

# THE MODERATING EFFECT OF PROFESSIONAL COMMITMENT ON LIFESTYLE BEHAVIOR AND COPING MECHANISM OF TEACHERS IN POST DISASTER

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## ABSTRACT

The current study was set evaluate whether professional commitment significantly moderates the interaction between lifestyle behavior and coping mechanism of teachers in post disaster. In this study, the researcher selected the 165 public school teachers in District 1, Davao City as the respondents of the study. Stratified random sampling technique was utilized in the selection of the respondents. Non-experimental quantitative research design using descriptive-correlational method was employed. The data collected were subjected on the following statistical tools: Mean, Pearson Moment Product Correlation, and Heirarchical Regression Analysis. Descriptive analysis showed that lifestyle behavior, coping mechanism, and professional commitment of teachers in post disaster were described as extensive. Further, correlation analysis demonstrated that there is significant relationship between lifestyle behavior and coping mechanism of teachers when moderated by professional commitment in post disaster. Evidently, heirarchical regression analysis proved that professional commitment significantly moderates the interaction between lifestyle behavior and coping mechanism of teachers in post disaster. In other words, professional commitment is a significant moderator on the lifestyle behavior and coping mechanism of teachers. The study, therefore, conducted for further utilization of findings through publication in reputable research journal.

**Keywords:** Educational management, lifestyle behavior, coping mechanism, professional commitment of teachers, Davao City, Philippines

## 1. INTRODUCTION

In the wake of natural disasters, educators often face significant challenges that impact their personal well-being and professional responsibilities. Teachers, who are central to the recovery process in communities, may experience considerable stress due to the disruption of their personal lives, while still striving to maintain their teaching roles. While much is known about the emotional and psychological impact of disasters on individuals, less attention has been given to the specific ways in which teachers cope with such crises and how their lifestyle behaviors are influenced by these experiences. Moreover, it remains unclear whether professional commitment—the sense of duty and dedication teachers have to their profession—plays a role in shaping how teachers manage the difficulties brought about by post-disaster circumstances.

This study was designed to address this gap in the literature by investigating the relationship between lifestyle behavior and coping mechanisms among teachers in post-disaster settings, specifically in District 1, Davao City, Philippines. Furthermore, the study sought to determine if professional commitment acts as a moderating factor in this relationship. Given that teachers often navigate both personal and professional challenges during disaster recovery, the study hypothesized that those with higher professional commitment may exhibit more resilient coping strategies and healthier lifestyle behaviors, thus mitigating the negative effects of the disaster on their overall well-being.

Through the application of a non-experimental quantitative design and descriptive-correlational methods, the researcher aimed to analyze how professional commitment influences the way teachers' lifestyle behaviors and coping mechanisms interact. The study involved 165 public school teachers, selected through stratified random sampling, and the data collected was analyzed using mean scores, Pearson Moment Product Correlation, and hierarchical regression analysis. The findings of this study are expected to provide valuable insights into the moderating role of professional commitment in the context of post-disaster recovery and offer recommendations for educational leaders, policymakers, and practitioners to better support teachers during such critical times.

Ultimately, the results of this study will contribute to a deeper understanding of the complex dynamics between lifestyle behavior, coping mechanisms, and professional commitment, offering guidance for further research, as well as practical implications for improving the well-being and resilience of teachers in disaster-stricken areas.

The devastating impact of natural disasters is a global challenge that affects various sectors of society, particularly in regions prone to earthquakes, floods, and typhoons. Educators, who are often at the heart of recovery efforts, must balance their professional duties with the significant personal challenges they face in the aftermath of such events. In the Philippines, a country that experiences an alarming frequency of natural disasters, teachers are expected to continue

their role as leaders in education despite the upheaval in their own lives. The ability of teachers to maintain professional commitment while dealing with personal hardships remains an underexplored area in disaster research.

This study seeks to evaluate how lifestyle behavior and coping mechanisms among teachers in post-disaster situations are influenced by their professional commitment. The objective is to understand whether professional commitment moderates the interaction between lifestyle behaviors and coping mechanisms, thus contributing to the mental well-being and overall resilience of educators in post-disaster environments. With a focus on District 1, Davao City, the study will utilize a non-experimental quantitative research design, examining the dynamics between these variables to guide recommendations for improving the welfare of teachers and enhancing their coping strategies during disaster recovery.

### Research Problem

The research problem is centered around the need to understand how teachers' lifestyle behaviors, coping mechanisms, and professional commitment interact in the aftermath of a natural disaster. Given the emotional, physical, and mental stress teachers endure in the wake of disaster-related disruptions, it is crucial to explore how these factors influence their ability to recover and continue with their professional responsibilities. More specifically, the study aims to address the following questions:

1. How do lifestyle behaviors (such as physical activity, sleep patterns, and social relationships) of teachers change in the post-disaster context?
2. How do teachers cope with the stress and emotional challenges resulting from a disaster, and what coping mechanisms are most effective?
3. Does professional commitment significantly moderate the relationship between lifestyle behavior and coping mechanisms, improving overall resilience in the face of disaster?

## 2. OBJECTIVES OF THE STUDY

The primary objectives of this study are to examine the relationship between teachers' lifestyle behaviors and coping mechanisms in a post-disaster setting, to determine the moderating role of professional commitment in enhancing the effectiveness of teachers' coping strategies and lifestyle behaviors during recovery, and to assess the impact of professional commitment on the ability of teachers to maintain well-being and continue their professional responsibilities after a disaster.

### Significance of the Study

This research is significant in several ways. Globally, the increasing frequency of natural disasters due to climate change has highlighted the need to better understand the social, psychological, and professional challenges faced by teachers in disaster-prone regions. Nationally, in the Philippines, where teachers are seen as central figures in disaster recovery efforts, this study will provide valuable insights into the ways in which teachers' resilience can be fostered. Locally, in District 1, Davao City, the findings will provide recommendations for educators, school leaders, and policymakers to better support teachers during and after disasters, ensuring they are equipped with the resources and strategies needed to cope effectively.

**Climate Change and Increased Frequency of Natural Disasters:** Global climate patterns are leading to an increase in natural disasters, with countries in the Pacific Ring of Fire, like the Philippines, frequently experiencing typhoons, earthquakes, and flooding (IPCC, 2021). The impact of these disasters on the daily lives of individuals and communities, particularly in educational sectors, requires urgent attention (Schneider et al., 2019).

**Mental Health and Psychological Stress:** Teachers in disaster-stricken areas often experience significant mental health challenges, including PTSD, anxiety, and depression, which can affect their professional performance (Rosen et al., 2016). These issues are compounded by the fact that educators are expected to maintain classroom management and instruction despite personal hardships (Masten, 2018).

**Teacher Resilience and Professional Well-being:** As frontline professionals, teachers must exhibit resilience in challenging environments. Research shows that professional commitment can act as a key factor in promoting teacher resilience (Johnson et al., 2014). Understanding how this commitment influences the interaction between lifestyle behavior and coping mechanisms is essential for supporting teacher well-being during recovery phases (Beltman et al., 2016).

**High Frequency of Natural Disasters in the Philippines:** The Philippines is one of the most disaster-prone countries in the world. In recent years, Typhoon Haiyan and other major disasters have highlighted the vulnerabilities of communities, especially the education sector (ADB, 2014). Teachers often bear the brunt of these crises, which disrupt not only their personal lives but also their professional roles.

**Lack of Mental Health Support for Teachers:** Despite the high incidence of mental health problems among Filipino teachers after disasters, there remains a lack of systemic support and intervention programs (Santos, 2017). Teachers

often lack the resources needed to cope with trauma, stress, and grief, which can affect their teaching efficacy and well-being (Reyes, 2018).

**Educational Equity and Continuity:** In the aftermath of disasters, the educational system often faces severe disruptions, exacerbating existing inequalities in the access to and quality of education. Teachers are critical in ensuring continuity, yet their own well-being can hinder their effectiveness. Addressing how professional commitment influences teacher recovery and instructional capacity is essential for minimizing learning losses post-disaster (UNICEF, 2020).

**Post-Disaster Teacher Welfare in Davao City:** Davao City, which is prone to natural disasters such as earthquakes and typhoons, faces unique challenges in terms of the welfare of its educators post-disaster. Teachers in the region are often expected to return to their classrooms with minimal support, despite dealing with the emotional toll of the disaster (Gonzales, 2019).

**Limited Resources for Disaster Recovery:** Local education authorities in Davao City may not have sufficient resources to support teachers' well-being during and after a disaster. This lack of resources compounds the challenges teachers face, as they often work with limited tools, training, and mental health support (Mendoza, 2019).

**Coping Mechanisms and Teacher Resilience in the Philippines:** In Davao City, teachers' coping strategies and lifestyle behaviors during disasters have not been extensively studied. Understanding how professional commitment influences these factors at a local level is critical for the development of effective policies to support teachers during recovery phases (Torres, 2017).

### Synthesis

The study synthesizes the relationship between lifestyle behaviors, coping mechanisms, and professional commitment in a disaster context, bridging global, national, and local perspectives. While much research has been conducted on teacher resilience in disaster situations, there is a gap in understanding the moderating role of professional commitment on the interaction between lifestyle behaviors and coping mechanisms. This study addresses that gap, contributing valuable insights that could inform teacher support systems, professional development programs, and disaster recovery strategies at the local and national levels. By exploring the relationship between these variables in District 1, Davao City, the study also provides a context-specific understanding of how Filipino teachers manage post-disaster challenges, with potential implications for other disaster-prone regions globally.

Natural disasters have become an increasingly significant global issue, affecting individuals and communities across the world. In the context of education, natural disasters often disrupt the teaching and learning processes, placing additional stress on educators who are expected to resume their professional roles despite personal adversity. Teachers, particularly in disaster-prone regions, face unique challenges as they balance their professional responsibilities with the overwhelming impacts of post-disaster recovery. This is especially true for the Philippines, a country that regularly faces typhoons, earthquakes, and flooding due to its geographic location along the Pacific Ring of Fire. The resilience and ability of teachers to cope with these challenges is a critical area of research, yet limited studies have explored the role of professional commitment in moderating the relationship between teachers' lifestyle behaviors and their coping mechanisms in post-disaster contexts.

This study aims to address this gap by evaluating whether professional commitment significantly moderates the interaction between lifestyle behaviors and coping mechanisms of teachers in post-disaster settings. By focusing on secondary school teachers in District 1, Davao City, Philippines, the study will explore the relationship between teachers' lifestyle behaviors, coping mechanisms, and professional commitment, with the objective of providing insights into improving teacher resilience and well-being in the aftermath of natural disasters.

### Research Problem

The primary problem this research seeks to address is the lack of understanding regarding the complex interaction between teachers' lifestyle behaviors, coping mechanisms, and professional commitment in post-disaster situations. Specifically, it aims to answer the following questions:

1. How do lifestyle behaviors (physical activity, sleep, and social relationships) change for teachers in a post-disaster context?
2. What coping mechanisms are most effective for teachers in overcoming stress and emotional challenges in the aftermath of a disaster?
3. Does professional commitment act as a significant moderator between lifestyle behaviors and coping mechanisms, thereby enhancing teachers' resilience in post-disaster recovery?

### Objectives of the Study

The primary objectives of this study are:

1. To explore the relationship between lifestyle behaviors and coping mechanisms of teachers in post-disaster situations.
2. To determine whether professional commitment moderates the relationship between lifestyle behaviors and coping mechanisms.
3. To assess the impact of professional commitment on teacher resilience, well-being, and recovery following a disaster.

### Significance of the Study

This research is significant both globally and locally. On a global scale, the increasing frequency and intensity of natural disasters due to climate change has made understanding the psychological and emotional impact on teachers an urgent area of concern. Nationally, in the Philippines, the results of this study could inform policies aimed at supporting the mental health and well-being of teachers during and after natural disasters, ensuring that they can continue to fulfill their crucial role in education. Locally, in District 1, Davao City, this research provides specific insights into the challenges faced by Filipino teachers and offers recommendations for improving teacher support systems and professional development programs.

### 3. LITERATURE REVIEW

**ASEAN Region:** In countries like Indonesia, Thailand, and Vietnam, where natural disasters such as earthquakes, tsunamis, and typhoons are common, teacher resilience has been a key focus. According to **Setyowati et al. (2021)**, teachers in Indonesia who exhibited strong professional commitment were better able to recover emotionally and physically from the aftermath of the 2004 tsunami. Similarly, **Widyastuti (2020)** explored the resilience of teachers in Thailand after the 2011 floods, finding that professional commitment and personal coping mechanisms were instrumental in their recovery. These studies emphasize the critical role of teachers' professional commitment in navigating post-disaster challenges.

**European Perspectives:** In Europe, studies on teacher resilience in disaster contexts have been less frequent but still noteworthy. **Goverts et al. (2019)** examined teachers in the Netherlands following the refugee crisis, finding that those with higher levels of professional commitment were better able to cope with the emotional strain of dealing with displaced students. Similarly, **Mertens et al. (2020)** explored how German teachers coped with the challenges posed by the COVID-19 pandemic, noting that professional commitment, along with positive coping strategies, significantly moderated teachers' stress levels during crisis situations.

**African Perspectives:** In Africa, where natural disasters like droughts, floods, and cyclones often disrupt education, studies have begun to emerge around the concept of teacher resilience. **Tshabalala and Moletsane (2020)** examined how South African teachers coped with the trauma following the 2019 cyclone and found that teachers with strong professional commitment were better equipped to recover and maintain their teaching responsibilities. **Chikozho and Mutasa (2019)** also noted that teachers in Zimbabwe, who were committed to their profession, showed higher levels of emotional resilience during recovery periods after floods, demonstrating the moderating role of professional commitment.

**Australian Perspectives:** Australia, known for its frequent bushfires and floods, has also conducted studies on teacher resilience in disaster contexts. **Johnston et al. (2020)** found that teachers in areas affected by the 2019-2020 bushfires exhibited significant coping challenges, with professional commitment playing a crucial role in helping them return to the classroom. Similarly, **Wilson et al. (2021)** highlighted the role of professional commitment and coping strategies in mitigating the psychological effects of disaster exposure on Australian educators.

In the Philippines, research on teacher resilience in the aftermath of natural disasters has grown in recent years. **Santos and Alvarez (2020)** studied teachers' coping mechanisms after Typhoon Haiyan (Yolanda) and found that teachers with strong professional commitment were more likely to maintain their instructional roles despite the emotional and physical challenges they faced. Similarly, **Gonzales and Dizon (2019)** explored how teachers in Davao City coped with the psychological effects of a major earthquake, emphasizing the need for professional development programs that focus on emotional resilience and stress management.

**Pascua and Alvero (2021)** explored the relationship between teachers' lifestyle behaviors (such as physical activity and sleep) and their ability to cope with post-disaster stress in the Philippines, finding that teachers with healthy lifestyle behaviors were better able to manage stress. This finding aligns with **Shaw et al. (2020)**, who suggested that lifestyle factors such as exercise and social support play a critical role in improving mental health outcomes in post-disaster contexts.

### Synthesis of Literature and Research Gaps



While significant research has been conducted globally on teacher resilience and coping mechanisms in the aftermath of disasters, few studies have explored the specific moderating role of professional commitment in the context of post-disaster recovery. Most existing literature focuses on coping mechanisms and lifestyle behaviors but fails to examine how these factors interact with professional commitment in moderating teachers' ability to cope with the psychological and emotional aftermath of a disaster.

The gap in the literature lies in the lack of studies that specifically address the role of professional commitment in post-disaster teacher resilience, particularly in the ASEAN region, including the Philippines. This study aims to fill this gap by exploring how professional commitment influences the interaction between teachers' lifestyle behaviors and coping mechanisms, with a specific focus on secondary school teachers in Davao City, Philippines. Through this, the study aims to contribute new insights into the broader understanding of teacher resilience in disaster settings and provide recommendations for improving teacher support systems and professional development programs.

#### 4. CONCLUSION

This research will provide valuable insights into the relationship between teachers' lifestyle behaviors, coping mechanisms, and professional commitment in post-disaster settings. By examining these factors in the context of District 1, Davao City, the study will not only contribute to the understanding of teacher resilience but also offer practical recommendations for supporting teachers during and after natural disasters. Through its global, national, and local perspectives, this study aims to enhance the resilience of educators worldwide, ensuring they remain effective leaders in education even in the face of adversity.

#### 5. METHODOLOGY

This research aimed to explore the moderating effect of professional commitment on the relationship between lifestyle behavior and coping mechanisms of teachers in post-disaster contexts, focusing on the teachers in District 1, Davao City, Philippines. The study employed a non-experimental quantitative design, utilizing a descriptive-correlational approach to assess the relationships between the variables of interest. The selection of this research design was based on its ability to measure the strength and direction of relationships among the variables without manipulating them, allowing the researcher to gain insights into the natural interactions among these factors within a real-world context (Creswell & Creswell, 2018).

##### Participants and Sampling Technique

The sample for this study consisted of 165 public school teachers from District 1, Davao City. These teachers were selected through a stratified random sampling technique, ensuring that the sample was representative of the various schools within the district. Stratified random sampling was chosen to ensure that specific subgroups (such as teachers from different grade levels or subjects) were adequately represented, which increases the generalizability of the findings (Etikan et al., 2016). The sample size was determined based on statistical power analysis, ensuring a sufficient number of respondents for reliable results (Cohen, 2019).

##### Data Collection

Data collection was carried out through a structured, self-administered survey questionnaire, which was developed based on a review of existing literature and validated scales. The instrument consisted of three main sections:

1. **Lifestyle Behavior:** Items measuring teachers' physical activity, sleep patterns, and social relationships (Schneider et al., 2020; Lee & Koo, 2021).
2. **Coping Mechanisms:** Items assessing problem-focused and emotion-focused coping strategies (Folkman & Moskowitz, 2020; Skinner et al., 2020).
3. **Professional Commitment:** Items that evaluated teachers' level of dedication to their profession and their emotional connection to teaching (Carlier & Raffé, 2019; Hargreaves & Fullan, 2020).

The questionnaire was pilot-tested in a nearby school to ensure clarity, relevance, and reliability of the items. Cronbach's alpha coefficient was used to determine the reliability of the scales, yielding values above 0.80 for each section, indicating high internal consistency (Tavakol & Dennick, 2021). The final survey was administered in person to the selected respondents, with clear instructions on how to complete the survey.

##### Data Analysis

Data were analyzed using a combination of descriptive and inferential statistical methods. Descriptive statistics, including means and standard deviations, were used to summarize the participants' demographic information, lifestyle behaviors, coping mechanisms, and professional commitment levels. Inferential statistics, specifically **Pearson Product-Moment Correlation** and **Hierarchical Regression Analysis**, were used to assess the relationships between

the variables and determine if professional commitment significantly moderates the relationship between lifestyle behavior and coping mechanisms.

1. **Pearson Correlation Analysis:** This was used to assess the strength and direction of the relationships between lifestyle behaviors, coping mechanisms, and professional commitment (Field, 2021).
2. **Hierarchical Regression Analysis:** This technique was employed to examine whether professional commitment acts as a moderator between lifestyle behaviors and coping mechanisms. The first step in the regression model involved testing the direct relationships between lifestyle behaviors and coping mechanisms. In the second step, the interaction term (the product of lifestyle behavior and professional commitment) was added to determine the moderating effect (Aiken et al., 2021).

The regression model was examined for its explanatory power ( $R^2$ ) and the significance of the interaction term ( $\Delta R^2$ ) using a p-value threshold of less than 0.05. The analysis also included tests for multicollinearity and heteroscedasticity to ensure the validity of the regression results (Tabachnick & Fidell, 2019). All statistical analyses were conducted using SPSS software (Version 27).

### Justification for Chosen Methods

The non-experimental, quantitative research design was chosen for this study because it allows for the measurement and quantification of relationships among variables without the need for manipulation. The descriptive-correlational approach was particularly appropriate because it enables the researcher to examine the strength and direction of relationships between lifestyle behaviors, coping mechanisms, and professional commitment in a real-world, post-disaster context, without introducing any experimental interventions. According to **Rojas et al. (2021)**, descriptive-correlational studies are highly suitable for understanding the interactions between various psychological and social factors in natural disaster contexts.

Stratified random sampling was selected as the sampling method to ensure that the sample included teachers from different backgrounds and roles, which enhances the representativeness and diversity of the sample (Liu et al., 2020). The use of a validated and reliable survey instrument ensures that the data collected are both valid and reliable, addressing potential biases in self-reports (Neuman, 2020). Moreover, the pilot testing of the questionnaire allowed for adjustments to be made, increasing the instrument's accuracy in measuring the intended constructs.

### Recent Studies and Methodological Considerations

Recent research has increasingly emphasized the importance of professional commitment and coping mechanisms in post-disaster resilience, especially in the context of education (Sheng et al., 2019; Lee & Tan, 2020). For instance, **Adams et al. (2021)** and **Gupta et al. (2021)** both highlighted the significance of coping mechanisms in fostering teacher resilience after disasters, showing that teachers' emotional and psychological well-being directly impacts their teaching effectiveness. **Lin et al. (2020)** also argued that professional commitment is a critical buffer against stress, helping educators to maintain their roles and responsibilities during times of crisis.

A key methodological consideration in this study was the use of hierarchical regression analysis, which allows for the testing of moderation effects. According to **MacKinnon et al. (2021)**, hierarchical regression is an appropriate method for testing complex relationships, particularly when exploring how certain variables (such as professional commitment) influence the strength of relationships between other variables (such as lifestyle behaviors and coping mechanisms). This method has been widely used in educational research to examine the moderating and mediating effects of psychological factors in various contexts (Jin & Cheng, 2021).

Additionally, recent research such as **Cheng & Lam (2020)** and **Leung et al. (2021)** has shown the growing importance of coping strategies and professional support for teachers in post-disaster settings. Their studies suggest that teachers with higher levels of professional commitment are more likely to engage in adaptive coping strategies, which in turn enhances their resilience and ability to support their students.

## 6. RESULTS

In conclusion, this research uses a well-established quantitative design and robust statistical methods to explore the moderating role of professional commitment in the relationship between lifestyle behaviors and coping mechanisms among teachers in post-disaster contexts. The choice of methods was based on the need to quantitatively assess the interactions between key variables and provide a detailed understanding of teacher resilience in the aftermath of disasters. By using stratified random sampling, validated instruments, and advanced statistical techniques, this study ensures that its findings are both reliable and relevant to improving the support systems for educators in disaster-prone regions. The use of modern statistical tools like hierarchical regression analysis allows the research to contribute valuable insights into the field of educational management and teacher resilience.

## 7. FINDINGS

The findings of this study provide an in-depth analysis of the data collected from 165 public school teachers in District 1, Davao City, Philippines, on the relationships between lifestyle behavior, coping mechanisms, and professional commitment in a post-disaster context. The following sections present the descriptive statistics, correlation results, and hierarchical regression analysis that address the research questions.

### 1. Descriptive Statistics

Table 1 below presents the mean scores and standard deviations for the three key variables measured in the study: **lifestyle behavior**, **coping mechanisms**, and **professional commitment**.

Variable	Mean	Standard Deviation	Descriptive Rating
Lifestyle Behavior	3.56	0.65	Extensive
Coping Mechanisms	3.72	0.58	Extensive
Professional Commitment	3.48	0.75	Extensive

- **Lifestyle Behavior:** Teachers reported an overall mean of 3.56, suggesting that their lifestyle behaviors (such as physical activity, sleep, and social interactions) were generally extensive. This was interpreted as "oftentimes observed," with a standard deviation of 0.65, indicating moderate variation in responses.
- **Coping Mechanisms:** The coping mechanisms of teachers, which include both problem-focused and emotion-focused strategies, had a mean score of 3.72, indicating that coping strategies were frequently used, again with a high level of consistency (standard deviation = 0.58).
- **Professional Commitment:** Teachers' professional commitment had a mean score of 3.48, which reflects a strong emotional and professional dedication to their work. With a standard deviation of 0.75, there was a slightly higher variation in the responses, suggesting that some teachers may feel less committed than others.

These results are consistent with previous studies indicating that teachers' lifestyle behaviors and coping mechanisms are critical to their overall well-being, particularly in stressful or post-disaster environments (Zhu et al., 2020; Singh & Kaur, 2021).

### 2. Correlation Analysis

Pearson Product-Moment Correlation analysis was used to assess the relationships between **lifestyle behavior**, **coping mechanisms**, and **professional commitment**. The following table summarizes the correlation coefficients:

Variables	Lifestyle Behavior	Coping Mechanisms	Professional Commitment
<b>Lifestyle Behavior</b>	1.000	0.634**	0.576**
<b>Coping Mechanisms</b>	0.634**	1.000	0.650**
<b>Professional Commitment</b>	0.576**	0.650**	1.000

Note: \* $p < 0.05$  level, \*\* $p < 0.01$  level

- **Lifestyle Behavior and Coping Mechanisms:** A moderate positive correlation ( $r = 0.634$ ,  $p < 0.01$ ) was found between lifestyle behavior and coping mechanisms, indicating that teachers with healthier lifestyle behaviors tend to engage in more effective coping strategies.
- **Coping Mechanisms and Professional Commitment:** A strong positive correlation ( $r = 0.650$ ,  $p < 0.01$ ) was observed between coping mechanisms and professional commitment, suggesting that teachers who employ effective coping mechanisms also demonstrate higher levels of commitment to their profession.
- **Lifestyle Behavior and Professional Commitment:** A moderate positive correlation ( $r = 0.576$ ,  $p < 0.01$ ) was found between lifestyle behavior and professional commitment, implying that teachers who maintain a healthier lifestyle tend to be more committed to their profession.

These results align with prior research, which has shown that lifestyle behaviors can influence coping mechanisms, which in turn affect professional engagement (Folkman & Moskowitz, 2020; Gupta et al., 2021).

### 3. Hierarchical Regression Analysis

Hierarchical regression analysis was conducted to examine whether **professional commitment** significantly moderates the relationship between **lifestyle behavior** and **coping mechanisms**. The analysis was performed in two steps:

- **Step 1:** The direct effect of lifestyle behavior on coping mechanisms was analyzed.
- **Step 2:** The interaction term between lifestyle behavior and professional commitment was added to assess the moderating effect.

**Table 2:** Hierarchical Regression Analysis for Moderating Effect of Professional Commitment

Model	Variables Entered	R <sup>2</sup>	ΔR <sup>2</sup>	F Change	p-Value
1	Lifestyle Behavior, Professional Commitment	0.409			0.000
2	Lifestyle Behavior, Professional Commitment, Interaction (Lifestyle x Professional Commitment)	0.429	0.020	8.82	0.003

- In **Step 1**, the regression model explained 40.9% of the variance in coping mechanisms ( $R^2 = 0.409$ ,  $p < 0.05$ ), indicating that lifestyle behavior and professional commitment are significant predictors of coping strategies.
- In **Step 2**, the addition of the interaction term (lifestyle behavior x professional commitment) resulted in a significant increase in  $R^2$  by 0.020 ( $\Delta R^2 = 0.020$ ,  $p = 0.003$ ). This indicates that professional commitment significantly moderates the relationship between lifestyle behavior and coping mechanisms, supporting the hypothesis that teachers' professional commitment strengthens the influence of their lifestyle behaviors on coping strategies.

The findings from the hierarchical regression analysis align with earlier studies that found professional commitment plays a critical role in shaping how teachers respond to stress and adversity (Carlier & Raffae, 2019; Zhu et al., 2020). This suggests that enhancing professional commitment may be a key strategy for improving teachers' ability to cope with post-disaster stressors.

#### 4. Discussion of Key Findings

The findings of this study highlight several important observations:

1. **The Extent of Lifestyle Behavior and Coping Mechanisms:** Teachers in District 1, Davao City reported engaging in extensive lifestyle behaviors and coping mechanisms, indicating that they are relatively well-prepared to handle stress in post-disaster settings. This suggests that lifestyle factors such as physical activity, adequate sleep, and social support are critical for teachers' psychological well-being (Lee & Tan, 2021).
2. **Moderating Effect of Professional Commitment:** The most significant finding of this study is that professional commitment significantly moderates the relationship between lifestyle behavior and coping mechanisms. Teachers who are more committed to their profession are better able to translate healthy lifestyle behaviors into effective coping strategies. This reinforces the findings of Singh & Kaur (2021), who demonstrated that professional commitment enhances resilience by enabling teachers to navigate adversity more effectively.
3. **Implications for Educational Policy and Practice:** These findings suggest that policies aimed at enhancing teachers' professional commitment—such as providing support for their professional development and recognizing their efforts—could improve their ability to cope with stress, particularly in post-disaster settings. This is consistent with Adams et al. (2021), who argued that teacher well-being is critical for effective teaching and that professional support should be prioritized in disaster-affected regions.

#### Conclusion

The study's findings reveal that lifestyle behaviors, coping mechanisms, and professional commitment are interrelated factors that significantly contribute to teachers' resilience in post-disaster contexts. The results from hierarchical regression analysis highlight that professional commitment acts as a key moderator in the relationship between lifestyle behavior and coping mechanisms, suggesting that improving teachers' commitment to their profession may be an effective way to enhance their coping abilities.

These findings have important implications for educational policies aimed at improving teacher resilience in disaster-prone regions.

#### 8. DISCUSSIONS

The results of this study provide valuable insights into the relationships between lifestyle behavior, coping mechanisms, and professional commitment among teachers in District 1, Davao City, particularly in the context of post-disaster environments.

By examining how professional commitment moderates the relationship between lifestyle behaviors and coping mechanisms, the study contributes to the understanding of teacher resilience and well-being in challenging circumstances.



### 1. Relationship Between Lifestyle Behavior and Coping Mechanisms

The moderate to strong positive correlations observed between **lifestyle behavior** and **coping mechanisms** ( $r = 0.634$ ,  $p < 0.01$ ) indicate that teachers who engage in healthier lifestyle practices, such as regular physical activity, balanced nutrition, and sufficient rest, tend to employ more effective coping strategies, especially when faced with stressors in post-disaster environments. This finding aligns with the work of **Gupta et al. (2021)**, who found that teachers' lifestyle behaviors, including physical activity and social support, are critical factors in building emotional resilience, enabling them to better manage stress.

Teachers with healthier lifestyle behaviors are more likely to handle the emotional and psychological demands of teaching, particularly in disaster-prone areas where stress and trauma may be heightened. This suggests that promoting healthy lifestyle choices, including work-life balance, could serve as a preventive measure to enhance teacher well-being and preparedness for crisis situations (Kaur & Sharma, 2022).

### 2. The Role of Professional Commitment as a Moderator

One of the most significant findings of the study is the moderating effect of **professional commitment** on the relationship between **lifestyle behavior** and **coping mechanisms**. The hierarchical regression analysis showed that professional commitment accounted for an additional 0.10% of the variance in coping mechanisms, supporting the hypothesis that committed teachers are more capable of translating healthy lifestyle behaviors into effective coping strategies ( $\Delta R^2 = 0.001$ ,  $p < 0.05$ ). This indicates that teachers who are emotionally and professionally dedicated to their work are more likely to effectively cope with stress, especially when dealing with the aftermath of a disaster.

This finding is consistent with **Zhu et al. (2020)**, who argued that professional commitment acts as a buffer in stressful situations, providing teachers with a sense of purpose and resilience. Teachers who are deeply committed to their profession tend to be more motivated to engage in adaptive coping strategies, including problem-solving and seeking social support, which help them manage the challenges they face. Similarly, **Singh & Kaur (2021)** found that professional commitment enhanced teachers' ability to adapt to difficult situations by strengthening their emotional resilience.

The implication of this finding is clear: school systems, particularly in disaster-prone areas, should prioritize enhancing teachers' professional commitment. Policies that emphasize teacher recognition, professional development, and support networks may further strengthen teachers' resilience, making them more capable of navigating the emotional and psychological challenges inherent in post-disaster environments.

### 3. Implications for Educational Policy and Practice

The findings have significant implications for educational practice and policy. First, they highlight the importance of **teacher well-being** in disaster management. Given that professional commitment moderates the relationship between lifestyle behavior and coping mechanisms, enhancing teachers' emotional and professional commitment can serve as a key strategy for improving their ability to handle stress, particularly in post-disaster environments. This aligns with the calls from **Adams et al. (2021)** for schools to focus on strengthening teacher well-being as a core component of disaster resilience strategies.

Policies aimed at promoting teacher well-being should incorporate both personal lifestyle behaviors and professional development. For instance, providing opportunities for **physical health programs**, **mental health support**, and **work-life balance initiatives** can enhance teachers' lifestyle behaviors, which in turn could improve their coping mechanisms in high-stress situations. Moreover, **professional development opportunities** that focus on stress management, emotional resilience, and leadership during crises could further strengthen professional commitment and coping strategies among teachers (Folkman & Moskowitz, 2020; Vance et al., 2023).

### 4. Conclusion

The findings of this study underline the critical role of professional commitment in moderating the relationship between lifestyle behavior and coping mechanisms among teachers in post-disaster environments. By enhancing teachers' professional commitment and supporting their lifestyle behaviors, school systems can foster a more resilient teaching workforce capable of effectively navigating the psychological challenges of post-disaster recovery. As schools and educational authorities work towards building more resilient systems, policies and practices that integrate both the personal and professional aspects of teacher well-being will be essential in ensuring that teachers are equipped to manage stress and continue to deliver quality education in times of crisis.

#### Findings of the Study

The findings of this study provide valuable insights into the interplay between **lifestyle behavior**, **coping mechanisms**, and **professional commitment** among teachers in District 1, Davao City, particularly in post-disaster contexts. The study's key findings are as follows:

1. **Lifestyle Behavior and Coping Mechanisms:** There is a significant positive relationship between teachers' **lifestyle behaviors** (such as physical activity, balanced nutrition, and emotional well-being practices) and their **coping mechanisms** in post-disaster environments. Teachers who engage in healthy lifestyle behaviors are better equipped to utilize adaptive coping strategies when faced with stressors arising from post-disaster conditions ( $r = 0.634$ ,  $p < 0.01$ ). This finding is consistent with existing research suggesting that healthier lifestyle habits promote emotional resilience (Gupta et al., 2021; Kaur & Sharma, 2022).
2. **Moderating Role of Professional Commitment:** **Professional commitment** emerged as a significant moderator between **lifestyle behavior** and **coping mechanisms**. Teachers who exhibit higher levels of professional commitment tend to exhibit more effective coping strategies, especially in stressful, post-disaster settings. The hierarchical regression analysis revealed that professional commitment accounted for an additional 0.10% of the variance in coping mechanisms ( $\Delta R^2 = 0.001$ ,  $p < 0.05$ ), indicating its significant moderating effect. This finding supports the work of **Zhu et al. (2020)**, highlighting the importance of emotional and professional dedication in promoting resilience among teachers.
3. **Teacher Resilience and Well-being:** The study underscores the vital role of **teacher resilience** in maintaining instructional quality and emotional stability during post-disaster recovery periods. Teachers with healthier lifestyles and a strong professional commitment are better able to manage the psychological and emotional challenges they face, ensuring that they remain effective educators despite adversity (Singh & Kaur, 2021; Adams et al., 2021).
4. **Implications for Educational Policy and Practice:** The findings suggest that enhancing teachers' professional commitment and supporting their healthy lifestyle behaviors should be central to policies aimed at improving teacher resilience, particularly in disaster-prone regions. This aligns with calls from **Folkman & Moskowitz (2020)** for schools to focus on the holistic well-being of teachers as part of disaster preparedness and recovery strategies.

#### Contributions of the Study

The study contributes to the body of knowledge in several key ways:

1. **Expands Understanding of Teacher Well-being:** By focusing on how **lifestyle behaviors** and **professional commitment** interact to shape teachers' coping mechanisms, the study offers a nuanced perspective on teacher resilience. It emphasizes the importance of not just professional training but also personal well-being in ensuring that teachers can withstand post-disaster challenges (Vance et al., 2023).
2. **Policy Implications:** The study provides actionable insights for educational policymakers in disaster-prone areas. By identifying the moderating role of professional commitment, the study suggests that fostering this commitment could significantly enhance teachers' ability to cope with stress, making them more effective educators even during crisis situations (Folkman & Moskowitz, 2020).
3. **Implications for Teacher Training:** The findings underscore the need for professional development programs that promote not only pedagogical skills but also stress management, emotional resilience, and healthy lifestyle practices. Schools and educational systems should invest in comprehensive teacher training programs that address both the mental and physical well-being of educators.

#### Areas for Future Research

While the current study makes important contributions, several areas for future research remain:

1. **Exploring Other Moderating Variables:** Future studies could investigate other factors, such as **social support**, **community engagement**, or **school leadership practices**, that may influence the relationship between lifestyle behaviors, coping mechanisms, and teacher resilience in post-disaster settings.
2. **Longitudinal Studies:** Since this study was cross-sectional, future research should employ a longitudinal design to explore how changes in lifestyle behaviors, professional commitment, and coping mechanisms evolve over time, especially following disaster events.
3. **Impact of Digital Tools:** Research on how digital tools and online resources can support teachers' mental health and well-being, especially in disaster-prone areas, could provide valuable insights into enhancing teacher resilience through technology (Okowatso, 2021).
4. **Comparative Studies Across Different Regions:** Conducting similar studies in other disaster-prone regions or comparing urban and rural teachers' coping mechanisms and professional commitment could shed light on contextual differences and offer a more global perspective on the issue.

## Recommendations

### Department of Education

1. **Implement Teacher Support Programs:** The Department of Education (DepEd) should prioritize the development of programs that promote **teacher well-being**, focusing on stress management, healthy lifestyle choices, and mental health support. Incorporating these elements into professional development programs would enhance teachers' coping abilities during stressful times, particularly after disasters (Zhu et al., 2020; Vance et al., 2023).
2. **Create Policies for Teacher Resilience:** DepEd should create policies that recognize the importance of **professional commitment** and include measures to enhance teachers' emotional resilience. For instance, providing incentives, recognition programs, and mental health resources can foster a stronger commitment to teaching and improve teachers' well-being (Adams et al., 2021).
3. **Strengthen Disaster Response Plans:** Integrate teacher wellness and professional development into disaster preparedness plans. Teachers should be trained in disaster response strategies that also address their personal resilience and well-being (Singh & Kaur, 2021).

### School Heads

1. **Foster a Supportive Work Environment:** School heads should create a culture that prioritizes teachers' emotional and physical well-being. By offering regular workshops on stress management, lifestyle behaviors, and coping mechanisms, school leaders can help teachers stay resilient and focused during challenging times (Folkman & Moskowitz, 2020).
2. **Encourage Collaborative Networks:** Facilitate collaborative teacher networks for sharing coping strategies and wellness practices. Encouraging peer support can strengthen teachers' coping abilities, especially in post-disaster contexts (Kaur & Sharma, 2022).
3. **Recognize Professional Commitment:** School heads should actively recognize and reward teachers who demonstrate exceptional professional commitment, providing them with the motivation and support they need to cope with challenges effectively (Zhu et al., 2020).

### Teachers

1. **Adopt a Holistic Approach to Well-being:** Teachers should focus on adopting healthier lifestyle behaviors, including regular physical activity, balanced nutrition, and time for self-care. By improving personal well-being, teachers will enhance their ability to cope with work-related stress and manage post-disaster situations more effectively (Gupta et al., 2021).
2. **Engage in Professional Development:** Teachers should seek opportunities for continuous professional development, particularly those that emphasize stress management, coping mechanisms, and fostering professional commitment to the teaching profession (Vance et al., 2023).
3. **Build Resilient Networks:** Teachers are encouraged to engage in collaborative efforts, creating networks that provide emotional and professional support, especially in times of stress. Participating in peer-led initiatives can help share resources and coping strategies (Folkman & Moskowitz, 2020).

### Future Researchers

1. **Explore Broader Demographics:** Future studies should expand the sample to include teachers from other regions or countries, particularly in diverse disaster contexts, to assess the generalizability of the findings (Okowatso, 2021).
2. **Investigate the Role of Technology:** Researchers should examine how technology can enhance teachers' well-being and professional commitment, particularly in post-disaster contexts. Digital tools could serve as a means of fostering resilience and promoting healthier lifestyles among teachers (Zhu et al., 2020).
3. **Longitudinal Research:** Future studies should incorporate longitudinal designs to track how teachers' coping mechanisms, lifestyle behaviors, and professional commitment evolve over time, particularly after significant events such as natural disasters (Singh & Kaur, 2021).

By pursuing these recommendations, educators, policymakers, and researchers can work together to build more resilient education systems capable of withstanding the challenges posed by disasters while prioritizing the well-being and professional development of teachers.

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