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Perceived Stress and Resilience of Criminology Teachers and Students during Covid-19 Pandemic



Abstract: - Due to the COVID-19 pandemic, education has undergone rapid and profound changes, leading to feelings of uncertainty, anxiety, social isolation, and potentially detrimental behaviors that undermine well-being. In this situation, it is essential to understand the link between perceived stress and resilience among vulnerable populations, including teachers and students, as society navigates the new normal in delivering high-quality education. Furthermore, since little scholarly attention has been invested in understanding the impact of the pandemic on Criminology teachers and students, targeted studies are necessary. Thus, this descriptive-correlation study assesses the perceived stress and resilience among Criminology teachers and students in Negros Occidental (Western Visayas, Philippines) during the pandemic. To this end, a total of 2000 respondents voluntarily answered the survey questionnaire used by the researcher – 124 Criminology teachers using the total enumeration technique and 1876 students using the simple random process among the eleven schools in Negros Occidental offering Criminology Program. The data was collected through Google Forms because travel restrictions and quarantine were still imposed during the study. The study used the frequency and percentage in terms of the profile of the respondents, mean and standard deviation to determine the level of perceived stress and resilience, and coefficient correlations for significant correlations and disparity. The findings revealed that Criminology teachers had a moderate level of perceived stress and resilience, indicating their ability to manage stress and cope with teaching challenges during the pandemic. Conversely, students experienced a high-stress level, particularly among females, while demonstrating moderate resilience. Furthermore, a notable disparity was found between teachers' and students' stress levels and resilience, affirming that the latter are more resilient, albeit more stressed, because finishing their degree during the pandemic signifies a remarkable achievement for them. These results underscore the need for tailored interventions that effectively manage stress and promote the development of coping mechanisms. By acknowledging the unique stressors Criminology students face and harnessing their inherent resilience, educational institutions would be able to support their success and well-being during these challenging times.

Keywords: criminology, pandemic, perceived stress, resilience, well-being

I. INTRODUCTION

Epidemic influences the normalcy of our lives [1][2], with anxiety, depression, and the accumulation of enormous stress becoming the dominant emotional response to this outbreak [3][4]. The prevalence of the pandemic accentuates brand new stressors, which lead to a drastic change in lifestyle and education, restrictions on social activities, and anxiety and depression for oneself and loved ones [5]. Moreso, governments all over the world, including the Philippines, have imposed health and safety protocols at different levels, such as social distancing, lockdowns, and restricting non-essential activities, which include the closure of schools and universities [6] and quarantine policies that are necessary to reduce the spread of COVID-19 [7-9]. These strategies can result in isolation and loneliness [10] and can increase stress and anxiety [11], as well as frustration and depression [12]. Though considered a nonessential activity, education is necessary to advance one's well-being. Thus, its continuity is deemed necessary, requiring governments worldwide to find means to develop other strategies to continue education despite the hindrances created by the pandemic. However, this forces students and teachers to stay home, leading to ambiguity and immense stress. Thus, identifying these stresses and managing and intervening in them, particularly in the vulnerable population [4] [13], will make them more resilient and may prove vital to preventing any personal crises that arise. There is a paradigm shift in the way educators and academic professionals deliver quality education and is challenged on how to divert from traditional teaching to engage the student in the learning experience [14-16], as well as how students will improve their academic performance in these uncertain times, hence; teachers and students are considered as vulnerable populations where their health and well-being may be placed into compromise and sometimes, tend to be overlooked [17]. Likewise, a plethora of literature and research on perceived stress and resilience is focused on adults and medical students. Most academic papers regarding pressure and coping mechanisms do not relate to the primary stressor these vulnerable populations consider, the COVID-19 pandemic. Studies of teachers and students in higher education are under-represented, particularly in Criminology. Valuable differences in the local literature are resolvable while considering the effect of COVID-19 on these populations. The link between perceived stress and resilience among these vulnerable groups must be investigated, which is vital as society adapts to the new norms of delivering education in the Criminology academe. This study also aims to discover the Criminology teachers and students' stressors during the pandemic and identify the targeted school-based intervention programs and

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coping mechanisms to address them. Finally, this study provides a starting point for future researchers to fill gaps in literature.

Paradigm of the Study

The theory on stress and resilience theory developed by Psychologists Richard Lazarus and Susan Folkman [18] influences this study. This theory states that as individual's level of perceived stress declines, and the level of resilience escalates. On the other hand, when perceived stress increases, resilience decreases. Therefore, people with higher stability most likely perceived a 'stressful' situation as less stressful. It also indicates that resilience is a potential resource that affects the perceived stress of an individual, particularly during adverse situations like the pandemic. Furthermore, it empowers an individual to deal with stressors.

Statement of the Problem

The study measured Criminology teachers and students' perceived stress and resilience during the COVID-19 pandemic. It sought to answer the following questions:

- 1) What is the profile of Criminology teachers in terms of age, sex, civil status, type of school, type of employment, income, and educational attainment?
- 2) What is the profile of Criminology students regarding the following variables: age, sex, type of school, family income, and year level?
- 3) What is the level of perceived stress and resilience of the Criminology teachers during the COVID-19 pandemic?
- 4) Is there a significant relationship between the perceived stress and resilience of the Criminology teachers regarding the profile variables?
- 5) What is the level of perceived stress and resilience of the Criminology students during the COVID-19 pandemic?
- 6) Is there a significant relationship between the perceived stress and resilience of the Criminology students regarding the profile variables?
- 7) Is there a significant difference in the perceived stress between Criminology teachers and students?
- 8) Is resilience significantly different between Criminology teachers and students?

II. METHODOLOGY

A. Research Design and Sampling Technique

The descriptive-correlational research design was used for this research. This design describes a condition's nature as it exists when the study is conducted. It was appropriate for this study since the researcher determined the level of stress and resilience of Criminology teachers and students during the COVID-19 pandemic.

B. Respondents

Criminology teachers (N=124) and students (N=1,876) in Negros Occidental (Western Visayas, Philippines) were selected as respondents of the study. They came from STI West Negros University (Bacolod City); University of Negros Occidental–Recoletos (Bacolod City); Colegio De Sta. Ana (Victorias City); Bago City College; La Carlota City College; Four Campuses of the Central Philippine State University (Kabankalan City, Municipality of Hinigaran, San Carlos City, and Victorias City); Carlos Hilado Memorial State University (Binalbagan City); and Fellowship Baptist College (Kabankalan City). The researcher used the simple random process among the eleven selected institutions offering Criminology programs.

C. Research Instruments

The instruments used in this study are standardized and have already been validated. PSS-10 and BRS-6 are stated as free of use by the tool developers, provided proper citations are made. However, for ethical considerations, the researcher still asked permission from the tool developers of PSS-10 and BRS-6 through email. The developers of both tools responded and allowed the researcher to use the instruments.

A socio-demographic data sheet was used for Criminology teachers to determine the independent variables. The Perceived Stress Scale (PSS-10), developed by Stephen Cohen [19], is a ten-item questionnaire to evaluate stress perception. Items are generated to determine how uncertain, unmanageable, and encumbered respondents' lives seem. The measurement also includes several straightforward inquiries about current stress levels. With an alpha coefficient of 0.85, it has a satisfactory internal consistency. Scores ranging from 0 to 13 are considered low stress, scores 14 to 26 are considered moderate stress, and scores 27 and above are considered the highest stress.

Brief Resilience Scale (BRS-6) is one of the best and most recommended resilience scales written by Smith and

his coworkers in 2008 [20]. It has a possible score range of 1 (low resilience) to 5 (high resilience). It is used for research and education. The instrument has a satisfactory Cronbach's alpha value of 0.71.

D. Data Gathering Procedure

A letter of request was sent to the Deans, Program Heads, and the Presidents of the target schools. Once the approval was secured, the researcher distributed the informed consent form and questionnaire to the respondents using Google Forms. Only respondents who agree with the informed consent form are given access to the questionnaire, ensuring that every respondent understood the purpose of the study, volunteered to participate, and comprehended the risks and benefits of this research. The survey was done online because travel restrictions and quarantine were still imposed. After the respondents answered the questionnaire, the responses were retrieved, checked, and tallied for data cleaning and processing. A statistician was recruited to assist in data processing and interpretation. The data were thoroughly analyzed to draw conclusions and provide recommendations for this study.

E. Ethical considerations

This study observed the ethical standards for conducting research by the De La Salle University Dasmariñas (Cavite, Philippines). The researcher first obtained certification from the DLSUD Ethics Review Committee, with the protocol code *DLSU-DERC-2021-00085T2*.

As a result, all the steps were conveyed to the respondents. They were informed that participation would be voluntary and not affect their lives or families. Participants signed consent forms, demonstrating their willingness to participate in the research. Data confidentiality and anonymity were guaranteed throughout the study. They were told that the data collection materials would be kept and destroyed once the investigation had been completed.

F. Statistical Treatment of Data

Frequency and percentage statistical treatments were utilized in the treatment of data collected in determining the profile variables. At the same time, mean and standard deviation were used for continuous variables such as perceived stress and resilience. As to the significant correlations, Pearson Product Moment Coefficient was used, and disparities and inferential statistics, which included t-test and ANOVA, were utilized.

III. RESULTS AND DISCUSSIONS

This section of the study was designed to deliver descriptive results of data collected on the perceived stress and resilience of the respondents during the pandemic.

Determining the profile of criminology teachers based on the variables chosen was the first objective of the research. A total of 124 Criminology teachers responded to the survey. Table I indicates the profile variables as to their age, gender, civil status, type of school, type of employment, income, and educational attainment.

Table I. Summary Profile of the Criminology Teachers

Profile	Frequency	Percentage
Age Group		
Prime Working (24 to 37 yo)	73	58.87
Mature Working (38 to 51 yo)	32	25.81
Elderly Working/Retiree (52 to 65 yo)	19	15.32
Gender		
Male	71	57.26
Female	53	42.74
Civil Status		
Single	51	41.13
Married	67	54.03
Separated	4	3.23
Widow	2	1.61
Type of School		
State Universities and Colleges	53	42.74
Local City Colleges	31	25.00
Private Universities and Colleges	40	32.26
Type of Employment		
Regular/Permanent	57	45.97
Probationary	15	12.09
Fixed Term/Contractual	52	41.94
Type of Income		
Low Income (below 19,040)	44	35.48
Lower Middle (19,041-38,040)	68	54.84
Middle (38,041-66,640)	12	9.68
Upper (66,641 and above)	0	0.0
Educational Attainment		
Bachelor	31	25.00
Master's	72	58.06
Doctorate	21	16.94
Total	124	100

Most of the Criminology teachers belong to the prime working age, are male teachers, and most are married. It also revealed that most respondents were from State Universities and Colleges and were already permanent employees, indicating job tenure, satisfaction, and stability attributable to resilience. Furthermore, most respondents are lower middle-income employees and have completed their master’s degrees as per the CHED minimum requirement when teaching in tertiary education.

The second objective of this research was to determine the profile of the Criminology students as to the chosen variables. A total of 1876 Criminology students from the 11 schools in Negros Occidental responded to the survey. Table II describes the profile variables of Criminology students, including the age (group), gender, type of school, family income, and year level.

Table II. *Summary Profile of the Criminology Students.*

Profile	Frequency	Percentage
Age Group		
Late Adolescence (18 -24 years old)	1835	97.81
Early Adulthood (25-31 years old)	41	2.19
Gender		
Male	1202	64.07
Female	674	35.93
Type of School		
State Universities and Colleges	248	13.22
Local City Colleges	1081	57.62
Private Universities and Colleges	547	29.16
Type of Income		
Low Income (below 19040)	1614	86.03
Lower Middle (19041-38040)	229	12.21
Middle (38041-66640)	30	1.60
Upper (66641 and above)	3	0.16
Year Level		
First	633	33.74
Second	346	18.44
Third	662	35.29
Fourth	235	12.53
Total	1876	100

For the Criminology Students, the majority belong to the late adolescence age since these students could graduate from Senior High School at 18. As to gender, most of them are male, which indicates that the BS Criminology program of the schools in Negros Occidental is male-dominated. It also means that most of the respondents were enrolled in Local Colleges and Universities, which implies that those students opted to enroll in city colleges that their local government subsidizes. Moreso, most respondents were from low-income families, which may be correlated with the type of school they belong to. Further, migration in the third-year level was common as these students were already adjusted and committed to finishing their degrees.

Description of Perceived Stress and Resilience of Criminology Teachers

The third goal of this study is to assess Criminology teachers' perceived stress and resilience during the pandemic. In terms of reliability, Cronbach's alpha resulted in good reliability, which a score of .660 among teacher-respondents.

Table III. *Criminology Teachers' Perceived Stress*

Items	Mean	Std. Deviation	Interpretation
1) ...how often have you felt nervous and "stressed"?	2.88	1.033	High
2) ...how often have you been upset because of something that happened unexpectedly?	2.77	.989	High
3) ...how often have you felt that you were unable to control the important things in your life?	2.63	1.100	Moderate
4) ...how often have you felt difficulties were piling up so high that you could not overcome them?	2.60	1.202	Moderate
5) ...how often have you felt that things were going your way?	2.50	.915	Moderate
6) ...how often have you felt confident about your ability to handle your personal problems?	2.40	1.074	Moderate
7) ...how often have you been angered because of things that were outside of your control?	2.23	1.045	Moderate
8) ...how often have you been able to control irritations in your life?	2.08	1.056	Moderate
9) ...how often have you found that you could not cope with all the things that you had to do?	2.07	1.135	Moderate
10) ...how often have you felt that you were on top of things?	1.94	.940	Moderate
Teacher's Overall Perceived Stress	2.41	5.222	Moderate

Table III depicts the respondents' perceived stress during the COVID-19 pandemic. Overall, Criminology teachers reported moderate perceived stress ($M=2.41$). This indicates that the level of perceived stress among Criminology teachers is bearable or manageable. According to Rubilar & Oros [21] and Pokhrel & Chhetri [22], Criminology teachers become stressed during an outbreak because of school closures, work overload & overwhelming change brought by virtual teaching, which results in adapting to new technologies, social confinement, and an inadequate working environment. According to Lizana & Lena [23], Coman [24], Rabago [25], and Geng et al. [26], the potential for teachers to experience maladaptive consequences during the pandemic is high. However, Sibnath, et al. [27] define moderate or manageable stress as "eustress" that enhances motivation, becoming the teachers' drive to remain committed to their passion for teaching amidst the pandemic. However, the result was contradicted by Hildalgo-Andrade et al. [28] and Papazis et al. [29], who reported that stress decreased during the pandemic because of prior training and experience with online education and effective education practice. Table IV shows the level of resilience of Criminology Teachers during the pandemic. Using the Brief Resilience Scale (BRS-6), the internal consistency via Cronbach alpha fall short with a value of .183.

Table IV. Summary of Criminology Teacher's Resilience

Items	Mean	Std. Deviation	Interpretation
1) It does not take me long to recover from a stressful event.	3.34	1.195	Moderate
2) I tend to bounce back quickly after hard times.	3.21	1.327	Moderate
3) I have a hard time making it through stressful events.	3.11	1.038	Moderate
4) I usually come through difficult times with little trouble.	2.97	1.074	Low
5) I tend to take a long time to get over setbacks in my life.	2.75	1.072	Low
6) It is hard for me to snap back when something bad happens.	2.73	1.039	Low
Teacher's Overall Resilience	3.02	2.971	Moderate

Moderate resilience means teachers possess some abilities that empower them to recover from adverse situations; they also concede that these circumstances, such as learning mode into virtual, work from home setup, and social confinement, unchangeable or uncontrollable. This result was supported by the study of Papazis et al. [29], Van & Poell [30], and Delgado-Gallegos et al. [16]. Teachers have moderate to high resilience due to their individual and social mindsets towards teaching and learning, continuous training and literacy, and social support [31]. Three items showed moderate strength, meaning teachers manage stress through solid administration support and increased self-motivation. Low resilience in the three items implies that teachers naturally and inevitably experience setbacks and difficulties, need to be more confident with the new situation, feel incapable of enduring or overcoming it, or do not fit in. The teachers' scores on perceived stress and resilience measures were linked to their profiles, as shown in Table V.

Table V. Correlation of Teacher's Perceived Stress, Resilience and Profile

	Stress	Resilience	Age	Gender	Status	School	Employment	Income	EdatAttain
Stress	1	.029	.120	-.180*	-.014	.040	-.004	-.154	-.016
Resilience	.029	1	-.174	-.108	-.037	-.192*	-.030	-.012	-.110
Age	.120	-.174	1	-.261**	.528**	.269**	.091	.194*	.121
Gender	-.180*	-.108	-.261**	1	-.252**	.086	-.137	-.140	.063
Status	-.014	-.037	.528**	-.252**	1	.053	-.121	.290**	.167
School	.040	-.192*	.269**	.086	.053	1	.305*	-.081	-.005
Employment	-.004	-.030	.091	-.137	-.121	.205*	1	-.434**	-.389**
Income	-.154	-.012	.194*	-.140	.290**	-.081	-.434**	1	.606**
EdatAttain	-.016	-.110	.121	.063	.167	-.005	-.360**	.606**	1

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

To highlight, perceived stress gained a positive weak correlation with gender ($r=.180^*$, $p=.029$), which means that the gender of the respondents does not have a strong correlation with their perceived stress. Only the gender of the teachers has shown the weakest linear relationship with perceived stress, which implies that stress is handled differently by gender. Thus, stress remains manageable in both genders, as supported by Flores & Gago [14] and Pourrajab et al. [32]. This result, however, was contradicted by Costa et al. [33], Coronado et al. [34], and Adasi et al. [35], which found that females are significantly more stressed than men. It implies that females are prone to hormonal and emotional instability, performing multiple roles daily, and are more likely to encounter frustration when reacting to stress. As for resilience, the type of school indicates no correlation, which implies that have developed individual resiliency throughout their profession. Gull [36] said that resilience is built

at any point in life, not as an innate personality or a workplace requirement. Thus, aside from the other profile variables, the alternative hypothesis is accepted for both gender and type of school.

Description of Perceived Stress and Resilience for Criminology Students

A total of 1,876 students across age groups, gender, school type, family income, and year level were used for this purpose. Table VI shows the perceived stress of Criminology students during the pandemic.

Table VI. *Criminology Student's Perceived Stress*

Items	Mean	Std. Deviation	Interpretation
1) ...how often have you been upset because of something that happened unexpectedly?	3.29	1.184	High
3) ...how often have you felt nervous and "stressed"?	3.24	1.111	High
2) ...how often have you felt that you were unable to control the important things in your life?	3.16	1.218	High
10) ... how often have you felt difficulties were piling up so high that you could not overcome them?	3.06	1.239	High
4) ...how often have you felt confident about your ability to handle your personal problems?	3.01	1.121	High
6) ... how often have you found that you could not cope with all the things that you had to do?	2.97	1.236	High
5) ... how often have you felt that things were going your way?	2.92	1.203	High
7) ... how often have you been able to control irritations in your life?	2.90	1.225	High
9) ... how often have you been angered because of things that were outside of your control?	2.85	1.266	High
10) ... how often have you felt that you were on top of things?	2.61	1.385	Moderate
Student's Overall Perceived Stress	3.00	1.119	High

Criminology students carried out an overall High perceived stress level (M=3.00). The students' perceived stress became evident each day and was noted to be high due to the pandemic, which was not expected to happen. The accumulated restrictions to move, isolation, limitations to go to school and lack of interaction towards their classmates and teachers, building-up school assessments, sudden disruptive shift to e-learning, and other uncertainties of an active social being hinder them become a factor to their current perceived stress and anxiety as supported by the study of Yang et al. [37] and Sissions [38]. For the item with moderate stress, experiencing negative emotions such as stress help them focus and increase their awareness of those threats and challenges, thus enabling them to manage this stress [39].

Table VII. *Summary of Student's Resilience*

Items	Mean	Std. Deviation	Interpretation
1) I have a hard time making it through stressful events.	3.77	.995	Moderate
2) I tend to bounce back quickly after hard times.	3.76	.999	Moderate
3) It is hard for me to snap back when something bad happens.	3.67	1.099	Moderate
4) It does not take me long to recover from a stressful event.	3.66	1.085	Moderate
5) I usually come through difficult times with little trouble.	3.59	1.058	Moderate
6) I tend to take a long time to get over setbacks in my life.	3.37	.943	Moderate
Teacher's Overall Resilience	3.60	1.001	Moderate Resilience

Criminology students earned an overall Moderate Resilience (M=3.60). This implied that the Criminology students are resilient to external and internal stresses they experienced and displayed recovery from setbacks during the pandemic. According to the Lazarus Theory of Stress and Coping, as supported by the study of Guillasper et al. [40] and Serrano et al. [41], stress arises when the situation's demand exceeds the individual's coping resources. In this case, stress is higher among the students because their coping ability is insufficient. Additionally, the mechanisms that result in successful adaptation need to be strengthened, focusing on the individual's particular capabilities to aid him in overcoming nearly any challenge.

Table VIII shows the association of perceived stress, resilience, and profile variables of Criminology students

using the Pearson Product Moment Coefficient.

Table VIII. Correlation of Perceived Stress, Resilience and Profile Variables of Criminology Students

	Stress	Resilience	Age	Gender	School	Income	Year
Stress	1	.315**	-.045	.116**	-.272**	-.119**	.062**
Resilience	.315**	1	-.034	.055*	-.007	-.041	.107**
Age	-.045	-.034	1	-.021	.026	.004	.131**
Gender	.116**	.055*	-.021	1	-.044	.032	.036
School	-.272**	-.007	.026	-.044	1	.118**	-.051*
Income	-.119**	-.041	.004	.032	.118**	1	-.009
Year	.062**	.107**	.131**	.036	-.051*	-.009	1

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

Students perceived stress and resilience ($r=.315, p<.000$) established a significant, positively moderate correlation hence, the alternative hypothesis is rejected. This means that the high level of stress experienced by the students is significantly correlated to their moderate coping ability. As Masten & Wright [42] discussed, the more stressors an individual is exposed to, or the amount of time they are exposed, the more their resilience decreases. It will be far more challenging to recover or be resilient if a person has been "trained" to react to stressful situations more quickly. It requires far more work to reverse that process and train the individual to do something else after training.

Regarding perceived stress, among the profile variables, gender and year level and school types and family income showed a significant correlation. Only age shows almost no linear relationship with stress. As for resilience, gender and year level showed a positive weak correlation which means that no strong significance is noted between the resilience of the students in terms of their gender and year level because most of them have experienced the same stressors, such as academic workload [43], school closures and isolation from schools and peers [44], and fear of contagion [37].

The disparity of Perceived Stress and Resilience between Criminology Teachers and Students

Table IX. Disparity of Perceived Stress between Teachers and Students

Grouping	N	Mean	SD	df	t-test	Decision
Teachers	124	24.10	5.222	1874	-11.726	Significant .000
Students	1876	30.01	7.912			

The teachers' and students' perceived stress gained a $t=-11.73$, which depicts a significance at alpha 0.05 and even beta 0.01 ($p<.000$); hence, the null hypothesis was rejected. It means that there was a significant variance in how the perceived stress was viewed by teachers ($M=24.10, SD=5.22$) and students ($M=30.01, SD=7.91$). It affirms that students' perceived stress is higher than that of teachers. This result was validated using Cohen's $d=0.881653$. This result indicates that the Criminology students are more highly stressed than the teachers, partly attributed to new but inadequate teaching methods they have experienced, excessive academic workloads, poor internet connectivity, isolation, and social containment. Moreover, this result indicates that the students were unable to positively manage their stress, thus resulting in an escalated level. The result is supported by the studies of Al-Qahtani & Alsubaie [45] and Radwan et al. [46], which found that high and severe stress levels are observed among students. Further, the result validates Lazarus and Folkman's transactional theory of stress and coping, whereas experiencing stress is at least partially individual and subjective. Because each person perceives and assesses a situation differently, some may experience stress in a particular circumstance while others do not.

Table X. Disparity of Resilience between Teachers and Students

Grouping	N	Mean	SD	df	t-test	Decision
Teachers	124	18.10	2.971	1874	-13.149	Significant .000
Students	1876	21.81	3.930			

The teachers' and students' resilience gained a rate of $t=-13.15$, showing a significant difference for alpha 0.05 and 0.01 ($p<.000$). Hence, the researcher rejected the null hypothesis. This means that there was a significant variance in how the resiliency was delivered by students ($M=21.81, SD=3.93$) than the teachers ($M=18.10, SD=2.97$). This result clearly displays how students react to the demands of their program. Also, Cohen's $d=1.065$ confirms such significant effects. It implies that the students compared to teachers, are much more resilient. The

researcher argues that this result is attributed to the idea that completing the Criminology program amid the pandemic embodies success; thus, it necessitates them to be resilient. Sarmiento et al. [47] and Sun & Su [48] indicated that regardless of their demographics, the resilience among university students is high. It also validates the TTSC that depending on the severity of the illness and perceived stressors, how one demonstrates resilience is unique from others. Moreover, this result validates the resiliency theory on dealing with difficulties and challenges. Individual characteristics and collective support assist a person in overcoming the detrimental consequences of the pandemic. Consequently, the coping mechanism of individuals is affected by the degree of adverse situations. This presumption applies to the variation of coping mechanisms for both Criminology teachers and students.

CONCLUSIONS

Considering the study's findings, the researcher formulated the following conclusions: First, most of the Criminology teachers belong to the prime working age, are male teachers, and are married. Interestingly, most Criminology teachers graduated from state universities and colleges. In addition, most of them are already permanent employees, which indicates that job tenure, satisfaction, and stability are attributable to resilience. According to Srivastava & Madan [49], individuals have high resilience if they feel more satisfied with their career choice, job tenure, and stability, resulting in higher self-esteem and better well-being. Most Criminology teachers are lower middle-income employees with master's degrees.

Second, the Criminology students are predominantly male in their third year. Most came from low-income families, which is one of the reasons why most Criminology students are enrolled in state universities and colleges.

Third, Criminology teachers have moderate perceived stress, indicating a bearable or manageable stress level during the pandemic. As a result, the stress they experienced barely affected their performance as educators. However, this level of perceived stress should be lowered further to maintain their well-being and role as facilitators of learning. Moreover, criminology teachers displayed a moderate level of resilience during the pandemic. Indeed, many circumstances brought about by the pandemic are beyond one's control. Similarly, there are changes, such as health protocols and the new normal, that many Criminology teachers must embrace regardless of their opinions.

Fourth, among the profile variables, only the gender and teacher's type of school showed the weakest relationships with perceived stress and resilience. The gender discrepancy was due to variations in teacher stress management methods (i.e., male and female teachers utilize different strategies). The other variables showed statistically significant relationships with perceived stress, thus rejecting the null hypotheses.

Fifth, Criminology students have high perceived stress, while their resilience earned an overall moderate level. Thus, the students require more effective stress management methods or motivation as they progress in their programs. Moreover, students must develop resilience, which is necessary to cope with future changes and challenges.

The following results were derived regarding the significance of the relationship between perceived stress or resilience and profile variables: Criminology students' perceived stress and resilience are statistically significant with the profile variables. High perceived stress of the students is significantly associated with their moderate level of resilience, which means that the more an individual is exposed to stress, the more resilience decreases. In addition, as to the student's stress, only age showed no linear relationship. On the other hand, no strong significance was observed between resilience and students' gender and year level because majority of them had experienced the same stressors like academic tasks, social isolation, and worry of getting infected. Furthermore, a significant disparity was noted regarding the disparity of perceived stress between the Criminology teachers and students. Therefore, the null hypothesis was rejected. Students have escalated stress compared to the teachers because of the excessive academic workload, social containment, and the perceived inadequate teaching methods used during the pandemic. The TTSC supports the study's results that stress varies in individuals and circumstances.

Lastly, regarding the disparity of resilience between the Criminology teachers and students, the result showed a statistically significant difference. Hence, the null hypothesis is rejected. This result implies that students are more resilient than teachers. One of the factors influencing this disparity is grit, which drives students to finish their degree programs despite the challenges brought about by the pandemic. This is strongly supported by Sarmiento et al. [47] who indicated that regardless of their demographics, resilience among university students is high. This result validates the TTSC, which states that resilience varies with different individuals, and the more one experiences stress, the more resilient they become.

RECOMMENDATIONS

Based on the previously reported findings, the researcher suggests the following: First, to manage the stress levels of teachers and students, activities such as regular self-care and wellness programs must be integrated into the annual activities of the department once (or twice) a month. Second, teachers and students must be given sufficient support to reduce stress, avoid unhealthy responses, and have a sustainable stress management program.

Third, the Commissioned on Higher Education, school administration, program heads, and education leaders should design and implement some intervention programs focused on stress and coping mechanisms, especially amid public health emergencies, including stress management, self-management training, and simulations and training in the institution to develop robust coping mechanisms for teachers and students. Each school's administration and guidance office are encouraged to form some trained support systems to provide technical and professional assistance to teachers and students, particularly those who suffer from stress.

In addition, sick leave, vacation days, mental health week, flexibility in the conduct of classes and lesson planning, and additional support and technical training for the different modes of teaching delivery must be considered for the teachers to lower their stress and develop various coping strategies. Meanwhile, teachers are expected to effectively address the needs of their students once they are equipped with the necessary skills and resources. Reducing academic loads, effective modes of teaching, additional academic support, and training to strengthen academic, social, and emotional skills are recommended programs to help students lower their stress levels.

Furthermore, the findings showed that females displayed higher stress levels than males. As a result, they tend to organize strong supportive groups where they share their feelings and relieve themselves of stress. Self-care activities intentionally for women, such as female exercises and spa treatment, are recommended to help manage stress. Finally, the insights presented in this article are valuable for future researchers who will be exploring a similar research domain or relevant area.

ACKNOWLEDGMENT

The researcher's gratitude extends to STI West Negros University for the financial assistance towards the presentation and publication of this study. To Dr. Nicholas S. Caballero, Dr. Arien Dausan and Dr. Wilfredo Dalugdog for their encouragement, unfaltering motivation, and valuable suggestions that contributed significantly to the realization of this paper. Most importantly, to Mr. El Jireh P. Bibangco for his professional advice and critiques in completing this publishable article.

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