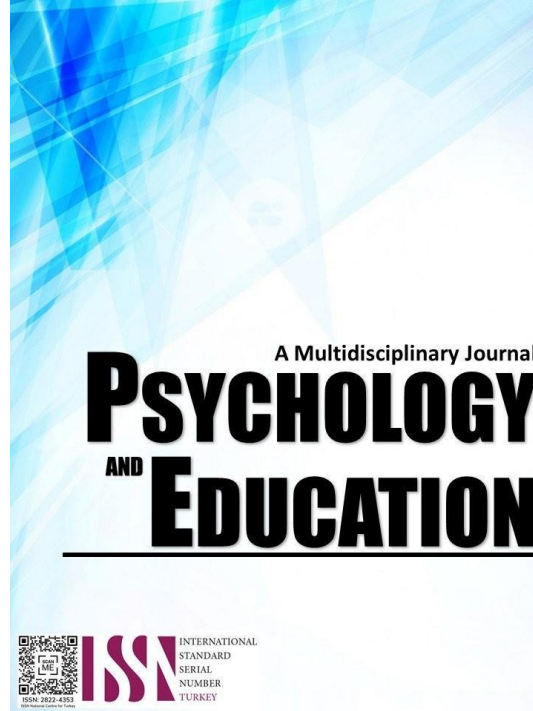


# STRESS MANAGEMENT OF TEACHERS AND THEIR COPING MECHANISMS



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## Stress Management of Teachers and their Coping Mechanisms

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### Abstract

This study aimed to determine the stress management strategies employed by teachers in South I District during the 2024–2025 school year. This study employed correlational research, as the personality traits of the respondents were correlated with their work-related mental stress levels and coping mechanisms. A random sampling design was used in the study. The findings highlighted key demographic characteristics of the respondents, with a majority falling within the 28-35 age range and predominantly female. Most respondents have been in service for 5-10 years and hold advanced academic qualifications, with almost half having acquired a Master's degree. Nearly half of the respondents occupied the Teacher III position. The results indicated that respondents sometimes experience work-related mental stress, with workplace relationships contributing the most to stress levels. Other factors, such as demands, control, and support, were rated as sometimes stressful, highlighting the pressure of workloads and the occasional lack of autonomy. Furthermore, work-related mental stress showed a strong positive correlation with coping mechanisms, emphasizing that increased stress levels lead to more frequent use of coping strategies. Among stress factors, control, support, demands, and workplace relationships were significantly predictive of the use of coping mechanisms, indicating their critical role in stress management. A stress management program was developed based on the study's results.

**Keywords:** *work-related mental stressors, coping mechanisms, stress management program, demands, control, support*

### Introduction

What your mind can conceive, your body can achieve. One's psychological well-being significantly impacts the totality of a person's everyday activities, especially in the performance of their job. Despite its noble reputation, teaching is one of the most taxing and stressful occupations. The demands would put him under physical and mental strain, which would lower the caliber of the job he can produce. The start of every school year is one of the most challenging times for teachers' lives. Teachers experience an economic crisis, feelings of isolation, fear for their health, and a considerable shift and increase in their workloads. They are nonetheless expected to carry out their responsibilities as teachers while putting their lives in danger due to the demands of their position as public workers.

To alleviate the stress of every employee in the Department of Education, the Department of Education issued Memorandum Number 120, Series of 2021. This memorandum enabled all DepEd teachers and staff to manage and cope with the work stress they would encounter at this time. A series of webinars and workshops on stress management and coping methods was addressed.

Teachers were confronted with a tremendous number of pressures, and these stressors have a significant impact on both their physical and psychological health. Unchecked behavior can lead to melancholy, sleep deprivation, personality disorders, and, worst of all, disease vulnerability. Given that teachers make up most of the staff at educational institutions, their physical and mental well-being have a significant impact on their ability to provide the kind of high-quality instruction and support that enriches and empowers the society's young minds.

There is also a need to determine the personality traits of these teachers. It has been observed that a person's personality has a significant impact on his capacity to manage stress and develop coping strategies to combat this mental conflict. According to Cooper (2020), personality types are important factors in determining stress, thereby explaining how certain individuals manage to function effectively for years despite handling significant amounts of stress.

Others, however, succumb to comparable levels of stress after a few months. Ebstrup et al. (2020) stressed that people with high levels of neuroticism are more prone to view life events as extremely stressful, whereas people with high levels of extraversion are less likely to do so.

As a result, neuroticism is favorably correlated with avoidance coping and adversely associated with the adoption of some successful coping strategies, such as problem-focused and active coping. Furthermore, extraversion is positively related to active coping styles, such as problem-focused coping and seeking social support, and it negatively predicts avoidance (Afshar et al., 2020).

Given all these scenarios, this study aimed to determine the stress management and coping mechanisms of teachers in South I District during the 2024– school year. The researcher has been a direct observer and victim of work-related mental stress as a teacher with 15 years of experience in public schools. The proponent has the integrity to offer and recommend personality attributes and stress management programs because of her capacity to withstand varying degrees of stress in two distinct job contexts. Thus, her co-mentors at work may find this beneficial. Finally, as a teacher, the proponent has a social duty to raise awareness in her school about the value of stress management as a useful strategy for providing students with high-quality instruction.

## Research Objectives

This study aimed to investigate the stress management strategies employed by teachers in South I District during the 2024–2025 school year. Specifically, the study sought to achieve the following objectives:

1. To determine the demographic profile of the respondents in terms of age, sex, civil status, highest educational attainment, plantilla position, and length of service.
2. To identify the work-related mental stressors of the respondents according to demands, control, support, and relationships.
3. To assess the coping mechanisms of the respondents relative to work-related-mental stress in relation to social strategies, emotional strategies, and physical strategies.
4. To correlate the significant difference on the work-related mental stress of the respondents when grouped to their demographic profile.
5. To determine the significant relationship between demographic profile and coping mechanisms.
6. To determine the significant relationship between the teachers' work-related mental stress and coping mechanisms.
7. To illustrate whether the respondents' demographic profile and work-related mental stress significantly predict their coping mechanism.
8. To craft management program based on the results of the study.

## Methodology

The purpose of this study was to determine how effectively South I District teachers manage stress. The respondents' personality qualities and the mental health stressors they have encountered at work were described using descriptive research. Since the respondents' personality qualities were linked to their levels of mental stress at work and coping strategies, this study employed a correlational research design. The study involved 139 teachers, comprising 23 males and 116 females. It employed a random sample design. The HSE Management Standards Indicator Tool and the Ways of Coping Checklist (WCCL) were the two survey instruments employed in this study. It was based on the Health and Safety Executive (HSE) Management Standards approach, which addressed four crucial elements of work design (stressors) that would be questioned if managed incorrectly. Lazarus' (1966) transactional model of stress and coping served as the foundation for the second portion, the Ways of Coping Checklist (WCCL). According to this paradigm, stress is a relationship between an individual and their surroundings that strains or surpasses their resources and jeopardizes their well-being. This survey comprised three sub-scales and thirty items selected from the current measures. The questionnaire was adjusted to fit the study's locations.

On the other hand, the questionnaire was pilot-tested with twenty-five (25) teachers from Puga-an National High School, who were not included as respondents in this study.

## Results and Discussion

This part discusses the socio-economic profile of the respondents in terms of Age, Sex, Civil Status, Length of Service, Highest Educational Attainment, and Plantilla Position.

The age distribution of the respondents indicates that just over half of the participants were between 28 and 35 years old, making this the largest age group in the sample. The second largest group consisted of those aged 20 to 27, while the remaining 19.6% were between 36 and 42 years old. These findings suggested that the study primarily involved individuals in their late twenties to mid-thirties, potentially reflecting a demographic of early- to mid-career professionals. This age structure may have implications for factors such as work experience, life stage responsibilities, and career development needs within the population studied.

The results may be significant in the conclusion of this study's findings. This was because, as they advanced in age, teachers became more experienced and knew how to manage stress and help students understand their worth. Moreover, the Philippine Statistics Authority (PSA) does not track the exact age of every Department of Education (DepEd) teacher. However, research indicated that a large percentage of teachers fell within the 31-45 age range. A study found that a significant portion of teacher respondents were in the 31-45 age range (PSA, 2024).

Another profile revealed a marked disparity in the sex distribution of the respondents, with females comprising the majority at 89.2% and males accounting for almost one-fourth of the total population. This skewed distribution suggested that the sample was predominantly female, which may reflect the broader demographic composition of the study setting or the particular field of interest.

In the Department of Education (DepEd), a significant majority of Filipino teachers are female. Data from 2023 indicated that 87.85% of teachers in primary education are females. This trend is also reflected in elementary teaching, where a large proportion of teachers are females (PSA, 2024). While there is no precise PSA data specifically detailing the exact number of male and female teachers in every DepEd school, the data consistently showed a dominance of female teachers in the education system. For example, a study on elementary teachers in Cotabato City found that 89.58% were females and 10.42% were males in 2019-2020. Further, this finding suggested that respondents' sex category was unlikely to differentiate the data on variables in the study. Although females and males might have differences in the way they perceive or interpret stress.

Meanwhile, the civil status profile of the respondents showed that the majority were married. About one-quarter of the respondents were single, while a smaller proportion were widowed or separated. This distribution indicated that most participants were in a marital relationship, which could have implications for factors such as work-life balance, family responsibilities, and support systems. The presence of widowed and separated individuals, although small, highlighted a level of diversity in personal circumstances within the sample that may influence certain behaviors or perceptions relevant to the study.

The civil status distribution of the sample may have a variety of effects on the conclusions and interpretations of the research. It could be an indication of the broader demographics of teachers in the specific educational setting or area being researched. It is also crucial to recognize the potential impact of civil status on educational attitudes and instructional dissemination. The data further imply that the country has a larger number of married teachers than single ones, as supported by the World Bank's collection of development indicators in 2020, which found that 87% of teachers are married, based on Chua's (2019) study.

On the other hand, the length of service distribution among the respondents revealed that the majority had been employed for 5-10 years, followed by those with 1-4 years of service. A smaller proportion fell into the 10-20 year range, while very few had over two decades of service. The smallest segment comprised newcomers with less than one year of employment. Overall, this distribution suggested that the workforce was largely composed of mid-career professionals, with relatively fewer individuals at the earliest and most advanced stages of their careers. These patterns may influence organizational dynamics, such as the need for mentorship programs, professional development opportunities, and succession planning. Studies have shown that teachers have served in the DepEd system for varying lengths of time, ranging from less than a year to over 20 years. However, research and reports often analyze the length of service of teachers within the DepEd to understand the career paths and potential attrition within the system.

Additionally, several studies have investigated the length of service of Department of Education (DepEd) teachers in the Philippines, offering insights into their tenure and its impact on their performance. A study by Clipa (2019) on special needs teachers revealed that a significant portion of them have extensive teaching experience. Specifically, most respondents had over 22 years of service, with a few serving between 22 and 26 years, and 22.22% exceeding 25 years. The research indicated a positive correlation between job tenure and teacher performance, suggesting that longer service contributed to enhanced effectiveness in the classroom and effective stress coping mechanisms.

Furthermore, an analysis of public-school teachers in the Ilocos Region revealed that newly hired teachers typically have 2 to 3 years of prior teaching experience, whereas veteran educators often have 16 or more years of service. This experience is linked to handling stress easily, coping mechanisms, increasing self-efficacy, and improving work performance, emphasizing the value of seasoned teachers in the educational system.

Consequently, the study showed that the majority of respondents held advanced or partially advanced qualifications, having completed a Master's degree and having accumulated Master's units. Those holding only a Bachelor's degree made up a quarter of the sample, while a handful possessed doctoral degrees. These figures indicate a workforce with a high level of formal education, suggesting that many respondents may possess specialized expertise or be engaged in ongoing professional development pursuits. This educational profile may influence factors such as research engagement, leadership potential, and the ability to adapt to new pedagogical or professional practices.

A study by Santos (2019) revealed that most DepEd teachers did not prioritize entering a master's degree program or may not have had enough time to do so due to their hectic schedules. Teachers who desire to grow in their profession can acknowledge that an additional advanced degree would be extremely beneficial. Master's degree holders entering the workplace had a substantial advantage over those who only hold a bachelor's degree. Many organizations not only recognized the benefits of a master's degree but even preferred their employees to have one (Chua, 2020). Teachers' educational attainment provided a foundation that supported academic success indirectly as well as through the cognitive stimulation of their coping mechanism (Davis-Kean et al., 2021).

Lastly, the findings revealed that nearly half of the respondents held the Teacher III position, indicating a strong representation of advanced-level educators. This was followed by Teacher II, Teacher I, and Master Teacher I. The distribution suggested a workforce that was largely composed of teachers at higher career stages, potentially reflecting a more experienced group with refined instructional skills. Meanwhile, the smaller proportions of Teacher I and Master Teacher I point to fewer entry-level and specialized master-level educators, highlighting both the presence of seasoned practitioners and a limited pool of newly hired or more specialized personnel.

In the Philippines, DepEd teachers are classified under plantilla positions, meaning they are permanent government employees with fixed positions under the national government payroll. Many DepEd teachers in the Philippines face significant challenges in securing promotions to higher-ranking teaching positions, such as Teacher II, Teacher III, or Master Teacher. Based on the study of Chua (2019), some of the key reasons and opinions behind this difficulty: 1. Promotions depend on the availability of plantilla (vacant) positions in a school or district. Even if a teacher meets all the qualifications, they cannot be promoted if there is no open slot. This makes the system feel "blocked" or "stagnant." 2. Strict qualification requirements. Higher positions (especially Master Teacher levels) require not only experience but also leadership potential in a teacher applicant, who may need to hold several certificates as a means of verification. These requirements can be too high or overwhelming, especially for teachers in rural areas with limited access to training or support. 3. Bureaucratic processes are also involved. Promotion applications involve lots of paperwork, ranking panels, and

waiting periods. Many find the process slow, unclear, and frustrating, causing some to give up trying (Chua, 2019).

### **Consolidated Findings of the Work-Related Mental Stressors.**

Table 1. *Consolidated Findings of the Work-Related Mental Stressors*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Demand	3.49	0.40	Sometimes
Control	3.11	0.37	Sometimes
Support	3.36	0.36	Sometimes
Relationship	3.56	0.38	Always
Overall Mean	3.38	0.32	Sometimes

Table 1 shows that the respondents sometimes experience work-related mental stressors, as indicated by the overall mean (Mean = 3.38, SD = 0.32). Among the four factors assessed, relationships at work scored the highest, categorized as "always," suggesting that workplace interactions played a significant role in employees' mental well-being. This finding aligned with the previously noted concerns about workplace tensions, personal harassment, and bullying.

In contrast, demands, control, and support were all rated under the "sometimes" category. The high demand score suggested that employees frequently experience intense workloads, tight deadlines, and high-pressure tasks. The moderate score in control reflected some autonomy in decision-making, but limitations in flexibility and clarity regarding workplace changes. Similarly, the support score indicated that while colleagues and superiors provided occasional assistance, there were areas where support could be improved.

These findings underscore the need for improved workload management, enhanced support systems, and stronger workplace relationships. Organizations should consider implementing structured stress-reduction programs, clear communication strategies, and stronger employee support mechanisms. Additionally, fostering a more collaborative and inclusive work environment through conflict resolution training and team-building initiatives can help mitigate interpersonal tensions. Addressing these stressors holistically can contribute to a healthier and more productive workplace.

The findings of Pollak et al.'s study (2020) revealed that emotional stability had a considerable impact on the subsequent evaluation of incoming stress. It meant that individuals who were not prone to having unpleasant emotional states were expected to function successfully at work. This may be due to the relationship between reduced unpleasant emotions and increased environmental adaptability. In contrast to neurotic people, emotionally stable people understood the value of stress-relieving resources that were readily available.

In addition, Clipa (2019) also emphasized that teachers' stress sources were: rapid changes in the system (72% to a great extent), permanent assessments (74%), and wage (43% extremely stressful). Additionally, attending courses, meetings, and seminars, working overtime hours (41%), performing extra administrative tasks (64%), presenting demonstrative activities within methodical commissions, groups, or in order to receive teaching ranks, which required re-assessment (86%), were also revealed.

### **Coping Mechanisms of the Respondents Relative to Work-Related-Mental Stress in Relation to Social Strategies, Emotional Strategies, and Physical Strategies**

Table 2. *Consolidated Findings of the Coping Mechanisms*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>
Social Strategies	3.48	0.35	Sometimes
Emotional/Psychological Strategies	3.02	0.38	Sometimes
Physical Strategies	3.52	0.35	Always
Overall Mean	3.34	0.31	Sometimes

*Note: 1.00–1.49, Never; 1.50–2.49, Seldom; 2.50–3.49, Sometimes; 3.50–4.00, Always*

Table 2 reveals that among the three categories, physical strategies were the most frequently employed, with a mean score of 3.52, placing them in the "always" category. This suggested that respondents prioritized physical well-being to manage stress, such as maintaining healthy routines, engaging in relaxation techniques, and ensuring adequate rest.

Social strategies are also commonly used, which fall within the "sometimes" category. This indicated that respondents sought social support and engaged in interpersonal interactions to cope with stress, but not consistently. Emotional and psychological strategies were the least utilized, suggesting that while respondents acknowledged the importance of emotional regulation and cognitive reframing, they did not always employ these methods effectively.

Overall, the findings highlighted the need for a more balanced approach to stress management, particularly by strengthening emotional and psychological coping mechanisms. Encouraging the development of mindfulness practices, cognitive resilience, and self-reflection techniques may help respondents achieve a more holistic approach to managing work-related stress.

This result implied that psychological strategies were the most frequently practiced coping mechanism among teachers. According to Pehlivan (2021), teachers' control of emotions significantly affected their positive outlook and avoidance of excessive difficulties in the workplace. Teachers who remained calm, positive, and who accepted roles and responsibilities tended to cope easily with the

demands of the environment. Coping typically entailed trying to keep a positive self-image and emotional balance while adjusting to or enduring unpleasant situations or reality. Life transitions that were viewed as distressing were the setting for coping. When someone needed to manage their emotions because they either didn't want to change the situation or when things got out of control, emotion-based coping was useful.

### ***Significant Difference on the Work-Related Mental Stress of the Respondents When Grouped to Their Demographic Profile.***

The test of difference on work-related mental stress among respondents based on their demographic profile indicated that only civil status significantly influenced stress levels. The analysis yielded an F-value of 3.563 and a p-value of 0.017, indicating a statistically significant difference at the 0.05 level, specifically between single and married respondents. This suggested that marital status played a role in stress experiences, possibly due to differences in responsibilities, support systems, or work-life balance.

Meanwhile, other demographic factors, including age, sex, length of service, educational attainment, and plantilla position, showed no significant differences in work-related mental stress. This implied that these variables did not substantially impact stress levels among the respondents. Overall, the findings highlighted that while personal circumstances, such as marital status, may contribute to stress variations, other demographic factors do not appear to be major determinants of work-related mental stress.

Dunn and Brood (2019) noted that some teachers who are overwhelmed by their teaching jobs strive harder to gain high ratings because they believe that their performance ratings define their love for their careers and profession. Moreover, Leeson (2021) also found that low-performance ratings among teachers were not affected by their external stressors. He stated that low morale was greater when the actual work on the job differed from the expected work. Schwab (2020) added that other factors affected teachers' performances aside from teachers' perceptions of their job. These included role conflicts, role ambiguity, teacher background variables, and burnout. In addition, Cook (2019) also addressed the importance of isolationism as a causal factor of stress and low performance.

The research by Forrest et al. (2019), as cited in Oteer (2020), revealed two primary sources of work-related stress. It came from the nature of the work environment and the workmates, including stress from the physical environment, as well as individual, social, and organizational factors. The second source encompassed the individual's intellectual and emotional features, as well as their capacities and needs.

### ***Significant Relationship Between Demographic Profile and Coping Mechanisms.***

The analysis of the relationship between demographic profiles and coping mechanisms revealed that civil status and educational attainment were significantly associated with coping strategies. The results showed a positive correlation between civil status and coping mechanisms, indicating that marital status influenced how individuals manage stress. Similarly, educational attainment exhibited a significant relationship, suggesting that individuals with higher education levels may have better coping strategies.

On the other hand, age, sex, and plantilla position did not show significant correlations with coping mechanisms. This implies that these factors do not have a significant impact on how individuals cope with stress. Overall, the findings suggest that personal circumstances, such as marital status and educational background, play a role in shaping coping strategies, whereas other demographic factors do not significantly influence how individuals manage stress.

The study of Aldrup et al. (2019) compared the instructors' approaches with those advocated by occupational therapists. Meanwhile, problem-focused targets the causes of stress in a practical way. This tackled the problem or stressful situation that was causing stress. It was directly reducing the stress. In general, problem-focused coping was best. It removed the stressor. It dealt with the root cause of the problem. It provided a long-term solution. But it was not always possible to use problem-focused strategies. For example, when someone dies, problem-focused strategies might not be very helpful for the bereaved. Dealing with the feeling of loss required emotion-focused coping.

### ***Significant Relationship Between the Teachers' Work-Related Mental Stress and Coping Mechanisms.***

Table 3. Relationship between the Teachers' Work-Related Mental Stress and Coping Mechanisms

<i>Work-Related Stress</i>	<i>r-value</i>	<i>p-value</i>	<i>Remarks</i>
Demands	0.638**	<0.001	Significant
Control	0.812**	<0.001	Significant
Support	0.696**	<0.001	Significant
Relationship	0.599**	<0.001	Significant
Total Measure	0.932**	<0.001	Significant

Note: Analysis is based on Pearson Correlation \*\*significant at 0.01 level

The analysis of the relationship between teachers' work-related mental stress and coping mechanisms indicated a significant positive correlation across all factors. The total measure demonstrated a strong and highly significant relationship, suggesting that higher work-related stress was associated with increased use of coping mechanisms.

Among the specific stress factors, control exhibited the highest correlation, indicating that teachers who perceived more control over their work were more likely to engage in coping strategies. Support also showed a strong association, emphasizing the importance of

social and institutional backing in managing stress. Additionally, demands and relationships were significantly correlated with coping mechanisms, highlighting that stressors related to workload and interpersonal interactions influence how teachers cope with stress.

Overall, these findings suggested that as work-related stress increases, teachers rely more on coping mechanisms to manage their well-being. This underscored the need for effective stress management interventions, particularly in areas of workload control, social support, and healthy workplace relationships.

Teachers employed coping mechanisms, including cognitive, emotional, and behavioral techniques, to comfort and adjust to the stressful environment, according to Admiraal et al. (2019), as mentioned in Abu-Alhija (2020). After analyzing the distressing event, teachers adopted active, passive, or potentially both coping techniques. Active strategies included approaches that used thought, behavior, or emotion. This kind of strategy was also seen in people's physical responses or posture related to their health. Instead, avoiding direct engagement with the unpleasant event was classified as a passive coping strategy, characterized by methods such as resignation, wishful thinking, and avoidance (Abu-Alhija, 2020).

### **Respondents' Demographic Profile and Work-Related Mental Stress that Significantly Predict Their Coping Mechanism**

Table 4. Regression Analysis of Predicting Coping Mechanisms by Demographic Profile and Work-Related Mental Stress of the Respondents

Predictors	Unstandardized Coefficients		t-value	p-value	Remarks
	B	S. E.			
(Constant)	0.283	0.109	2.594	0.011	Significant
Civil Status	0.010	0.012	0.843	0.402	Not significant
Age	0.013	0.010	1.390	0.168	Not significant
Sex	-0.024	0.023	-1.016	0.312	Not significant
Length of Service	0.009	0.011	0.819	0.415	Not significant
Educational Attainment	0.013	0.007	1.881	0.063	Not significant
Plantilla	-0.009	0.012	-0.742	0.460	Not significant
Demands	0.207	0.026	8.031**	<0.001	Significant
Control	0.374	0.026	14.487**	<0.001	Significant
Support	0.239	0.028	8.539	<0.001	Significant
Relationship	0.095	0.026	3.693	<0.001	Significant

The regression analysis assessing the predictive power of demographic factors and work-related mental stress on coping mechanisms revealed that stress-related factors played a significant role, whereas demographic characteristics do not. The model's constant term was significant, indicating a baseline level of coping mechanisms.

Among the demographic predictors, none showed a significant impact on coping mechanisms, as indicated by their respective p-values, all above the 0.05 threshold. Civil status, age, sex, length of service, educational attainment, and plantilla position did not significantly predict coping behaviors.

Conversely, work-related mental stress factors emerged as strong predictors of coping mechanisms. Control had the highest predictive power, suggesting that a greater sense of control in the work environment significantly influenced coping strategies. Support and demands also demonstrated significant positive effects, indicating that as perceived support increases and job demands rise, the use of coping mechanisms becomes more prominent. Additionally, relationships at work were significant factors in predicting the use of coping strategies.

These findings highlighted the importance of addressing workplace stressors, particularly in terms of control, support, and workload management, to enhance employees' ability to cope with work-related mental stress.

In actuality, the most important elements of the educational process were the teachers. They also provided the foundation for professional growth. They were primarily responsible for accomplishing the learning objectives (Oteer, 2020). However, due to the demanding nature of the task, it was among the most stressful, resulting in physical and mental strain (Al-Shara et al., 2018, as referenced in Oteer, 2020). Other most common sources of stress stemmed from monetary concerns. Public school teachers reported that the issues of inadequate pay and overcrowded classrooms were the most distressing of the most prevalent sources of stress. Teachers of any age, civil status, years of experience, level, or type of school (public or private) were equally impacted by the other most prevalent sources of stress, which were being overly busy and having too much paperwork (Mingoa, 2020).

## **Conclusions**

The study revealed that respondents experience moderate levels of work-related mental stress, with workplace relationships emerging as a particularly significant stressor. The overall measure indicated that while demands, control, and support were experienced "sometimes," interpersonal relationships at work were rated in the "always" category. This suggests that frequent conflicts, harassment, and bullying may be critical factors affecting employees' mental well-being. Notably, only civil status significantly influenced stress

levels, indicating that personal circumstances, such as being single or married, played a role in how stress is experienced. Other demographic factors, such as age, sex, length of service, educational attainment, and plantilla position, did not significantly affect stress, underscoring that the workplace environment and related stressors were the primary contributors to employee strain.

Furthermore, the findings indicated that as work-related stress increased, employees tended to rely more on coping mechanisms to manage their mental health. While physical coping strategies were consistently employed, social, and emotional/psychological strategies were used less frequently, pointing to a need for a more balanced and holistic approach to stress management. Regression analysis showed that stress-related factors—particularly control, support, and demands—were significant predictors of coping behaviors, whereas demographic characteristics did not have a significant impact. This highlighted the importance of organizational interventions that enhanced employees' autonomy, provided robust support systems, and effectively managed workloads. Thus, the conclusions suggested that addressing workplace stressors through targeted stress reduction programs, improved communication, and conflict resolution initiatives can lead to a healthier, more productive work environment.

Based on the study's findings and limitations, the following recommendations are presented: Teachers are encouraged to adopt and integrate mindfulness practices and balanced self-care routines into their daily professional lives. They should seek professional development opportunities that focus on stress management and conflict resolution, as well as share effective coping strategies with their peers. Learners, on the other hand, can benefit from structured programs that introduce them to stress-reduction techniques and emotional regulation strategies, which may enhance their overall academic engagement and well-being. School administrators should prioritize the creation of policies that foster a supportive and healthy work environment. This includes providing resources for stress management, implementing workload management strategies, and establishing clear communication channels to reduce workplace tensions. Additionally, guidance counselors must be proactive in offering targeted support services, such as individual counseling, group interventions, and mental health workshops, to ensure that both teachers and students receive timely assistance.

Collaboration with mental health practitioners is also essential for designing and implementing effective interventions that address the unique challenges faced within educational settings. Future researchers are encouraged to further investigate the intricate relationship between work-related stressors and coping mechanisms within educational institutions. Studies that examine the long-term impact of targeted interventions and incorporate diverse educational contexts will be valuable in developing evidence-based strategies to mitigate stress.

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