet still rated as effective, strategy was investing time and effort in teaching tasks and attempting to learn from stressful experiences, with a mean score of 3.48 and a higher standard deviation of 0.995, which suggests more variability in how this method is perceived among the teachers. Overall, the average mean across all stress management mechanisms is 3.78 with a standard deviation of 0.432, categorizing the overall adaptive mechanism as effective. This indicates that while there are varying levels of efficacy and acceptance among the different strategies, overall, the teachers are employing fairly effective methods to manage stress in the context of teaching special education.

Table 7 evaluates the effectiveness of various collaboration mechanisms utilized by 50 teachers in managing stress related to teaching special education. The data highlights two particularly successful strategies: the provision of behavior management and effective training through professional organizations, and the use of co-teaching techniques,



collaborative planning, and decision-making with peers, both scoring a mean of 4.00 and 3.90 respectively. Remarkably, the provision of training shows a standard deviation of 0.00, indicating unanimous agreement on its high effectiveness among respondents.

Table 7. Collaboration Mechanism in Handling Stresses

Indicators	N	Mean	Std. Deviation	Description
Utilizes co-teaching techniques, collaborative planning, and decision-making with teachers in the same school, and provides each other with experiential knowledge and support.	50	3.90	.303	Effective
Adopts the use of a support network of teachers through mentoring providing a mechanism for teachers to productively cope with stress.	50	3.80	.606	Effective
Utilizes sharing of vital teaching tips and advice for behavioral management from experienced special education teachers.	50	3.78	.545	Effective
Provision of behavior management and effective training in professional organizations.	50	4.00	0.000	Highly Effective
Collaborates with community and professional organizations to learn new teaching techniques contributing to teacher resilience and retention.	50	3.80	.606	Effective
Arithmetic Mean	50	3.9	0.412	Effective

Other collaborative mechanisms also demonstrate effectiveness but with slightly lower means and higher variability. Both the adoption of a support network through mentoring and collaboration with community and professional organizations to learn new teaching techniques scored a mean of 3.80, each with a standard deviation of 0.606, reflecting some variability in their perceived effectiveness. Sharing of vital teaching tips and advice on behavioral management from experienced teachers scored a mean of 3.78 with a standard deviation of 0.545, suggesting it is slightly less effective compared to other strategies but still beneficial. Overall, the arithmetic mean across all collaboration mechanisms is 3.90 with a standard deviation of 0.412, categorizing the general approach to collaboration in managing stress as effective. This data indicates that fostering a collaborative environment among special education teachers not only aids in stress reduction but also enhances resilience and retention by sharing knowledge and support, thereby contributing to a more sustainable teaching practice.

Table 8 details the effectiveness of various emotion-focused mechanisms used by 50 teachers to handle stress in special education settings. The data identifies one standout strategy—regular training and spiritual consultations with special education experts—which scored a perfect mean of 4.00 with no standard deviation, indicating unanimous agreement on its high effectiveness among the respondents.

This mechanism emphasizes the importance of ongoing professional and personal development in managing stress effectively.

Table 8. Emotion-focused Mechanism in Handling Stress

Indicators	N	Mean	Std. Deviation	Description
Utilizes reduction of unwanted emotions by dealing with emotions themselves or sharing with other teachers.	50	3.68	.653	Effective
The coping mechanism involves the conduct of regular training and spiritual consultations with special education experts to cope with stressful situations.	50	4.00	.000	Highly Effective
Periodic and regular self-evaluations are conducted to reduce feelings of rage and negative emotions.	50	3.84	.370	Effective
Psycho-social program is implemented to provide recognition and incentives to special education and regular teachers.	50	3.36	.985	Effective
Teachers develop mastery of experiences in special education through commitment and perseverance in changing situations.	50	3.88	.328	Effective
Arithmetic Mean	50	3.80	0.467	Effective

Other strategies also demonstrate effectiveness, albeit with some variability. Teachers conducting periodic and regular self-evaluations to manage feelings of rage and negative emotions scored a mean of 3.84 with a relatively low standard deviation of 0.370, showing consistent effectiveness. Developing mastery through commitment and perseverance in changing situations scored similarly well at 3.88 with a standard deviation of 0.328, suggesting that personal resilience plays a critical role in handling stress. The strategy of reducing unwanted emotions by dealing directly with them or sharing with other teachers received a mean score of 3.68 and a standard deviation of 0.653, indicating some variation in how teachers perceive its effectiveness. The least effective strategy, though still rated as effective, involves implementing a psycho-social program to provide recognition and incentives, which scored a mean of 3.36 with a high standard deviation of 0.985, pointing to significant differences in perceived impact among the teachers. Overall, the arithmetic mean across all emotion-focused mechanisms is 3.80 with a standard deviation of 0.467, categorizing the overall approach as effective. These findings suggest that while there are varying levels of efficacy, emotional-focused coping strategies are valuable for managing stress, particularly when they involve proactive professional development and personal reflection.

Table 9 assesses the effectiveness of various support or cooperation mechanisms among teachers for managing stress in educational settings, particularly involving special education. The data reveals a range of strategies with varying degrees of effectiveness and



consistency in their perceived impact. The most consistently effective cooperation mechanism is the collaboration between regular and special education teachers to use differentiated instructional strategies to teach students with disabilities in the same classroom, scoring a mean of 3.88 with a low standard deviation of 0.328

Table 9. Support or Cooperation Mechanism in Handling Stresses

Indicators	N	Mean	Std. Deviation	Description
Formation of cooperation among regular and special education teachers to adopt healthy ways of dealing and responding to work-related stress and avoid emotional exhaustion.	50	3.40	1.107	Effective
Special education teachers are provided with support from colleagues and school administrators, contributing to the elimination of teachers' feelings of isolation.	50	3.82	.388	Effective
Teachers obtain membership in professional organizations that assist with educational resources, camaraderie, and staff development, thus, reducing stressful situations in the workplace.	50	3.40	1.107	Effective
Regular and special education teachers cooperate to use differentiated instructional strategies to teach students with disabilities in the same classroom, increasing curriculum accessibility content for all learners.	50	3.88	.328	Effective
Formation of a team is used, composed of teachers, school principals, inclusion specialists, parents, and health therapists, to solve problems for the student's development and provide support to the classroom teacher.	50	3.76	.656	Effective
Arithmetic Mean	50	3.70	0.717	Effective

This suggests that integrating teaching approaches can significantly enhance curriculum accessibility and reduce stress by fostering a more inclusive and supportive teaching environment. Another effective strategy involves support from colleagues and school administrators, which helps reduce feelings of isolation among special education teachers. This strategy scored a mean of 3.82 with a standard deviation of 0.388, indicating its strong and consistent effectiveness. However, two strategies—the formation of cooperation among teachers to adopt healthy ways of dealing with work-related stress and obtaining membership in professional organizations—both scored lower means of 3.40, each with a higher standard deviation of 1.107. These results suggest there is significant variability in how these mechanisms are perceived, possibly due to differences in implementation or the personal experiences of the teachers. The formation of a multidisciplinary team, including teachers, school principals, inclusion specialists, parents, and health therapists, to solve problems and support classroom teachers received a mean of 3.76 with a standard deviation of 0.656, indicating it is generally effective but with some

variability in effectiveness across different contexts. Overall, the arithmetic mean across all these mechanisms is 3.70 with a standard deviation of 0.717, categorizing the general approach to support or cooperation in managing stress as effective. This indicates that while the strategies generally help in stress management, there is room for improvement in consistency and impact across different settings. These findings underscore the importance of a supportive and cooperative work environment in reducing stress and enhancing the efficacy of educational practices.

Table 10. Problem-focused Mechanism in Handling Stresses

Indicators	N	Mean	Std. Deviation	Description
Teachers use behaviors that directly reduce stress or deal directly with the problem.	50	3.72	.453	Effective
Teachers use behavioral and cognitive actions to reduce the problem and work stress.	50	3.88	.328	Effective
Teachers change teaching and learning situations to eliminate sources of stress.	50	3.78	.418	Effective
Teachers use behavior change to reduce and overcome stressful situations in the teaching workplace, and the management of students' learning needs.	50	3.06	1.235	Effective
Teachers use professional development and advanced training to provide continuous high-quality educational services to special education students.	50	3.64	.692	Effective
Arithmetic Mean	50	3.60	0.625	Effective

Table 10 focuses on the effectiveness of problem-focused mechanisms used by 50 teachers to handle stress specifically related to teaching in special education settings. These strategies aim to directly address and mitigate sources of stress through various proactive behaviors and adjustments. The highest rated strategy among the respondents is the use of behavioral and cognitive actions to reduce work-related problems and stress, with a mean score of 3.88 and a relatively low standard deviation of 0.328. This suggests a strong consensus on its effectiveness, highlighting the importance of active coping strategies that tackle stressors head-on. Similarly, changing teaching and learning situations to eliminate sources of stress scored a mean of 3.78 with a standard deviation of 0.418. This indicates that modifications in the educational environment or teaching approaches can significantly alleviate stress for educators. Teachers using behaviors that directly reduce stress or deal directly with the problem also demonstrated effectiveness, scoring a mean of 3.72 with a standard deviation of 0.453. This reinforces the value of immediate and direct interventions in managing stress effectively. However, some strategies showed a broader range of effectiveness. The use of professional development and advanced training to continue providing high-quality education

scored a mean of 3.64 but with a standard deviation of 0.692, suggesting that while generally effective, its impact varies among individuals.

The least effective strategy, yet still rated as effective, was the use of behavior change to manage stressful situations and students' learning needs, which scored the lowest mean of 3.06 with a high standard deviation of 1.235. This indicates significant variability in its perceived effectiveness, possibly due to differences in individual experiences or the complexity of implementing behavior changes effectively. Overall, with an arithmetic mean of 3.60 and a standard deviation of 0.625, the data categorizes the problem-focused coping mechanisms as generally effective. These findings highlight that while certain strategies are widely acknowledged as beneficial, the variability in effectiveness suggests a need for tailored approaches depending on individual and situational factors in special education settings.

Table 11. Individual Educational Plan Mechanism in Handling Stresses

Indicators	N	Mean	Std. Deviation	Description
Development and the pedagogical plan are used to enable the students with special learning needs to adapt to the curriculum in conformity with the student's needs and learning abilities.	50	3.62	.490	Effective
Based on the student's performance, the teacher develops new learning objectives for the special student.	50	3.64	.484	Effective
The development of objectives does not discourage the learner but challenges the student to learn new skills, resulting in the teacher's better quality of work.	50	3.64	.484	Effective
The plan allows the teacher to easily follow the learners' academic progress and is drawn up in cooperation with other teachers and team members for the inclusion of the student.	50	3.70	.462	Effective
The plan is used as a coping mechanism allowing the teacher to use all available information that supports students' development needs.	50	3.60	.755	Effective
Arithmetic Mean	50	3.60	0.535	Effective

Table 11 evaluates the effectiveness of strategies related to the use of Individual Educational Plans (IEPs) as mechanisms for managing stress among teachers of students with special needs. The data reflects how these targeted educational strategies help teachers cope with and reduce stress by providing structured, student-centered approaches. All the mechanisms listed share relatively close effectiveness scores, indicating a generally consistent view among the respondents. The most effective strategy, as indicated by the data, involves the use of the IEP to monitor academic progress in cooperation with other team members, scoring a mean of 3.70 with a standard deviation of 0.462. This suggests that collaborative efforts in tracking student progress can significantly ease the stresses associated with individual student needs.

Similarly, the development of new learning objectives based on student performance, and ensuring that these objectives challenge rather than discourage learners, both received a mean score of 3.64 with a standard deviation of 0.484. These strategies are seen as effective in enhancing the quality of teaching work by aligning educational goals with students' capabilities, thus reducing feelings of ineffectiveness and stress for teachers. The strategy of using a pedagogical plan to adapt the curriculum to fit the needs and learning abilities of students scored a slightly lower mean of 3.62, with a standard deviation of 0.490. While still effective, this indicates a slightly less uniform perception of its impact compared to other strategies.

The least effective, yet still rated as effective, strategy involves using the IEP as a comprehensive coping mechanism that utilizes all available information to support students' developmental needs. This scored a mean of 3.60 with a higher standard deviation of 0.755, showing greater variability in how it's perceived, possibly due to differences in how effectively it can be implemented. Overall, the arithmetic mean across all strategies is 3.60 with a standard deviation of 0.535, categorizing the use of IEPs as an effective mechanism for stress management. This suggests that while these plans are generally beneficial in managing the unique challenges of special education, their effectiveness can vary based on implementation and individual teacher experiences.

Table 12. Significant Relationship Between Profile of the Respondents and the Level of Effectiveness of the Coping Mechanisms in Handling Stresses

Effectiveness of Coping Mechanisms	N	Mean	Std. Dev.	Sig. (2-tailed)	Pearson Correlation	Interpretation
Age	50	2.56	1.264	0.089	-0.243	No Significant Relationship
Gender	50	1.4	0.495	0.632	0.069	No Significant Relationship
Educational Attainment	50	2	0.756	0.333	0.14	No Significant Relationship
Civil Status	50	1.7	0.463	0.067	-0.261	No Significant Relationship
Years in Teaching SpEd	50	2.04	0.968	0.213	0.179	No Significant Relationship

As depicted in the table, the profile variables of age, gender, educational attainment, civil status, and years in teaching SpEd, with  $p$  values of 0.089, 0.632, 0.333, 0.067, and 0.213, with correlation not significant at 0.05 significance level (2-tailed), the null hypotheses of the

profile variables and effectiveness of the coping mechanisms are accepted. There is no significant relationship between the profile variables and the level of effectiveness of the coping mechanisms in handling stress. The finding implies that regardless of the status and characteristics of the profile variables, in the aspects of age, gender, educational attainment, civil status, and years in teaching SpEd, the level of effectiveness of the coping mechanisms in handling stresses of non-special education teachers, will remain the same. As the coping mechanisms are perceived as effective in the handling of stresses, the level of effectiveness will not change with changes in the profile variables of the teachers.

Findings of no significant relationship between the profile variables and the effectiveness of coping strategies are supported by the study of Mundia (2010), claiming that the application of coping strategies has no significant relationship with gender and age. Profile of teachers have been found to have no significant relationship with work stress and their coping mechanisms, thus, can be deduced that teachers' profile of age, gender, educational attainment, civil status, number of years in teaching, and employment status are not significantly related to work stress and coping strategies (Torreon & Trabajo, 2019), implying further that teachers have control over the job-related decision, utilizing enhanced motivation, job autonomy, and growth in professional positions. There is no significant difference in the types of coping mechanisms used by male and female teachers, indicating that both male and female teachers use the same mechanism in coping with job stress, usually adopting adaptive and functional strategies (Calanguas, 2011). Due to teacher's normal level of stress, high-stress tolerance levels, and high confidence level, profile variables of teachers in terms of age, gender, educational attainment, civil status, number of academic units, and number of years of teaching, were not significantly related to stress level and the coping mechanisms (De Cadiz & Sonon, 2012; Dela Pena, 2011; Colacio, -Quiros & Gemora, 2016).

## Conclusion

The analysis of the data across various tables focusing on the coping mechanisms of teachers reveals that different strategies, whether problem-focused, emotion-focused, or support-oriented, generally provide effective means to manage and mitigate stress. Despite some variability in the perceived effectiveness of individual strategies, the overall findings suggest that the coping mechanisms employed are beneficial. Notably, demographic factors such as age, gender, educational attainment, civil status, and years of teaching do not significantly influence the effectiveness of these strategies. This consistency across different demographic profiles underscores the potential for these coping mechanisms to be universally beneficial, suggesting that such strategies can be effectively implemented across

various educational environments to support teachers in managing the unique challenges of special education.

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