Resilience Beyond Demographics on Strengthening Teacher Well-being and Coping Mechanism Amid Distance Learning Challenges

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Abstract

The study examined the attitudes of 23 teachers, selected through complete enumeration, toward distance learning, workload, and burnout. Using a descriptive-correlational research design and an adapted research instrument, data were analyzed through percentage, mean, and Pearson Product Correlation. Findings revealed that teachers generally hold positive attitudes toward distance learning, manage workload challenges effectively, and demonstrate resilience amid pandemic-related disruptions. Their coping mechanisms include drawing strength from faith or spirituality, engaging in leisure activities, and seeking emotional support from peers. Interestingly, no significant correlation was found between teachers' demographic profiles and their attitudes toward distance learning, workload, and burnout—suggesting that resilience and adaptability transcend personal background or experience. These results underscore the psychological endurance and professional commitment of teachers despite the pressures of remote education. From a policy and practice standpoint, the study highlights the urgent need for education leaders to institutionalize systemic reforms that alleviate excessive workload, embed wellness and mental health programs, and promote professional growth through advanced studies and continuous learning. Furthermore, enhancing blended learning systems and supportive institutional cultures will be crucial to sustaining teacher motivation and well-being, ensuring a more resilient and adaptive teaching workforce in future educational transformations.

Keywords: coping mechanism, distance learning, stress, workload

Introduction

Distance learning refers to an educational process in which instruction is delivered to students who are not physically present in a traditional classroom setting. It typically uses technology such as online platforms, video conferencing, email, or learning management systems (e.g., Moodle, Google Classroom) to facilitate communication between instructors and learners. This approach became especially prominent during the COVID-19 pandemic but remains widely used for flexible or remote education (Casinillo et al., 2024; Othman et al., 2023).

Teachers' attitudes toward distance learning are influenced by their views on its instructional quality, capacity for student engagement, and ease of technological use. While many recognize its importance in maintaining educational continuity during crises, reservations persist regarding its ability to foster deep learning, sustain motivation, and support socio-emotional development (Dahleez et al., 2021; De Aquino et al., 2023). These negative perceptions are often exacerbated by challenges such as limited training, technological difficulties, and weakened interpersonal connections. Closely associated with these attitudes are experiences of burnout and workload, with increased administrative tasks, online content modifications, and prolonged screen exposure contributing to emotional exhaustion and reduced professional fulfillment (Casinillo et al., 2024; Yang & Du, 2024). In response, teachers adopt a variety of coping strategies—both emotion-focused, like spiritual reflection and relaxation, and problem-focused, such as planning and task organization. The effectiveness of these strategies varies depending on individual resilience and contextual conditions, and reliance on maladaptive coping behaviors can further compromise well-being (Boison & Burke, 2025). The interplay among attitudes, workload, burnout, and coping reveals that negative dispositions toward distance learning often arise from overwhelming work demands and emotional strain, while effective coping mechanisms may help mitigate these impacts and sustain teaching efficacy (Jääskeläinen et al., 2022).

Some authors and researchers viewed that distance learning is a transformative yet complex educational modality that presents both opportunities and challenges (Nichols et al., 2020). It enables the continuity of instruction in times of disruption, promotes flexibility, and broadens access to learning resources. However, researchers also acknowledge critical concerns surrounding its implementation—particularly in terms of instructional quality, learner engagement, and equity (Casinillo et al., 2025; Rapanta et al., 2021). Studies often highlight that while distance learning can support cognitive development, it may fall short in nurturing interpersonal relationships, social skills, and emotional support, especially in younger or less self-directed learners (Palamar & Mykhailichenko, 2024). Moreover, researchers emphasize the need for robust infrastructure, comprehensive teacher training, and responsive pedagogical strategies to make distance learning effective. The effectiveness of this modality is seen as contingent on factors such as teacher preparedness, student digital literacy, curriculum adaptability, and institutional support (Atim et al., 2021).

While existing studies have extensively documented the technological, pedagogical, and logistical aspects of distance education, there remains limited empirical evidence on the long-term psychological impact of sustained digital instruction on teachers—particularly regarding burnout, workload management, and coping strategies. Furthermore, much of the current literature tends to focus on student outcomes and institutional readiness, leaving a gap in exploring how individual teacher characteristics (e.g., attitudes, resilience, digital competence) intersect with systemic factors (e.g., administrative support, policy changes) to influence teaching quality and professional satisfaction. Additionally, there is insufficient comparative research across rural and urban settings, marginalized communities, and low-resource environments, where disparities in access and implementation are most pronounced. Addressing these gaps is essential for developing more inclusive, context-sensitive, and sustainable distance learning frameworks.

Objectives

The study explores the following:

1. The demographic profile of the teachers in terms of age, sex, highest educational attainment and years of teaching experiences.
2. The level of the teachers' attitudes towards distance learning, workload, and burnout.
3. The degree of coping mechanisms of the teachers towards distance learning, workload, and burnout.
4. The significant relationship between the teachers' demographic profile and their attitudes towards distance learning and workload.
5. The significant relationship between the teachers' demographic profile and their coping mechanisms.

Theoretical and Conceptual Framework of the Study

This study is anchored on Lazarus and Folkman's (1984) as cited by Biggs et al. (2017) Transactional Model of Stress and Coping, which asserts that individuals' responses to stress are influenced by two central processes: cognitive appraisal and coping. Cognitive appraisal refers to how people evaluate a stressful situation in light of their personal characteristics, experiences, and available resources, while coping involves the strategies they employ to manage, adapt to, or mitigate the impact of stress (Xiaoli & Veloo, 2024). In the teaching context, these processes are highly relevant, as educators frequently face pressures associated with distance learning, heavy workload, and burnout, which demand psychological resilience and adaptive coping. The teachers' demographic profile—including age, sex, highest educational attainment, and years of teaching experience—is assumed to shape their appraisal of these stressors and determine the coping strategies they utilize (Aliyyah et al., 2020). Thus, the theoretical model explains how individual characteristics influence both attitudinal responses and coping behaviors in professional contexts. Correspondingly, this study posits that the teachers' demographic profile functions as the independent variable, which affects their attitudes toward distance learning, workload, and burnout, serving as a mediating variable that subsequently influences their coping mechanisms, the dependent variable. The relationships among these variables are dynamic and reciprocal: teachers' demographic attributes directly affect their attitudes, which in turn shape their coping responses. Positive attitudes are theorized to foster resilience and adaptive coping, reducing the negative consequences of stress, while negative attitudes may heighten vulnerability to burnout and emotional exhaustion (Bottaro & Faraci, 2022). This framework underscores that teachers' demographic characteristics, attitudes, and coping mechanisms are interrelated determinants of their professional well-being, highlighting that effective stress management and sustained motivation in teaching depend on the interplay between personal dispositions, environmental demands, and adaptive coping strategies within the evolving context of distance education.

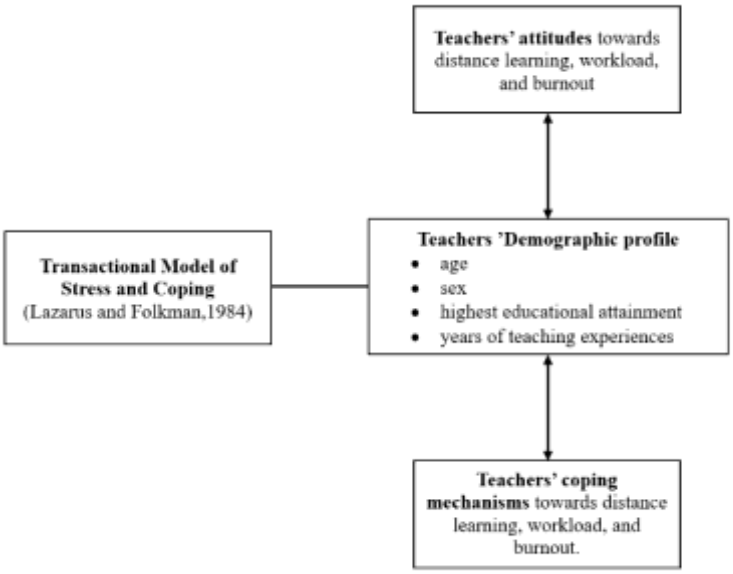

Figure1 Framework of the study

Methodology

Research Design

This study employed a descriptive correlational design, which is a quantitative research approach that combines descriptive and correlational methods to both summarize the characteristics of a population and explore possible relationships between variables (Saro et al., 2023). This design was deemed appropriate because the study aimed to describe the demographic profile of teachers and examine the extent to which these characteristics are associated with their attitudes, experiences of workload and burnout, and coping mechanisms in the context of distance learning. Since no variables were manipulated and the intent was to observe naturally occurring patterns, the design allowed for a comprehensive understanding of existing associations without inferring causality. This approach is particularly suitable for educational settings where ethical and practical considerations often limit experimental control, and where identifying trends and relationships can inform future interventions or support systems.

Research Respondents

The researchers employed total population sampling, also known as complete enumeration, wherein all 23 teachers from Tomas Oppus Central School (TOCS) were included as respondents. This method was deemed appropriate and necessary due to the relatively small and accessible population size, making it feasible to gather data from every individual in the group. Complete enumeration ensures comprehensive coverage and eliminates sampling error, thereby enhancing the accuracy and reliability of the findings (Boness et al., 2020). It is especially suitable when the research aims to understand the full scope of perspectives within a defined group, and when each participant's input is considered valuable for forming a holistic interpretation of the phenomenon under study.

Research Instruments

This study made use of an adapted research instrument. Part I of the instrument was used to elicit important demographical profile of the respondents. It included their respondent code, age, sex, highest educational attainment and number of years in teaching. Part II was a 55-item question rated through a 5-point Likert scale to measure the cognitive, affective and behavioral attitudes of the respondents towards distance learning and workload. Questions for Part II is a modified questionnaire adapted from the studies of Kisangga (2016) on the Determinants of Teachers' Attitude towards e-learning in Tanzanian higher learning Institutions about the Distance Education Attitudes during the COVID-19 crisis among Greek-speaking teachers. Part III and IV focused on the different coping mechanisms employed by the teachers towards distance learning, workload and burnout prevention. Part III was a 33-item modified questionnaire from the COPE inventory instrument of Carver (2013) rated through a 4-point scale. The questionnaire helped the respondents indicate what they generally do when they experience stressful events. Part IV was a checklist of possible activities that the respondents may have engaged as their coping mechanisms when experiencing stress and burnout.

Data Gathering Procedure

Permission was obtained from the relevant authorities before the commencement of the study. Afterwards, the researchers conducted a validity test for the adapted questionnaire at one of the central schools near the research locale. Once the validity of the questionnaire was established, the researchers fielded the questionnaires manually, wherein the first page of the questionnaire was a letter for the respondent which outlined the scope and broad aims of the project and the assurances of anonymity and confidentiality to encourage candid responses.

Data Analysis

In analyzing the data, appropriate statistical tools were systematically applied to extract meaningful insights and support evidence-based conclusions. Percentages were employed to present the demographic profile of respondents, enabling a clear and accessible interpretation of categorical data. To summarize the central tendency of responses and assess patterns across variables, the mean was calculated, providing a reliable indicator of the average sentiment or behavior within the group. Furthermore, the Pearson Product-Moment Correlation Coefficient was used to examine the strength and direction of the relationships between teachers' demographic characteristics and their attitudes and coping mechanisms related to distance learning, workload, and burnout. This inferential statistical test was justified as it is well-suited for assessing linear relationships between continuous variables, thereby contributing to the study's objective of identifying potential associations within the dataset (Ugwuanyi et al., 2022).

Research Results

Demographic Profile of the Respondents

As shown in table 1, the respondents of the study consisted of 23 teachers from Tomas Oppus CS. Most of them were female (91%), while only a small portion were male (9%). In terms of age, the majority fell within the 50–59 age bracket (52%), followed by those aged 40–45 (22%). Regarding educational attainment, a significant number had earned Masteral units (65%), while a few had a full Master's degree (18%), a baccalaureate degree (13%), or doctoral units (4%). None had a completed doctoral degree. As for teaching experience, nearly half (48%) had been teaching for 11–20 years, 39% had 21–30 years of experience, and 13% had taught for 1–10 years.

Table 1 Demographic Profile of the Respondents

		F	%
Gender	Male	2	9%
	Female	21	91%
Total		**23**	**100%**
Age	26-30	2	9%
	31-35	1	4%
	36-40	1	4%
	40-45	5	22%
	46-50	2	9%
	50-59	12	52%
Total		**23**	**100%**
Highest Educational Attainment	Baccalaureate degree	3	13%
	Masteral Unit	15	65%
	Master's Degree	4	18%
	Doctoral Unit	1	4%
	Doctor's Degree	0	0
Total		**23**	**100%**
No. of years in teaching	1-10 years	3	13%
	11-20 years	11	48%
	21-30 years	9	39%
Total		**23**	**100%**

Level of Teachers' Attitudes towards Distance Learning

Table 2 highlights key insights into teachers' attitudes toward distance learning. Teachers strongly disagreed with the statement that distance education is not useful (M = 1.78), indicating recognition of its value. However, they disagreed that it enhances education quality (M = 2.52), improves efficiency (M = 2.52), and is equally effective as traditional modes (M = 2.57). They also found DepEd's tools inadequate (M = 2.39) and expressed doubts that students learn better through this modality (M = 2.26). Despite these concerns, the majority agreed that distance learning facilitates learning (M = 3.52), develops learning capacity (M = 3.70), and utilizes quality materials (M = 3.83). They also acknowledged its effectiveness in Southern Leyte (M = 3.83) and its potential to foster creativity (M = 3.70). On the downside, teachers observed reduced student achievement (M = 3.91), underdeveloped communication skills (M = 3.83), and limited socialization (M = 3.52). Two statements received strong agreement: the belief that face-to-face learning is more learner-centered (M = 4.22) and that communication via social networks is enjoyable (M = 4.22). These findings reflect a balanced view, with teachers acknowledging both the benefits and limitations of distance education.

Table 2 Level of Teacher's attitude towards distance learning

	Indicators	Mean	stdev	Description
1.	I want to make a distance education courses	2.87	0.87	U
2.	Distance education develops a person's learning capacity	3.70	1.11	A
3.	Many lessons can't be taught through distance education	3.61	1.16	A
4.	Distance education facilitates learning	3.52	0.85	A
5.	Distance education arouses interest	3.48	1.01	A
6.	Distance education makes people lazier	3.52	0.85	A
7.	Distance education enhances the quality of education	2.52	0.85	D
8.	I think the modules/LAS/worksheets used in distance education are in good quality in terms of content	3.83	0.58	A
9.	Face-to-face method is more learner-centered than distance learning	4.22	1.09	SA
10.	I think that the tools and equipment provided by DepEd are adequate	2.39	1.03	D

Indicators	Mean	stdev	Description
11. The evaluation and grading method employed by DepEd are not suitable for distance education	2.70	0.97	U
12. I think the distance learning modality used in Southern Leyte are effective	3.83	0.58	A
13. I think I would be more motivated to teach through distance education	2.78	0.90	U
14. I think Tomas Oppus District teachers are inadequate in terms of knowledge and skills in the implementation of distance education	1.96	0.98	D
15. Distance education would positively affect my creativity	3.70	1.56	A
16. The structure of distance education increases efficiency	2.52	1.00	D
17. Having less face-to-face interaction in distance education bothers me	3.57	0.87	A
18. I think that distance education will be the future educational model in the Philippines	3.65	1.30	A
19. The diversity of materials used in distance education draws my attention	3.65	0.78	A
20. The education given through distance education is not useful	1.78	0.42	SD
21. I think student learn better with distance education	2.26	0.69	D
22. Communication skills were underdeveloped in distance education	3.83	1.19	A
23. Distance education reduces the students' achievement	3.91	0.90	A
24. I believe that distance education will restrict socialization	3.52	1.41	A
25. My participation in distance education programs during COVID-19 pandemic is satisfactory	3.48	1.04	A
26. I easily cope with difficulties in distance education rather than the traditional face-to-face education	3.26	0.96	U
27. I consider distance education equally effective to traditional education	2.57	0.99	D
28. I am able to satisfactorily interact with my students and colleagues virtually	3.48	1.20	A
29. I consider that effective learning outcomes can be achieved equally to distance education and traditional education	3.70	0.70	A
30. I have the appropriate skills to impart learning in distance education	3.43	0.99	A
31. I have the same level of motivation to teach in distance education as that of the traditional education	3.57	1.20	A
32. Supporting learners in distance learning is very difficult	4.00	0.90	A
33. Communicating with students and parents through social network is fun.	4.22	0.72	SA
Total	**3.33**	**0.95**	**U**

1:00-1:79-SD (Strongly Disagree); 1:80-2:59-D (Disagree); 2:60-3:39-U (Undecided); 3:40-4:19-A (Agree); 4:20-5:00-SA (Strongly Agree)

Level of Leacher's Attitude towards Workload

Table 3 reveals that teachers generally agree or strongly agree that increased workload negatively affects their performance and well-being. The highest-rated item was "Increase in workload means a lot of paperworks" (M = 4.35, SD = 0.88), indicating a strong perception of administrative burden. Teachers also strongly agreed that workload increases lead to burnout and fatigue (M = 4.22), cause them to overlook essential tasks (M = 4.22), and are acceptable only when incentives are provided (M = 4.22). They agreed that higher workload interferes with deadlines (M = 4.17), reduces time for instruction (M = 3.52), and limits time for professional, spiritual, and family life (all around M = 3.43–3.70). In contrast, they disagreed with the idea that workload makes them angry (M = 2.17) and were undecided about whether workload increases improve performance or tempt them to skip instruction (M = 2.91–3.00). Overall, the data suggest that increased workload is a major source of stress (M = 3.70) and significantly hampers teachers' efficiency, motivation, and work-life balance.

Table 3 Level of teacher's attitude towards workload

	Indicators	Mean	stdev	Description
1.	Increase in workload makes me an ineffective teacher	3.57	1.24	A
2.	Increase in workload makes me inefficient since I am overburdened	3.74	1.14	A
3.	Increase in workload means a lot of paperworks	4.35	0.88	SA
4.	Increase in workload hampers me from meeting deadlines in submitting reports and in computing grades	4.17	0.83	A
5.	Increase in workload makes me feel tensed, fatigued, and burned out	4.22	1.00	SA
6.	Increase in workload makes me overlook some essential things related to my job as a teacher	4.22	1.00	SA
7.	Increase in workload diminishes my time to give instruction, monitor and advise my students	3.52	1.20	A
8.	Increase in workload makes me get angry easily	2.17	0.58	D
9.	Increase in workload makes my work haphazardly done	2.91	1.31	U
10.	Increase in workload diminishes my time for professional growth	3.57	0.84	A
11.	Increase in workload diminishes my time for spiritual growth	3.43	1.24	A
12.	Increase in workload diminishes my time for cultivating deep relations with colleagues	3.43	1.24	A
13.	Increase in workload interferes with some of my family duties and affairs	3.57	1.16	A
14.	Increase in workload does not allow me to relax	3.70	1.11	A
15.	It is okay to have an increase in workload as long as I am properly given incentives	4.22	0.95	SA
16.	My job performance rating is positively affected by my increase in workload	3.00	1.09	U
17.	It is good that our school gives an increase in workload to teachers	2.65	1.03	U
18.	Increase in workload tempts me not to give learning instructions to my students sometimes	2.91	1.31	U
19.	Increase in workload robs my time to prepare modules and other learning materials	3.91	0.90	A
20.	Increase in workload is the major source of stress for teachers	3.70	1.11	A
	Total	**3.64**	**1.06**	**A**

1:00-1:79-SD (Strongly Disagree); 1:80-2:59-D (Disagree); 2:60-3:39-U (Undecided); 3:40-4:19-A (Agree); 4:20-5:00-SA (Strongly Agree)

Level of Teacher's Attitude towards Burnout

Table 4 shows that teachers generally agree or strongly agree that increased workload contributes significantly to burnout. The statement "Increase in workload makes me feel tensed, fatigued, and burned out" received the highest rating ($M = 4.22$, $SD = 1.00$), indicating strong agreement and a clear link between workload and emotional exhaustion. Teachers also agreed that increased workload leads to inefficiency ($M = 3.74$), prevents relaxation ($M = 3.70$), and is a major source of stress ($M = 3.70$). Additionally, they noted that increased workload did not translate to higher financial compensation ($M = 4.13$), further emphasizing feelings of imbalance. However, they disagreed with the idea that workload makes them angry ($M = 2.17$), suggesting emotional strain may manifest more as fatigue than frustration. Overall, the data indicate a strong perception among teachers that burnout is closely tied to workload, insufficient support, and lack of financial incentives.

Table 4 Level of Teacher's Attitude towards burnout

	Indicators	Mean	stdev	Description
1.	I cope with difficulties in using the digital material	3.52	1.08	A
2.	Increase in workload makes me inefficient since I am overburdened	3.74	1.14	A
3.	Increase in workload did not increase my financial income	4.13	0.81	A
4.	Increase in workload makes me feel tensed, fatigued and burned out	4.22	1.00	SA
5.	Increase in workload makes me get angry easily	2.17	0.58	D
6.	Increase in workload does not allow me to relax	3.70	1.11	A

7. Increase in workload is the major source of stress for teachers	3.70	1.11	A
Total	**3.60**	**0.98**	**A**

1:00-1:79-SD (Strongly Disagree); 1:80-2:59-D (Disagree); 2:60-3:39-U (Undecided); 3:40-4:19-A (Agree); 4:20-5:00-SA (Strongly Agree)

Degree of Coping Mechanisms of Teachers

Figure 2 illustrates the respondents' degree of coping strategies. The highest-rated coping mechanisms, classified as "doing a lot" (mean scores between 3.40–4.00, shown in green), were religion and planning, suggesting these are the most frequently used coping resources among teachers. Moderate levels of coping (mean scores 2.60–3.39, shown in blue) were observed for strategies like positive reframing, use of support, self-distraction, active coping, and acceptance, indicating that teachers use these methods reasonably often to manage stress. Less frequently used coping strategies (below moderate levels, shown in yellow and orange) included venting, humor, denial, behavioral disengagement, self-blame, and substance use, suggesting these are relatively minimal in the teachers' coping repertoire.

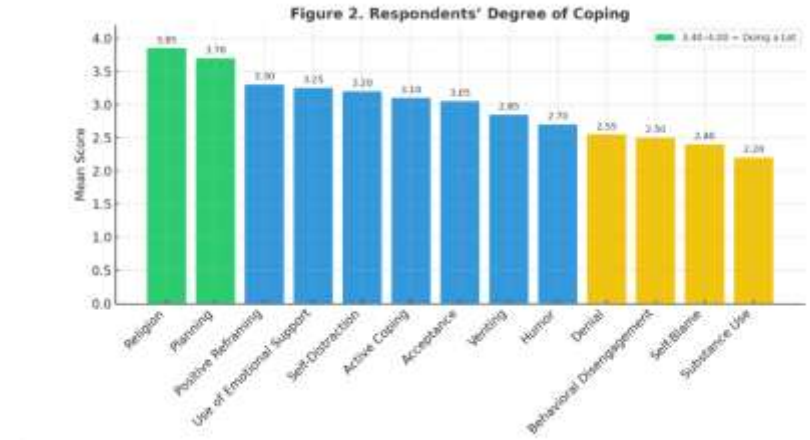

Figure 2 Respondents' Degree of Coping Mechanism

Respondents' Coping Mechanism

Table 5 show that the most common coping mechanisms among respondents were relaxing and talking to a friend, each reported by 91% of teachers. Other frequently used strategies included being busy and planting flowers (87%), listening to music (87%), and sleeping (83%). Additionally, walking and eating were practiced by 78% of respondents. These results highlight that teachers primarily coped through restful, social, and engaging activities.

Table 5 Respondents' Coping Mechanism

Coping Mechanism	Frequency	Percentage
Relaxing	21	91%
Talking to a friend	21	91%
Being busy	20	87%
Plant flowers	20	87%
Listening to music	20	87%
Sleeping	19	83%
Walking	18	78%
Eating	18	78%
Mean	**19.63 ≈ 20**	**85.25%**

Relationship between Teachers' Profile and Attitude towards Distance Learning

Table 6 shows that there were no significant relationships between teachers' attitudes toward distance learning and their sex (p = .271), age (p = .153), highest educational attainment (p = .772), or years in service (p = .182). This indicates that teachers' demographic profiles did not meaningfully influence their attitudes toward distance learning.

Table 6 Relationship between teachers' profile and attitude towards distance learning

	Teacher's attitude towards distance learning		
Variates	**r-value**	**p-value**	**Interpretation**
Sex	.239	.271	Not significant
Age	.308	.153	Not significant
Highest Educational Attainment	.064	.772	Not significant
No. of years in service	.288	.182	Not significant
Overall	**.225**	**.345**	**Not significant**

*Correlation is significant at 0.05 level (2-tailed)
**Correlation is significant at 0.01 level (2-tailed)

Relationship between teachers' profile and attitude towards workload and burnout

Table 7 indicate that there were no significant relationships between teachers' attitudes toward workload and burnout and their sex (p = .251), age (p = .244), highest educational attainment (p = .828), or years in service (p = .727). This suggests that teachers' demographic characteristics did not significantly influence how they perceived workload and burnout.

Table 7 Relationship between teachers' profile and attitude towards workload and burnout

Variates	**r-value**	**p-value**	Interpretation
Sex	.262	.251	Not significant
Age	.277	.244	Not significant
Highest Educational Attainment	.052	.828	Not significant
No. of years in service	.081	.727	Not significant
Overall	**.168**	**.513**	**Not significant**

*Correlation is significant at 0.05 level (2-tailed)
**Correlation is significant at 0.01 level (2-tailed)

Relationship between Teachers' Profile and their Coping Mechanism

Table 8 show that there were no significant relationships between teachers' coping mechanisms and their sex (p = .984), age (p = .158), highest educational attainment (p = .805), or years in service (p = .468). This indicates that teachers' demographic profiles did not meaningfully influence the coping strategies they used.

Table 8 Relationship between teachers' profile and their coping mechanism

Variates	**r-value**	**p-value**	Interpretation
Sex	.004	.984	Not significant
Age	-.304	.158	Not significant
Highest Educational Attainment	-.055	.805	Not significant
No. of years in service	-.159	.468	Not significant
Overall	**-0.129**	**0.604**	Not significant

*Correlation is significant at 0.05 level (2-tailed)
**Correlation is significant at 0.01 level (2-tailed)

Discussion

Initially, the demographic profile of the respondents reveals a predominantly female teaching workforce at Tomas Oppus Central School, characterized by educators in the late-

career stage and possessing postgraduate qualifications. The prevalence of seasoned teachers with more than a decade of professional experience and advanced academic backgrounds indicates a faculty marked by substantial pedagogical expertise and instructional maturity. This finding resonates with Li et al. (2023), who emphasized that experienced teachers tend to demonstrate stronger instructional adaptability and deeper reflective practices, particularly during educational disruptions. However, the absence of doctoral degree holders within the teaching population suggests a developmental gap in research engagement, innovation leadership, and advanced academic training. This observation underscores the need for institutional policies that promote graduate education scholarships, research mentorship, and leadership development programs to strengthen the school's academic and administrative capacity.

Despite these insights, the study's scope is limited to a single institutional setting, thereby constraining the generalizability of its findings to broader educational contexts. Moreover, the descriptive design does not account for causal relationships between demographic characteristics and professional competencies, which may vary across schools or regions. Future research could expand the sample to multiple districts or divisions to enhance representativeness and explore comparative analyses between younger and veteran educators. Longitudinal or mixed-method studies may also be conducted to examine how demographic factors evolve alongside technological integration, teacher burnout, and adaptive resilience in changing educational environments. Such directions would not only address the current study's limitations but also provide a more comprehensive understanding of how teacher demographics influence professional development trajectories and institutional performance across diverse educational settings.

Next, the findings on the level of teachers' attitudes toward distance learning reveal a nuanced and multidimensional perspective, reflecting both appreciation for innovation and skepticism toward its pedagogical efficacy. While educators largely rejected the notion that distance education lacks value, many expressed reservations about its effectiveness in enhancing educational quality, instructional efficiency, and learner outcomes when compared to traditional face-to-face modalities. These perspectives align with Bozkurt et al. (2020), who observed that teachers recognize the flexibility and creative potential inherent in remote learning environments but continue to face challenges related to digital infrastructure, learner motivation, and instructional adaptability. The participants' acknowledgment that distance learning can foster creativity and self-directed learning underscores an openness to educational innovation, particularly when content, technology, and delivery modes are coherently designed. Conversely, concerns over diminished communication skills, reduced social interaction, and declining student achievement highlight the enduring importance of interpersonal engagement and active learning in virtual settings.

Despite these meaningful insights, the study is constrained by certain methodological limitations. Its reliance on self-reported data may introduce subjectivity and response bias, potentially affecting the precision of the findings. Furthermore, the focus on a single school context limits the generalizability of the conclusions to broader educational populations, where technological readiness and institutional support may differ substantially. Future research could adopt a mixed-methods approach, integrating quantitative surveys with qualitative interviews or classroom observations to gain a more holistic understanding of teachers lived experiences in distance education. Comparative or longitudinal studies across multiple districts or educational levels could also examine how teacher attitudes evolve alongside ongoing digital transformation and post-pandemic pedagogical shifts. Additionally, future investigations might explore the relationship between teachers' digital competence, workload, and attitudes toward blended learning to identify predictive factors that influence acceptance and effectiveness. Such expanded inquiries would not only address the present

study's limitations but also contribute to more informed policymaking, guiding the development of sustainable, learner-centered, and contextually adaptive distance education systems.

Then, the findings on the level of teachers' attitudes toward workload reveal a significant and persistent concern about the detrimental effects of increasing professional demands on both instructional performance and personal well-being. Teachers consistently perceive the growing volume of administrative tasks—particularly paperwork and compliance requirements—as a major source of stress that diverts time and energy away from meaningful teaching. This aligns with Magalong and Torreon (2021), who observed that bureaucratic encumbrances have eroded teachers' capacity to focus on student-centered instruction. Respondents in this study reported that excessive workload leads to fatigue, missed deadlines, reduced instructional engagement, and limited opportunities for professional and personal growth. Although teachers did not express anger or hostility, their uncertainty regarding whether heavier responsibilities enhance or hinder performance suggests inefficiencies in task management and institutional organization.

These findings carry substantial implications for educational leaders and policymakers. To sustain teacher motivation and mitigate burnout, institutions must implement workload management systems emphasizing equitable task distribution, reduction of redundant paperwork, and provision of performance-based incentives. Policies should also strengthen teacher well-being through time management support, professional development, and recognition programs that prioritize instructional quality over bureaucratic compliance. Such reforms are crucial for retaining experienced educators and fostering effective, balanced learning environments.

However, the study's scope presents notable limitations. Conducted within a single institutional context, its findings may not fully generalize to other schools with different administrative systems or resource conditions. The reliance on self-reported survey data may also introduce bias, as teachers' perceptions of workload and stress are subjective and influenced by situational or cultural factors. Future studies should therefore employ mixed-method approaches that integrate quantitative workload data with qualitative insights from interviews or focus groups. Longitudinal research is also recommended to examine how workload perceptions evolve over time or in response to policy reforms. Cross-institutional comparisons could further clarify how leadership styles, support systems, and organizational culture mediate workload stress and resilience.

Similarly, findings on teachers' attitudes toward burnout show a strong association between workload escalation and emotional exhaustion, reduced well-being, and decreased instructional vitality. This aligns with Guo et al. (2022), who identified work overload and insufficient rewards as major predictors of teacher exhaustion. Respondents noted that increased duties do not correlate with financial compensation, reinforcing an imbalance between effort and reward—a condition that, according to Wang et al. (2025), drives dissatisfaction and attrition. Although burnout did not manifest as anger, it appeared as fatigue, disengagement, and emotional depletion, signaling deeper psychosocial distress.

Future research should explore mediating factors such as coping mechanisms, leadership support, and institutional climate, while integrating psychometric or physiological measures to assess burnout more objectively. Policymakers and administrators must act on these insights by developing evidence-based interventions—such as mental health programs, workload recalibration, and equitable compensation systems—to foster teacher resilience, sustain morale, and preserve instructional quality across the education sector.

Thereafter, findings on the degree of teachers' coping mechanisms indicate that educators predominantly employ constructive strategies—particularly religion and planning—to manage stress, highlighting the importance of internalized faith and proactive

goal setting in sustaining emotional resilience. This finding is congruent with Li et al. (2023), who assert that teachers with strong spiritual foundations and structured planning habits demonstrate higher emotional regulation and long-term professional endurance. Moderate engagement in adaptive strategies such as positive reframing, support-seeking, and active coping further illustrates a balanced and healthy approach to stress management. These results align with Maqsood et al. (2024), whose coping theory emphasizes adaptive mechanisms as critical buffers against occupational stress and burnout. Conversely, the minimal use of maladaptive responses—such as denial, venting, and substance use—suggests that the teaching culture in this context fosters resilience, reflective thinking, and self-control over avoidance or escapism.

However, this study's scope presents several limitations that warrant consideration. First, the reliance on self-reported data may introduce subjectivity and social desirability bias, as teachers might underreport maladaptive coping behaviors or overstate positive practices. Second, the research was confined to a specific institutional and cultural context, which limits the generalizability of its findings to other school settings with differing stressors, leadership climates, or cultural orientations toward religion and coping. Future research should therefore employ mixed-method designs—integrating surveys with interviews or focus group discussions—to provide a more nuanced understanding of teachers' coping processes. Additionally, longitudinal studies could examine how coping mechanisms evolve over time, especially during periods of reform, crisis, or increased workload.

Moreover, future investigations may benefit from exploring demographic moderators—such as age, gender, and years of service—to identify whether coping strategies differ across teacher subgroups. Cross-cultural comparisons could also uncover how sociocultural norms influence the interplay between faith-based and cognitive coping strategies. The integration of psychometric or physiological measures (e.g., stress biomarkers) could further enhance the objectivity of future analyses.

For policymakers and educational leaders, the study underscores the need to institutionalize evidence-based wellness initiatives that nurture adaptive coping. Programs promoting mindfulness, spiritual development, peer mentoring, and time management training may strengthen teachers' emotional resilience and overall job satisfaction. Furthermore, developing organizational policies that reduce stress-inducing conditions—such as excessive administrative workload or lack of support—can complement individual coping efforts. By reinforcing both personal and systemic dimensions of coping, schools can cultivate psychologically safe, motivated, and enduring teaching workforces capable of thriving amid the evolving challenges of modern education.

After that, findings on teachers' coping mechanisms reveal that educators primarily engage in restful, interpersonal, and activity-based strategies to manage occupational stress. Practices such as relaxing, conversing with friends, engaging in leisure activities like gardening, listening to music, and ensuring adequate rest indicate a preference for emotionally restorative and socially supportive approaches. These patterns align with Yilmazturk et al. (2023), whose stress and coping theory underscores the effectiveness of emotion-focused strategies in managing stressors that are perceived as beyond individual control—such as excessive workloads, administrative pressures, or systemic educational challenges. Likewise, Southwick and Southwick (2020) emphasize that social connectedness, personal downtime, and recovery-oriented activities are essential for mitigating teacher burnout and fostering mental well-being. Collectively, these findings highlight the adaptive capacity of teachers to regulate emotions and maintain psychological balance amid demanding work conditions.

However, the present study is not without limitations. Its reliance on self-reported data may introduce subjectivity and potential response bias, as teachers might overstate the

use of positive coping behaviors or underreport less socially acceptable ones. Moreover, the study's focus on a single institutional or geographical setting limits the generalizability of results to other educational contexts that may differ in workload structures, school climates, and access to wellness resources. The absence of longitudinal data further constrains understanding of how coping behaviors evolve across school years, policy reforms, or varying levels of occupational stress.

To enhance the scholarly value of this area of inquiry, future research should incorporate mixed-method approaches that combine quantitative measures of coping frequency with qualitative narratives on coping experiences. This would allow for deeper insights into how teachers interpret, adapt, and sustain their coping mechanisms over time. Longitudinal designs could trace the stability or transformation of these strategies throughout teachers' careers, particularly in relation to burnout progression, job satisfaction, and institutional change. Furthermore, comparative studies across public and private schools or between rural and urban settings could illuminate contextual variations in coping efficacy and accessibility of mental health resources.

From a policy standpoint, these findings underscore the need for institutional initiatives that promote emotional recovery and collegial connection. Educational leaders should consider implementing structured wellness programs, stress-management training, and restorative spaces—such as mindfulness rooms or green school environments—to cultivate teachers' mental resilience. Encouraging social support systems through peer mentorship, collaborative planning, and open communication channels can further reduce psychological isolation. By integrating these interventions into school culture, policymakers can not only enhance teacher well-being but also improve instructional quality, retention, and long-term professional engagement.

Following this, findings on the relationship between teachers' profiles and their attitudes toward distance learning indicate that demographic characteristics—such as sex, age, educational attainment, and length of service—did not significantly influence teachers' perceptions of or dispositions toward distance education. This uniformity in attitude across demographic groups suggests that shared institutional and contextual experiences, rather than personal or demographic factors, play a more decisive role in shaping teachers' perspectives. Such results resonate with Brinkley-Etzkorn (2020), who found that institutional support, access to technological infrastructure, and pedagogical preparedness are far more influential in determining teachers' acceptance and effectiveness in online learning environments than demographic variables. This implies that teachers' adaptability and openness to digital modalities are largely contingent upon the availability of organizational resources, training opportunities, and supportive leadership structures.

However, the study's scope presents important limitations that temper the generalizability of its conclusions. The sample size and setting may not fully represent diverse educational contexts, particularly those with varying levels of technological advancement, administrative support, or resource distribution. Additionally, the study's reliance on self-reported survey data introduces potential response bias, as teachers' reported attitudes may not perfectly align with their actual digital practices or instructional competencies. The cross-sectional design also restricts the ability to capture temporal shifts in attitudes that may occur as teachers gain more exposure to technology or as institutional policies evolve.

Future studies could address these limitations by employing mixed-method research designs that integrate quantitative surveys with qualitative interviews or focus groups. Such an approach would enable researchers to explore not only what attitudes teachers hold but also why these attitudes persist or change over time. Longitudinal research is particularly recommended to trace how teachers' experiences, confidence, and attitudes toward distance

learning evolve as digital technologies and pedagogical models mature. Moreover, comparative studies across regions, school types, and socioeconomic contexts could provide richer insights into how environmental and institutional factors mediate teachers' readiness and acceptance of online modalities.

From a policy and leadership perspective, these findings emphasize the need for system-wide interventions rather than demographically segmented initiatives. Education leaders should prioritize equitable access to digital tools, continuous professional development in technology-enhanced pedagogy, and robust technical support systems. Establishing mentorship programs, collaborative online communities, and peer-learning platforms could further enhance teachers' confidence and digital competence. Ultimately, by focusing on structural enablers rather than personal attributes, policymakers can foster a more inclusive and future-ready teaching workforce equipped to thrive in both distance and blended learning environments.

Now, findings on the relationship between teachers' profiles and their attitudes toward workload and burnout reveal that demographic variables—such as sex, age, highest educational attainment, and years of service—do not significantly influence teachers' perceptions of work demands or emotional exhaustion. This indicates that workload-related stress and burnout are not confined to particular subgroups but are instead widespread and systemic across the teaching workforce. Such results underscore that the root causes of burnout lie less in individual characteristics and more in organizational and structural conditions inherent in educational institutions. This aligns with Duke et al. (2020), who emphasized that burnout in the teaching profession commonly stems from administrative overload, institutional pressures, and insufficient organizational support rather than from demographic or personal factors. Thus, the issue of teacher burnout should be addressed through holistic and system-level interventions rather than demographic-specific initiatives.

However, the study's scope presents several limitations that constrain the generalizability of its findings. The focus on a single institutional or regional context limits the ability to capture variations in workload distribution, resource availability, and leadership practices that may differ across schools or divisions. Furthermore, the reliance on self-reported data introduces potential biases, as teachers' perceptions of workload and burnout may fluctuate based on situational or emotional states rather than objective conditions. The study's cross-sectional nature also prevents analysis of temporal changes—how attitudes toward workload and burnout evolve over time or in response to policy reforms and organizational adjustments.

Future research should adopt a multi-institutional and mixed-method approach to capture a broader and more nuanced understanding of how contextual factors shape burnout experiences. Incorporating longitudinal data could help track the progression of burnout and recovery patterns, identifying whether specific interventions—such as administrative support, task redistribution, or wellness initiatives—yield measurable improvements in teacher well-being. Moreover, future studies could explore moderating variables such as leadership style, organizational climate, peer support, and coping mechanisms to uncover how these factors mitigate or exacerbate the relationship between workload and burnout.

For policymakers and school administrators, these findings highlight the urgent need for systemic reforms aimed at creating healthier and more sustainable work environments. Efforts should include rationalizing administrative tasks, providing mental health and psychosocial support, ensuring equitable workload distribution, and integrating wellness and resilience training into professional development programs. By addressing the institutional roots of stress rather than focusing solely on demographic differences, educational systems can foster a culture of care and sustainability that enhances teacher motivation, job satisfaction, and instructional effectiveness across all levels of the teaching profession.

Finally, findings on the relationship between teachers' profiles and their coping mechanisms indicate that demographic variables—such as sex, age, highest educational attainment, and length of service—do not significantly influence how teachers manage occupational stress. This suggests that coping behaviors are largely consistent across teacher subgroups and may be shaped more by shared professional experiences, institutional culture, and contextual stressors than by demographic distinctions. This conclusion supports the assertion of Ellison and Woods (2020), who argued that coping strategies are more deeply rooted in situational and environmental dynamics rather than inherent personal attributes. The lack of significant variation across demographic categories reflects a collective adaptation among educators to similar stressors within the teaching environment, emphasizing the universality of coping responses in the profession.

However, the study presents certain limitations that constrain the breadth of its interpretation. The focus on a specific institutional or regional sample restricts the generalizability of the findings to other educational contexts where resources, leadership support, and school climates may differ. The reliance on self-reported data also introduces potential response biases, as participants may have over- or under-reported their coping tendencies based on social desirability or situational perceptions. Furthermore, the cross-sectional nature of the study prevents an understanding of how coping mechanisms evolve over time, especially in response to policy reforms, technological shifts, or post-pandemic educational changes.

To enrich future inquiry, researchers are encouraged to employ longitudinal and mixed-method designs that integrate both quantitative and qualitative perspectives. Such approaches could examine how teachers' coping strategies develop throughout their careers and how institutional factors—such as administrative support, peer collaboration, and mental health programs—mediate their effectiveness. Comparative studies across different school types, regions, or cultural settings could also reveal how contextual variations influence stress and coping patterns. Moreover, incorporating psychometric or behavioral measures alongside self-reports may provide more objective insights into coping effectiveness and emotional resilience among educators.

For policymakers and educational leaders, the findings underscore the importance of adopting universal, institution-wide interventions that strengthen teachers' coping capacities regardless of demographic background. Programs such as mindfulness training, wellness workshops, and structured peer-support initiatives should be institutionalized to create psychologically supportive work environments. In addition, continuous monitoring of teacher well-being through periodic assessments can guide responsive policy adjustments. By integrating mental health promotion into the core of educational governance, schools can nurture a culture of resilience, ensure teacher retention, and enhance overall instructional quality.

Conclusion and Suggestions

The findings underscore the multifaceted realities of teachers' experiences with distance learning, revealing how the abrupt transition in learning modalities reshaped professional practices and emotional well-being. Teachers' attitudes varied from recognizing distance learning's flexibility and innovation to expressing concerns about its effectiveness, equity, and sustainability, with intensified workloads emerging as a significant stressor that undermined motivation, work-life balance, and overall satisfaction. The study highlights that sustained administrative and instructional pressures during the pandemic fueled burnout, affecting teacher engagement and retention. Crucially, coping mechanisms such as peer collaboration, emotional regulation, spirituality, and self-care played a vital mediating role

between stressors and outcomes, helping sustain resilience, job satisfaction, and long-term professional commitment. These findings emphasize that coping is not merely a personal trait but a strategic factor in maintaining teacher well-being and educational continuity during crises. The study's implications extend to policy and practice, calling for systemic reforms that ensure balanced workload policies, equitable digital infrastructure, and institutionalized wellness initiatives, alongside teacher training programs integrating stress management, digital pedagogy, and emotional intelligence. Ultimately, the research underscores that the sustainability and quality of education depend on teacher well-being—necessitating evidence-based interventions that strengthen resilience, reduce attrition, and foster a thriving, adaptive teaching force in the post-pandemic era.

Education policymakers and school leaders should prioritize structural reforms that reduce teacher workload by simplifying administrative requirements, streamlining paperwork, and clarifying performance expectations to restore teachers' focus on instruction. Institutionalizing wellness programs and accessible mental health support services is equally vital to alleviate emotional fatigue and prevent burnout, while teacher development initiatives should incentivize advanced academic progression through doctoral scholarships, mentoring, and research engagement to strengthen pedagogical innovation and leadership. Likewise, blended learning models must be refined to balance the accessibility of digital platforms with the relational depth of face-to-face instruction, ensuring both academic rigor and social connectedness. Professional development should emphasize evidence-based distance learning strategies that enhance student outcomes and sustain teachers' interpersonal engagement. Nonetheless, the study acknowledges certain limitations, particularly its focus on a single institutional context and reliance on self-reported data, which may constrain the generalizability and objectivity of findings. Moreover, the cross-sectional design limits insights into how teachers' attitudes and coping mechanisms evolve over time. Future research should therefore employ longitudinal and mixed-method designs to examine these dynamics across various educational settings, compare regional and institutional contexts, and evaluate the effectiveness of wellness interventions and workload reforms—thereby advancing more robust, evidence-informed policies that promote teacher resilience and sustainable educational quality.

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