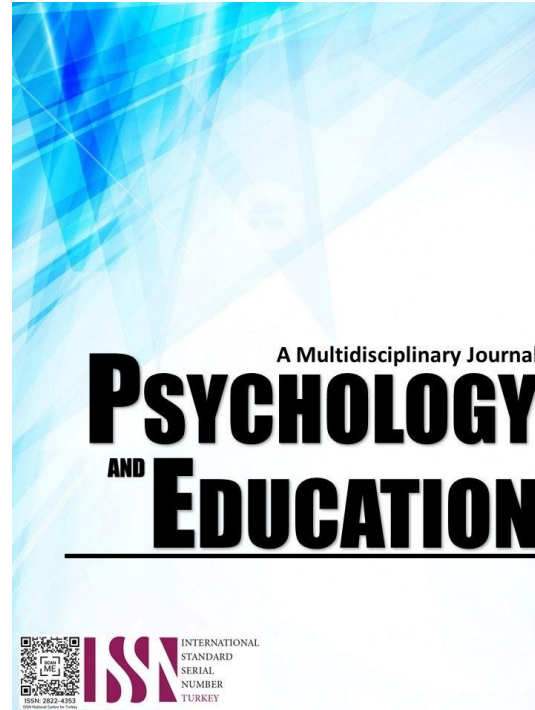


# ASSESSING STRESS, BURNOUT, AND COPING MECHANISMS AMONG TEACHERS IN SELECTED SCHOOLS OF DUMANJUG DISTRICT II



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## Assessing Stress, Burnout, and Coping Mechanisms among Teachers in Selected Schools of Dumanjug District II

Perla B. Tagayon,\* Daisy L. Obiso

For affiliations and correspondence, see the last page.

### Abstract

This study aimed to assess the levels of stress and burnout experienced by teachers and how these factors affect their job performance and overall well-being. It also examined the effectiveness of existing coping mechanisms and support systems. The research was conducted among 37 teachers from Panlaan, Bulak, and Lamak Elementary Schools in Dumanjug, Cebu. A descriptive-correlational research design was employed, utilizing a structured survey questionnaire to gather data on demographic profiles, sources of stress and burnout, their perceived effects on teaching performance and well-being, and the coping strategies and institutional support systems currently in place. The findings revealed that most respondents were aged 25–34, female, married, bachelor's degree holders, and had 1–5 years of teaching experience. Major stressors identified included heavy workloads, time pressure, administrative tasks, and a lack of sufficient institutional support. Most teachers reported that these stressors negatively influenced their teaching effectiveness, classroom engagement, and personal well-being. Although stress and burnout were widely perceived as problematic, statistical analysis showed no statistically significant relationship between these experiences and the teachers' demographic characteristics. Similarly, commonly used coping strategies—such as seeking emotional support from peers and family, practicing time management, and collaborating with colleagues—were found to be only moderately effective and did not show statistically significant correlations with any demographic variables. These findings underscore the need for proactive and inclusive support systems within schools that cater to the mental health and well-being of all teachers, regardless of age, gender, or teaching experience. The study recommends the implementation of school-based mental health programs, workload redistribution, regular stress management training, and stronger peer and administrative support networks to help teachers manage stress and prevent burnout more effectively.

**Keywords:** *stress, burnout, job performance, coping mechanisms, support systems, teachers, well-being*

### Introduction

Stress is a natural reaction to various demands and pressures, and the body needs to function optimally (Giudice, et al. 2011). Kyriacou (2001) described teacher stress as "the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher" (Keith et al., 2018). Nonetheless, professional burnout is regarded as one of the most serious effects people can face when work-related stress builds up too much. Its symptoms vary, but they all focus on three key areas: decreased personal achievement, depersonalization, and emotional exhaustion.

A variety of emotional reactions, including frustration, anxiety, wrath, fear, concern, sadness, and despair, are brought on by stress, which is the body's and mind's reaction to stimuli that upset balance. It is a common aspect of human experience that can undermine mental well-being (Wahed and Hassan, 2017). While some individuals perceive stress as an uncomfortable emotion, for others, it manifests as a disruption in cognitive processes (Tandukar et al., 2020).

Stress is generally understood as any circumstance that causes a person to experience bad feelings and thoughts (Omar et al., 2019). However, the experience of stress varies among individuals, and not everyone reacts in the same way or experiences identical negative thoughts and emotions during stressful situations (Mamun et al., 2019).

Teachers play a critical role in child development, and recent research suggests that when a teacher experiences stress, this can impact the students in their classroom (Oberle, E., & Schonert-Reichl, K. A., 2016). Stress and burnout among teachers can cause many of them to leave the profession, which hurts the overall school environment and puts a financial strain on the education system. Organizational, professional, and personal factors can all have an impact on work-related stress, which is a major contributor to cardiovascular and psychosomatic disorders. Teachers face various challenges that can lead to stress and burnout. These challenges include insufficient teaching materials, difficulties teaching scientific concepts and utilizing scientific methods, time constraints, adapting content to students' cognitive levels, and addressing and correcting misconceptions in scientific subjects (Jad, N., et al. 2022).

Such challenges can negatively impact on teachers' physical and mental health, decreasing work motivation and productivity. Teachers who experience burnout symptoms or other well-being problems are more likely to have tense interactions with their students. These can result in irritation when students do not follow instructions and lead to negative opinions about them, ultimately affecting student experience and performance (El Houda, A., 2020). There is currently no evaluation of burnout and stress among elementary school teachers in selected schools of Dumanjug District II.

This study aims to fill this gap by comprehensively assessing stress, burnout, and coping mechanisms among teachers in selected

schools of Dumanjug District II.

## Research Questions

The main objective of the current study was to assess stress and burnout and the coping mechanisms among teachers in the selected schools of Dumanjug District II during the school year 2024-2025 as the basis for a stress management program. This sought to answer the following specific questions:

1. What is the demographic profile of the respondents in terms of;
  - 1.1 age;
  - 1.2 sex;
  - 1.3 marital status;
  - 1.4 educational attainment;
  - 1.5 teaching experience; and
  - 1.6 grade levels or subjects primarily taught?
2. What is the level of stress and burnout among teachers in terms of;
  - 2.1 workload and time management;
  - 2.2 support systems;
  - 2.3 student-related;
  - 2.4 parent-related;
  - 2.5 resources and environment; and
  - 2.6 emotional and physical well-being factors?
3. How do stress and burnout levels among teachers affect their job performance and overall well-being?
4. What coping mechanisms and support systems are currently in place for teachers, and how effective are they in mitigating stress and burnout?
5. Is there a significant relationship between stress and burnout and the demographic profile of teachers?
6. Is there a significant relationship between job performance and well-being, and each of the demographic profiles of teachers?
7. Is there a significant relationship between coping mechanisms and each of the demographic profiles of teachers?
8. Based on the findings, what stress management program can be developed?

## Literature Review

Teacher stress and burnout are pressing concerns in education, with significant implications for educators and students. Research has consistently shown that teaching is one of the most stressful professions, with teachers experiencing higher levels of occupational stress than other professions (Stoeber & Rennert, 2008). The stress experienced by teachers can be attributed to various factors, including workload, student behavior, administrative pressure, and lack of resources (Kyriacou, 2018). Several factors contribute to teachers' stress and burnout, including personal and environmental factors. Stress is significantly increased by teaching duties, such as lesson planning, grading, and controlling classroom behavior. Klassen and Chiu (2015) found that high stress levels are associated with lower levels of self-efficacy among teachers, which can lead to feelings of inadequacy and eventually burnout. Environmental factors also play a critical role in teacher stress.

A study by McCarthy et al. (2016) revealed that organizational climate, including leadership style, collegial support, and administrative policies, significantly impacts teacher stress levels. Rural schools often have fewer resources, including fewer support staff, less access to mental health services, and limited extracurricular activities, all of which can contribute to a more stressful work environment for teachers (Monk, 2007). These resource constraints can make it difficult for rural teachers to address the diverse needs of their students, leading to feelings of frustration and inadequacy. Given the high levels of stress and burnout among teachers, particularly in rural settings, it is crucial to explore effective coping strategies and interventions. One promising approach is mindfulness-based stress reduction (MBSR), which has been shown to reduce stress and improve well-being among teachers (Taylor et al., 2016).

School-based interventions that promote a supportive work environment are equally crucial in mitigating teacher stress and burnout. Research by Collie et al. (2015) suggests that schools with strong leadership, clear communication, and a collaborative culture are more successful in supporting teachers' well-being. Moreover, addressing systemic issues such as workload management, classroom resources, and administrative support is critical in reducing the stressors that contribute to teacher burnout. Schools and districts should prioritize policies that promote work-life balance, provide adequate resources, and offer mental health support for teachers (Riley, 2017).

## Methodology

### Research Design

The research method that was used in this study was a descriptive-correlational design. This research design assisted the researcher in addressing the research problems efficiently. It gave the researcher a clear direction on conducting the survey and provided a well-founded framework for analyzing all the information collected and used.

## Respondents

The respondents of this study consisted of a total of 37 teachers from three selected schools in Dumanjug District II:

- Panlaan Elementary School – Thirteen (13) teachers: 11 females and two males.
- Bulak Elementary School – Seventeen (17) teachers: 15 females and 2 males.
- Lamak Elementary School – Seven (7) teachers: 5 females and 2 males.

A purposive sampling technique was used to select the respondents for this study. This non-random method allowed the researcher to identify and choose specific teachers from the selected schools with sufficient experience or knowledge related to the study's focus on stress, burnout, and coping mechanisms.

## Instrument

The survey questionnaire used in this study was self-constructed but based on the framework of established instruments, including the Brief COPE Inventory, the Perceived Stress Scale, and the Maslach Burnout Inventory. These tools served as conceptual references in identifying relevant themes and structuring the response formats to suit the context and objectives of this study. It was tailored to address the specific context of the selected schools under Dumanjug District II.

The questionnaire consisted of four parts:

Part 1 collected demographic information, including age, gender, education level, teaching experience, marital status, and subjects taught.

Part 2 assessed stress and burnout factors using a Likert scale, exploring workload, administrative support, and student behavior.

Part 3 evaluated the effects of stress and burnout on job performance and well-being, asking respondents to rate the impact on a scale from 1 to 5.

Part 4 measured the effectiveness of coping mechanisms and support systems using a Likert scale.

To ensure the validity and reliability of the instrument, the researcher conducted a pilot testing of the questionnaire among five teachers from a neighboring school who were not part of the main study. Feedback was used to revise ambiguous or unclear items. For reliability, Cronbach's alpha was computed for each section of the instrument: stress and burnout factors ( $\alpha = 0.87$ ), effects on job performance and well-being ( $\alpha = 0.85$ ), and coping mechanisms ( $\alpha = 0.83$ ), indicating good internal consistency. Face and content validity were also established through expert validation by three professionals in education and psychology, who reviewed the instrument for relevance, clarity, and comprehensiveness.

## Procedure

After obtaining the necessary permission to conduct the study, the researcher personally administered the survey questionnaire to the teachers at Panlaan Elementary School, Bulak Elementary School, and Lamak Elementary School with proper orientation and explanation of the study's purpose. The teachers then completed the structured questionnaire comprising demographic information, an adapted Maslach Burnout Inventory (MBI), and the Brief-COPE survey.

Quantitative data collected from the questionnaires were analyzed using statistical methods to explore the level and impact of stressors and coping strategies on stress and burnout among teachers in the said school. Ethical considerations were upheld throughout the research process, and findings were interpreted to inform interventions and support services for the teachers.

## Data Analysis

The data were analyzed using the following statistical treatments:

**Descriptive Statistics.** Percentage was employed to determine the frequency counts and percentage distribution of the respondents' personally related variables.

Mean was used to find the average score of responses related to stress, burnout, job performance, and coping mechanisms.

**Inferential Statistics.** Pearson's  $r$  was used to determine the significant relationship between stress and burnout levels and teachers' job performance and overall well-being.

## Ethical Considerations

Participants were fully informed about the study's purpose, procedures, and their rights before giving written consent. Participation was voluntary, and teachers were assured they could withdraw at any time without consequences. Confidentiality was strictly maintained through coded responses, and only the researcher had access to the securely stored data. Efforts were made to minimize any emotional discomfort, and support resources were offered when needed. Ethical approval was obtained from a recognized review board, and the study followed institutional guidelines and cultural sensitivity throughout. After the study, participants were debriefed.

and given a summary of the findings, with opportunities to ask questions and receive additional information.

## Results and Discussion

This section presents the findings of the study on the levels of stress, burnout, and coping mechanisms among teachers in selected schools of Dumanjug District II. The results were examined and interpreted. They are presented using tables and figures to organize the data. Every part highlights answers to the survey's goals, exposing trends and patterns. The analysis explores the meaning behind the results, and the interpretation offers conclusions to answer the research questions.

*Table 1. Age Group of the Respondents*

| <i>Age Group</i> | <i>Frequency</i> | <i>Percentage</i> |
|------------------|------------------|-------------------|
| Under 25         | 0                | 0.0%              |
| 25 – 34          | 17               | 45.95%            |
| 35 – 44          | 8                | 21.62%            |
| 45 – 54          | 8                | 21.62%            |
| 55 and above     | 4                | 10.81%            |
| TOTAL            | 37               | 100 %             |

Table 1 shows that most respondents (45.95%) are aged 25–34, indicating many are in the early stages of their teaching careers. Age groups 35–44 and 45–54 each account for 21.62%, while 10.81% are aged 55 and above. No respondents are under 25. This distribution reflects a predominantly young to middle-aged teaching workforce, providing relevant context for interpreting findings on stress, burnout, performance, and coping strategies across different career stages.

*Table 2. Sex Distribution of Respondents*

| <i>Sex</i> | <i>Frequency</i> | <i>Percentage</i> |
|------------|------------------|-------------------|
| Female     | 31               | 83.8%             |
| Male       | 6                | 16.2%             |
| TOTAL      | 37               | 100 %             |

Table 2 illustrates the sex distribution of respondents, with 84% female (31) and 16% male (6). This indicates a significant gender imbalance, suggesting a predominantly female teaching workforce in the sample. Such a distribution may reflect broader trends in the education sector and could influence how stress, burnout, and coping mechanisms are experienced and managed across genders.

*Table 3. Marital Status of the Respondents*

| <i>Marital Status</i> | <i>Frequency (f)</i> | <i>Percentage (%)</i> |
|-----------------------|----------------------|-----------------------|
| Single                | 11                   | 24.3%                 |
| Married               | 26                   | 70.2%                 |
| Divorced/Annulled     | 0                    | 0.0 %                 |
| Widowed               | 0                    | 0.0 %                 |
| TOTAL                 | 37                   | 100 %                 |

Table 3 shows that 70.2% of respondents are married, while 24.3% are single, with no widowed, divorced, or annulled individuals. The high number of married teachers suggests that balancing work and family responsibilities may contribute to their stress and potential burnout. Single teachers may face different stressors, such as limited support systems or societal pressures. The absence of other marital statuses may reflect cultural or demographic factors within the sample, highlighting a more traditional family structure among the respondents.

*Table 4. Highest Educational Attainment of Respondents*

| <i>Educational Attainment</i> | <i>Frequency (f)</i> | <i>Percentage (%)</i> |
|-------------------------------|----------------------|-----------------------|
| Bachelor's Degree             | 30                   | 81.1%                 |
| Master's Degree               | 7                    | 18.9%                 |
| Doctorate Degree              | 0                    | 0.0 %                 |
| TOTAL                         | 37                   | 100 %                 |

Table 4 shows that 81% of respondents hold a bachelor's degree, while 18.9% have a master's degree. No respondents reported having a doctorate degree. This indicates that most teachers meet the basic qualification for teaching, with a smaller group pursuing advanced education. Teachers with higher educational attainment may have greater access to strategies for managing stress and burnout, while those with only a bachelor's degree may still be developing professionally and benefit from additional training and support.

Table 5 shows that most respondents have between 1 to 5 years (32.4%) and 6 to 10 years (29.7%) of teaching experience, indicating a mix of early to mid-career teachers. Additionally, 24.3% have over 15 years of experience, while smaller portions have less than 1 year (5.4%) or 11 to 15 years (16.2%) of experience. This range highlights a diverse teaching workforce. Newer teachers may face higher stress due to adjustment challenges, while more experienced teachers might benefit from continued support and professional development to manage long-term stress and burnout.

Table 5. *Years of Teaching Experience of Respondents*

| <i>Years of Teaching Experience</i> | <i>Frequency</i> | <i>Percentage</i> |
|-------------------------------------|------------------|-------------------|
| Less than 1 year                    | 2                | 5.4%              |
| 1-5 years                           | 12               | 32.4%             |
| 6-10 years                          | 8                | 21.6%             |
| 11-15 years                         | 6                | 16.2%             |
| More than 15 years                  | 9                | 24.3%             |
| TOTAL                               | 37               | 100%              |

Table 6 shows that most respondents teach Grades 4–6 (45.9%) and Grades 1–3 (43.2%), while only 10.8% teach Kindergarten. No respondents teach Special Education. The data suggest that most teachers handle early to upper elementary learners, which can be demanding due to the need for close student monitoring, diverse instructional strategies, and preparation for assessments. Stress and burnout in these levels may stem from academic pressures, class sizes, and behavioral challenges, while Kindergarten teachers may face different but equally intensive demands.

Table 6. *Grade Levels Taught by Respondents*

| <i>Educational Attainment</i> | <i>Frequency (f)</i> | <i>Percentage (%)</i> |
|-------------------------------|----------------------|-----------------------|
| Grades 1-3                    | 16                   | 43.2%                 |
| Grades 4-6                    | 17                   | 45.9%                 |
| Kindergarten                  | 4                    | 10.8%                 |
| Special education             | 0                    | 0.0%                  |
| TOTAL                         | 37                   | 100%                  |

Table 7 shows that teachers generally feel confident in managing lesson plans and administrative tasks, with a high mean score of 3.51. However, moderate stress is noted in meeting deadlines without overtime (mean = 3.41) and in having enough time for lesson preparation and grading (mean = 3.00).

Table 7. *Workload and Time Management Factors*

| <i>Statement</i>                                                                                | <i>Strongly Agree (4)</i> | <i>Agree (3)</i> | <i>Disagree (2)</i> | <i>Strongly Disagree (1)</i> | <i>Mean Score</i> |
|-------------------------------------------------------------------------------------------------|---------------------------|------------------|---------------------|------------------------------|-------------------|
| I am confident in managing the number of lesson plans and administrative tasks I must complete. | 19                        | 18               | 0                   | 0                            | 3.51              |
| I can meet my teaching and administrative deadlines without working overtime.                   | 15                        | 22               | 0                   | 0                            | 3.41              |
| I have sufficient time to prepare for my lessons and grade student work.                        | 9                         | 20               | 7                   | 1                            | 3.00              |
| Weighted Mean                                                                                   |                           |                  |                     |                              | 3.31              |

The overall weighted mean is 3.31, indicating that while teachers manage their workload reasonably well, some still face time-related challenges that may lead to moderate stress or burnout. Improved time management support and resources could help address these concerns.

Table 8. *Support Systems Factors*

| <i>Statement</i>                                                                                                   | <i>Strongly Agree (4)</i> | <i>Agree (3)</i> | <i>Disagree (2)</i> | <i>Strongly Disagree (1)</i> | <i>Mean Score</i> |
|--------------------------------------------------------------------------------------------------------------------|---------------------------|------------------|---------------------|------------------------------|-------------------|
| I receive adequate support from the school administration to address my challenges.                                | 0                         | 15               | 17                  | 5                            | 2.27              |
| My colleagues are supportive and collaborate effectively with me.                                                  | 31                        | 6                | 0                   | 0                            | 3.84              |
| I have access to professional development opportunities that help me manage stress and improve my teaching skills. | 12                        | 25               | 0                   | 0                            | 3.32              |
| Weighted Mean                                                                                                      |                           |                  |                     |                              | 3.14              |

Table 8 presents teachers' perceptions of support systems at work. The lowest mean score (2.27) was for support from school administration, indicating high stress and perceived lack of leadership support. In contrast, support from colleagues scored highest (3.84), reflecting strong peer collaboration and low stress in this area. Access to professional development had a moderate score (3.32), suggesting some limitations in availability or relevance.

The overall mean of 3.14 indicates moderate stress related to support systems, highlighting the need to improve administrative support and professional development to help reduce teacher stress and burnout.

Table 9. *Student-Related Factors*

| <i>Statement</i>                                                                        | <i>Strongly Agree (4)</i> | <i>Agree (3)</i> | <i>Disagree (2)</i> | <i>Strongly Disagree (1)</i> | <i>Mean Score</i> |
|-----------------------------------------------------------------------------------------|---------------------------|------------------|---------------------|------------------------------|-------------------|
| My students generally behave in a way that supports a stress-free teaching environment. | 0                         | 0                | 3                   | 34                           | 1.08              |
| I am confident in managing students with diverse learning needs.                        | 18                        | 16               | 3                   | 0                            | 3.41              |
| I can give adequate attention to all students, even in large classes.                   | 0                         | 0                | 4                   | 33                           | 1.11              |
| <b>Weighted Mean</b>                                                                    |                           |                  |                     |                              | <b>1.86</b>       |

Table 9 shows that student-related factors are a major source of teacher stress, with a general weighted mean of 1.86, indicating high stress or burnout. Teachers strongly disagreed that students behave in ways that support a stress-free environment (mean = 1.08) and reported difficulty giving adequate attention in large classes (mean = 1.11).

However, they expressed moderate confidence in managing students with diverse learning needs (mean = 3.41). These findings suggest that while teachers feel capable, challenges like student behavior and large class sizes significantly increase stress, highlighting the need for improved classroom management and better student-teacher ratios.

Table 10. *Parent-Related Factors*

| <i>Statement</i>                                                                                 | <i>Strongly Agree (4)</i> | <i>Agree (3)</i> | <i>Disagree (2)</i> | <i>Strongly Disagree (1)</i> | <i>Mean Score</i> |
|--------------------------------------------------------------------------------------------------|---------------------------|------------------|---------------------|------------------------------|-------------------|
| Parental expectations and feedback help me improve my performance without adding undue pressure. | 0                         | 1                | 23                  | 13                           | 1.68              |
| Parents are supportive of my efforts to educate their children.                                  | 35                        | 2                | 0                   | 0                            | 3.95              |
| <b>Weighted Mean</b>                                                                             |                           |                  |                     |                              | <b>2.82</b>       |

Table 10 presents teachers' perceptions of parental expectations and support. Teachers generally feel supported by parents in their educational efforts (mean = 3.95), but many perceive parental expectations and feedback as a source of pressure rather than helpful guidance (mean = 1.68). The overall mean of 2.82 indicates moderate stress related to parent-related factors.

These results suggest that while parental support is valued, the pressure from expectations and feedback contributes to teacher stress and burnout, highlighting the need for clearer communication and boundaries between teachers and parents.

Table 11. *Resources and Environmental Factors*

| <i>Statement</i>                                                                                           | <i>Strongly Agree (4)</i> | <i>Agree (3)</i> | <i>Disagree (2)</i> | <i>Strongly Disagree (1)</i> | <i>Mean Score</i> |
|------------------------------------------------------------------------------------------------------------|---------------------------|------------------|---------------------|------------------------------|-------------------|
| I have access to adequate teaching materials and resources.                                                | 0                         | 3                | 24                  | 10                           | 1.81              |
| The physical condition of my classroom (e.g., seating, lighting, ventilation) supports effective teaching. | 14                        | 19               | 3                   | 1                            | 3.24              |
| The availability of technology in my school enhances my ability to teach effectively.                      | 15                        | 22               | 0                   | 0                            | 3.41              |
| <b>Weighted Mean</b>                                                                                       |                           |                  |                     |                              | <b>2.82</b>       |

Table 11 shows teachers' perceptions of resources and the teaching environment. Most teachers (mean = 1.81) feel they lack adequate teaching materials, which adds to their stress and affects lesson planning. On the positive side, teachers generally agree that their classroom's physical condition (mean = 3.24) and available technology (mean = 3.41) support their teaching, though these factors still relate to moderate stress.

The overall mean of 2.82 indicates moderate stress linked to resources and environment. While classroom conditions and technology help, the shortage of essential materials remains a major stressor. Improving resource availability could help reduce stress and improve teaching quality.

Table 12 presents insights into teachers' emotional and physical well-being. Many teachers reported high motivation for teaching (Mean = 3.54) and generally good physical health (Mean = 3.27), indicating resilience despite workplace challenges. However, the statement "I feel energized and motivated after a day of teaching" scored much lower (Mean = 2.41), suggesting that teachers often feel drained by the end of the day.

Table 12. *Resources and Environmental Factors*

| Statement                                                                                          | Strongly Agree (4) | Agree (3) | Disagree (2) | Strongly Disagree (1) | Mean Score |
|----------------------------------------------------------------------------------------------------|--------------------|-----------|--------------|-----------------------|------------|
| I feel energized and motivated after a day of teaching.                                            | 1                  | 16        | 17           | 3                     | 2.41       |
| I feel physically well and rarely experience stress-related symptoms such as headaches or fatigue. | 13                 | 21        | 3            | 0                     | 3.27       |
| I feel a strong sense of motivation and enthusiasm for teaching.                                   | 20                 | 17        | 0            | 0                     | 3.54       |
| Weighted Mean                                                                                      |                    |           |              |                       | 3.07       |

The overall weighted mean of 3.07 falls under the "Moderate Stress or Burnout" category. These results show that while teachers remain committed and physically well, their energy levels drop significantly due to the demands of their job. Sustained support is needed to help them maintain both emotional and physical wellness.

Table 13. *Mean Scores on the Effects of Stress and Burnout on Teachers' Job Performance and Well-being*

| Statement                                                                                | No Impact (1) | Minimal Impact (2) | Moderate Impact (3) | Significant Impact (4) | Mean Score |
|------------------------------------------------------------------------------------------|---------------|--------------------|---------------------|------------------------|------------|
| Stress impacted my job performance.                                                      | 0             | 0                  | 16                  | 21                     | 3.57       |
| Burnout has affected my enthusiasm for teaching.                                         | 0             | 0                  | 18                  | 19                     | 3.51       |
| I experience physical symptoms (e.g., headaches, fatigue) related to stress and burnout. | 0             | 18                 | 17                  | 2                      | 2.57       |
| Stress interferes with my ability to prepare for classes.                                | 0             | 7                  | 20                  | 10                     | 3.08       |
| Burnout affects my relationships with students.                                          | 0             | 22                 | 12                  | 3                      | 2.49       |
| Stress impacts my personal life.                                                         | 0             | 11                 | 19                  | 7                      | 2.89       |
| Stress affects my ability to maintain work-life balance.                                 | 0             | 12                 | 15                  | 10                     | 2.95       |
| General Weighted Mean                                                                    |               |                    |                     |                        | 3.01       |

Table 13 reveals that stress and burnout significantly affect teachers' job performance and overall well-being. The highest mean score (3.57) was for the statement "Stress impacted my job performance," followed closely by "I lost enthusiasm for teaching due to burnout" (Mean = 3.51). Both fall under the "Significant Impact" category, emphasizing that these issues are deeply felt and affect core aspects of teaching. Other areas, such as class preparation (Mean = 3.08), physical symptoms, and personal relationships, registered "Moderate Impact", suggesting ongoing but slightly less severe effects. With a general weighted mean of 3.01, the results point to a consistent and serious impact of stress and burnout on teachers' professional and personal lives. These findings underscore the need for targeted interventions to protect teachers' well-being and maintain their effectiveness in the classroom.

Table 14. *Coping Mechanisms and Support Systems of Teachers*

| Statement                                                      | No Impact (1) | Minimal Impact (2) | Moderate Impact (3) | Significant Impact (4) | Mean Score |
|----------------------------------------------------------------|---------------|--------------------|---------------------|------------------------|------------|
| My coping strategies in managing stress                        | 14            | 21                 | 2                   | 0                      | 3.32       |
| School-provided support systems                                | 17            | 20                 | 0                   | 0                      | 3.89       |
| Availability of resources for managing stress                  | 31            | 6                  | 0                   | 0                      | 3.84       |
| Seeking support from colleagues                                | 34            | 3                  | 0                   | 0                      | 3.92       |
| Professional development in stress management                  | 35            | 2                  | 0                   | 0                      | 3.95       |
| Peer support in managing work-related stress                   | 8             | 29                 | 0                   | 0                      | 3.22       |
| Mental health resources at school                              | 6             | 19                 | 12                  | 0                      | 2.84       |
| Responsiveness of the school administration to stress concerns | 20            | 17                 | 0                   | 0                      | 3.54       |
| My stress management techniques                                | 18            | 19                 | 0                   | 0                      | 3.49       |
| Work-life balance in supporting well-being                     | 6             | 31                 | 0                   | 0                      | 3.16       |
| General Weighted Mean                                          |               |                    |                     |                        | 3.52       |

Table 14 presents teachers' perceptions of the effectiveness of coping mechanisms and support systems in managing stress and burnout. The results show that professional development in stress management (Mean = 3.95) and peer support from colleagues (Mean = 3.92) are viewed as the most effective strategies. Similarly, school-provided support systems (Mean = 3.89) and availability of stress management resources (Mean = 3.84) were also rated highly, indicating that institutional and peer-based supports are valuable.

In contrast, mental health resources at school received a lower mean score of 2.84, suggesting limited accessibility or effectiveness.

The work-life balance item scored 3.16, reflecting moderate effectiveness in helping teachers manage both personal and professional responsibilities.

The general weighted mean is 3.52, indicating that overall, teachers find existing coping mechanisms and support systems to be moderately effective. However, the lower ratings in some areas point to a need for improvements in mental health services and better work-life balance initiatives to fully support teacher well-being.

Table 15. *Correlation Between Stress and Burnout and Teachers' Job Performance and Coping Mechanism*

| Variables Compared              | Correlation Coefficient (r) | p-value |
|---------------------------------|-----------------------------|---------|
| Stress Score ↔ Burnout Score    | 0.34                        | 0.038   |
| Stress Score ↔ Job Performance  | -0.15                       | 0.381   |
| Stress Score ↔ Coping Score     | 0.37                        | 0.024   |
| Burnout Score ↔ Job Performance | -0.25                       | 0.128   |
| Burnout Score ↔ Coping Score    | 0.07                        | 0.672   |
| Job Performance ↔ Coping Score  | -0.24                       | 0.145   |

Table 15 presents the Pearson correlation results among stress, burnout, job performance, and coping mechanisms based on responses from 37 teachers. A moderate positive correlation was found between stress and burnout ( $r = 0.34$ ,  $p = 0.038$ ), indicating that higher stress levels are associated with increased burnout. This supports previous studies showing that ongoing stress can lead to emotional exhaustion.

A significant positive correlation was also observed between stress and coping ( $r = 0.37$ ,  $p = 0.024$ ), suggesting that teachers who experience more stress tend to use more coping strategies. However, this may reflect a reactive approach, where teachers cope in response to stress rather than prevent it.

Negative but insignificant correlations were found between stress and job performance ( $r = -0.15$ ,  $p = 0.381$ ) and between burnout and job performance ( $r = -0.25$ ,  $p = 0.128$ ). This indicates a possible trend that stress and burnout may lower job performance, but the results are not strong enough to confirm this. Similarly, correlations between burnout and coping ( $r = 0.07$ ,  $p = 0.672$ ) and job performance and coping ( $r = -0.24$ ,  $p = 0.145$ ) were weak and not statistically significant.

Overall, the data show that stress is significantly linked to both burnout and coping efforts, highlighting the importance of stress management programs and further evaluation of coping strategies among teachers.

Table 16. *Correlation Between Demographic Profile and Key Variables*

| Variables Compared                         | Pearson's r | p-value | Strength & Direction |
|--------------------------------------------|-------------|---------|----------------------|
| Stress vs Age                              | 0.12        | 0.29    | Weak positive        |
| Stress vs Sex                              | -0.08       | 0.63    | Very weak negative   |
| Stress vs Marital Status                   | 0.05        | 0.74    | Very weak positive   |
| Stress vs Educational Attainment           | -0.03       | 0.84    | Very weak negative   |
| Stress vs Teaching Experience              | 0.10        | 0.52    | Very weak positive   |
| Stress vs Grade Level Taught               | -0.09       | 0.59    | Very weak negative   |
| Burnout vs Age                             | 0.03        | 0.85    | Very weak positive   |
| Burnout vs Sex                             | -0.07       | 0.67    | Very weak negative   |
| Burnout vs Marital Status                  | 0.03        | 0.81    | Very weak positive   |
| Burnout vs Educational Attainment          | -0.02       | 0.90    | Negligible           |
| Burnout vs Teaching Experience             | 0.05        | 0.75    | Very weak positive   |
| Burnout vs Grade Level Taught              | -0.06       | 0.70    | Very weak negative   |
| Job Performance vs Age                     | -0.04       | 0.78    | Very weak negative   |
| Job Performance vs Sex                     | 0.01        | 0.95    | Negligible           |
| Job Performance vs Marital Status          | -0.01       | 0.96    | Negligible           |
| Job Performance vs Educational Attainment  | 0.05        | 0.65    | Very weak negative   |
| Job Performance vs Teaching Experience     | 0.03        | 0.84    | Very weak positive   |
| Job Performance vs Grade Level Taught      | -0.04       | 0.79    | Very weak negative   |
| Coping Mechanism vs Age                    | 0.06        | 0.72    | Very weak positive   |
| Coping Mechanism vs Sex                    | 0.02        | 0.91    | Negligible           |
| Coping Mechanism vs Marital Status         | -0.04       | 0.79    | Very weak negative   |
| Coping Mechanism vs Educational Attainment | 0.03        | 0.82    | Very weak positive   |
| Coping Mechanism vs Teaching Experience    | 0.08        | 0.61    | Very weak positive   |
| Coping Mechanism vs Grade Level Taught     | 0.01        | 0.95    | Negligible           |

Table 16 shows the correlation between teachers' demographic profiles (age, sex, marital status, educational attainment, teaching experience, and grade level taught) and key variables such as stress, burnout, job performance, and coping mechanisms. The results revealed that all relationships were weak or negligible, and none were statistically significant, as all p-values were above 0.05.

For stress, the highest correlation was a weak positive relationship with age ( $r = 0.12$ ,  $p = 0.29$ ), but this was not significant. Similar weak patterns were seen for burnout, with the highest correlation found with teaching experience ( $r = 0.05$ ,  $p = 0.75$ ). Job performance also showed no meaningful correlations with any demographic factors, and the highest value—a very weak negative correlation—was with educational attainment ( $r = -0.05$ ,  $p = 0.65$ ). For coping strategies, the highest correlation was with teaching experience ( $r = 0.08$ ,  $p = 0.61$ ), but again, this was not statistically significant.

These findings suggest that demographic factors such as age, sex, and teaching experience do not significantly influence teachers' stress, burnout, job performance, or coping strategies. Therefore, other factors—such as school environment, workload, or support systems—may play a more important role and should be explored further.

## Conclusions

The study revealed that teachers in selected schools of Dumanjug District II come from diverse backgrounds, with a range of ages, experiences, and qualifications. Most are married and hold at least a bachelor's degree, with some pursuing graduate studies.

The main sources of teacher stress and burnout are workload demands, student behavior issues, large class sizes, time constraints, administrative tasks, and lack of resources. These challenges negatively affect job performance, motivation, and overall well-being.

Although teachers use coping strategies such as peer support, prayer, time management, and self-care, many still express a need for stronger institutional support. Programs like counseling, wellness activities, and workload adjustments are recommended to improve teacher well-being.

No significant relationship was found between demographic factors and stress, burnout, job performance, or coping mechanisms. This suggests that stress and burnout are more influenced by work conditions than by personal background.

The study highlights the urgent need for systemic interventions to address teacher stress and promote a healthier work environment.

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### Affiliations and Corresponding Information

**Perla B. Tagayon**

Cebu Technological University  
Barili Campus – Philippines

**Daisy L. Obiso, PhD**

Cebu Technological University  
Barili Campus – Philippines