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## Research Article

### Workplace Stress and Coping Strategies Among Teachers in District II-A, Division of Olongapo City

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#### ABSTRACT

This study examined the relationship between workplace stress and coping strategies among teachers in District II-A, Division of Olongapo City. It specifically described teachers' workplace stress in terms of workload, pupils' attitude, parents' involvement, and school policies, and identified the coping strategies they employed in terms of religious coping, social support, active coping, positive thinking, and alcohol and cigarette consumption. The study was anchored on the view that teacher stress is shaped by the interaction between institutional demands, classroom realities, and available coping resources. A quantitative descriptive-correlational research design was utilized, with a validated researcher-made questionnaire serving as the main data-gathering instrument. The respondents were public school teachers selected through random sampling from schools within District II-A. Data were analyzed using appropriate descriptive and inferential statistical tools to determine teachers' stress levels, coping practices, profile-based differences, and the relationship between workplace stress and coping strategies. Findings revealed that teachers generally experienced workplace stress, with workload emerging as the most evident source, followed by pupils' attitude and school policies. Parents' involvement was perceived as the least stressful dimension, although limited parental support still contributed to teachers' responsibilities. The results also showed that teachers mostly relied on adaptive coping strategies, particularly religious coping, positive thinking, social support, and active coping, while alcohol and cigarette consumption was least practiced. The study further indicated that coping strategies were associated with teachers' workplace stress experiences, suggesting that teachers' responses to stress varied according to the nature and intensity of the pressures they encountered. The study concludes that teacher stress should be addressed not only through individual coping practices but also through institutional support, workload management, improved classroom behavior support, and clearer policy implementation.

**Keywords:** *Workplace stress, coping strategies, teacher well-being, workload, public school teachers, school policies*

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## Introduction

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Workplace stress remains a persistent occupational concern in the teaching profession because teachers are expected to manage instructional responsibilities, learners' behavior, parental expectations, documentation demands, and policy-related requirements while maintaining effective classroom performance. Recent evidence shows that stress, burnout, anxiety, and depression are widely experienced among teachers, making teacher well-being both an educational and public health concern (Agyapong et al., 2022). Teacher well-being is also associated with teacher retention, teacher-student relationships, classroom functioning, and student outcomes, indicating that stress among teachers has implications beyond individual health and directly affects school effectiveness (Dreer, 2023). In the Philippine basic education setting, workload concerns have gained policy attention through DepEd Order No. 005, s. 2024, which rationalized teachers' workload in public schools and addressed teaching overload, thereby recognizing the need to protect teachers' instructional time and welfare.

Recent Philippine studies further show that teachers operate within increasingly complex educational environments. Espiritu (2021) emphasized the importance of teacher awareness and competency in relation to the Philippine Professional Standards for Teachers, while Eustaquio and Espiritu (2025) highlighted the relevance of teachers' academic preparation and performance in elementary education. Studies on learner digital engagement also show that smartphone use, screen time, and digital literacy have become part of contemporary learning realities (Guerrero & Espiritu, 2025; Quintino & Espiritu, 2025). In addition, Pullido and Espiritu (2026) demonstrated the instructional value of multimedia presentations in enhancing kindergarten learners' phonetic and speaking abilities, while Lonzon and Espiritu (2024) identified disruptive behavior, truancy, and behavioral engagement as classroom concerns that require teacher attention. These studies collectively indicate that teachers are not only instructional facilitators but also managers of digital, behavioral, social, and professional demands.

Given these conditions, the present study examined workplace stress and coping strategies among teachers in District II-A, Division of Olongapo City, during School Year 2025–2026. Workplace stress was examined in terms of workload, pupils' attitude, parents' involvement, and school policies, while coping strategies were described in terms of religious coping, social support, active coping, positive thinking, and alcohol and cigarette consumption. By determining the relationship between these variables, the study aimed to generate empirical evidence that may serve as a basis for a responsive action plan to strengthen teachers' stress management practices and promote healthier school work environments.

### **Literature Review**

Workplace stress among teachers is best understood as a multidimensional condition shaped by job demands, classroom interactions, organizational policies, and available coping resources. The Job Demands-Resources perspective explains that stress may arise when occupational demands exceed the resources available to teachers (Demerouti et al., 2001; Bakker & Demerouti, 2017). In teaching, workload is among the most consistent stressors because teachers often perform responsibilities beyond actual classroom instruction, including lesson preparation, assessment, documentation, reports, and school-related assignments. Jerrim and Sims (2022) found that accountability systems and related school pressures are positively associated with teacher stress, while DepEd workload rationalization policies confirm that excessive and poorly structured teacher workload remains a major issue in Philippine public schools.

Pupils' attitude also contributes to teachers' workplace stress because classroom behavior directly affects instructional flow, emotional regulation, and teacher-student interaction. Li et al. (2022) found that perceived student disruptive behavior predicted teachers' negative emotions, while Kollerová et al. (2023) reported that disruptive student behaviors were positively associated with teacher exhaustion and that social support had a protective role. This aligns with Lonzon and Espiritu's (2024) local evidence that disruptive

behaviors, truancy, and behavioral engagement problems are among the classroom concerns experienced by teachers. Thus, pupils' attitude is a valid stress dimension because repeated misbehavior, disengagement, and rule violations may increase teachers' emotional burden and classroom management demands.

Parents' involvement is likewise relevant to teacher stress because school-family relationships may function as both support and demand. Yang et al. (2025), using TALIS data from 122,584 teachers, found that time spent communicating with parents was associated with higher teacher self-efficacy but also greater parent-related stress, while professional development in teacher-parent collaboration helped reduce the stress effect. This suggests that parent participation is not automatically stressful; rather, stress may arise when parent communication becomes excessive, unclear, emotionally charged, or unsupported by school systems. In the present study, parents' involvement is therefore examined not only as a partnership variable but also as a possible source of additional teacher responsibility.

School policies represent another important source of workplace stress because they define teachers' workload, documentation expectations, accountability responsibilities, professional autonomy, and compliance requirements. Jerrim and Sims (2022) found a positive relationship between school accountability and teacher stress across international education systems, suggesting that policy demands may become stressful when they increase monitoring, reporting, or performance pressure. At the same time, Herman et al.'s (2020) Coping-Competence-Context Theory emphasizes that stress is shaped by the interaction of teachers' coping skills, professional competence, and school context. Therefore, policy-related stress should be examined not only as a matter of rules but also as a reflection of how policies are implemented, supported, and experienced by teachers in actual school settings.

Coping strategies are central to teacher well-being because they influence whether workplace demands become manageable or harmful. Religious coping remains meaningful in the Philippine context, where faith and

spirituality often serve as personal resources. Edara et al. (2021) found that religiosity among teachers in the Philippines was related to resilience, optimism, well-being, and contentment. Social support and active coping are also consistently identified as protective strategies. Emeljanovas et al. (2023) found that problem solving, exercise, hobbies, and support-seeking were associated with better emotional well-being, whereas self-isolation and alcohol consumption were linked with psychological distress and lower work enthusiasm. Likewise, positive thinking may support coping by helping teachers sustain optimism and constructive appraisal during stressful situations.

However, not all coping responses are adaptive. Alcohol and cigarette consumption may function as temporary stress responses but are generally considered maladaptive because they can worsen teachers' physical and mental well-being. Emeljanovas et al. (2023) associated alcohol use with poorer emotional outcomes, while Portilla et al. (2022) found a relationship between emotional exhaustion and tobacco consumption among teachers. Lizana et al. (2024) further reported that tobacco consumption among teachers was associated with poorer quality of life, particularly in mental health-related dimensions. These findings justify the inclusion of alcohol and cigarette consumption as a coping dimension because the study aims to identify not only constructive coping strategies but also potentially harmful responses to stress.

### **Theoretical and Conceptual Framework**

This study was anchored primarily on the Coping-Competence-Context Theory of Teacher Stress by Herman et al. (2020), which explains that teacher stress develops through the interaction of coping processes, teacher competence, and school context. The theory is appropriate for the present study because the variables directly reflect these three pathways: coping is represented by religious coping, social support, active coping, positive thinking, and alcohol and cigarette consumption; competence is reflected in how teachers manage instructional and classroom demands; and context is represented by workload, pupils' attitude, parents' involvement, and school policies.

The theory supports the assumption that teachers' stress experiences cannot be understood through personal resilience alone because school conditions and institutional demands also shape how teachers experience and respond to stress.

The study was also supported by the Job Demands–Resources Theory, which explains that occupational strain occurs when job demands are high and when job or personal resources are insufficient to manage those demands (Demerouti et al., 2001; Bakker & Demerouti, 2017). Within this study, workload, pupils' attitude, parents' involvement, and school policies were treated as job demands that may increase workplace stress. Conversely, religious coping, social support, active coping, and positive thinking were treated as coping resources that may help teachers manage stress, while alcohol and cigarette consumption were treated as maladaptive coping responses. This theoretical combination provides a strong basis for examining the relationship between workplace stress and coping strategies among teachers.

Conceptually, the study followed an independent variable–dependent variable model. The independent variable was teachers' level of workplace stress, described in terms of workload, pupils' attitude, parents' involvement, and school policies. The dependent variable was teachers' coping strategies, described in terms of religious coping, social support, active coping, positive thinking, and alcohol and cigarette consumption. The teachers' profile variables age, sex, position, years of service, and highest educational attainment—served as grouping variables for determining differences in workplace stress and coping strategies. The expected output of the study was a proposed action plan designed to improve teachers' stress management practices in District II-A, Division of Olongapo City.

### **Significance of the Study**

The study is significant because it provides localized empirical evidence on how teachers experience workplace stress and how they cope with it within the specific context of District II-A, Division of Olongapo City. For teachers, the findings may help increase

awareness of the major sources of stress and the coping strategies that are most commonly employed, thereby encouraging more adaptive stress management practices. For school administrators, the study may serve as a basis for designing wellness programs, workload support mechanisms, mentoring activities, and school-based interventions that respond to teachers' actual stressors. For DepEd officials and policymakers, the findings may provide context-specific data that can inform workload management, teacher welfare initiatives, and policy implementation support. For future researchers, the study may contribute baseline information for related studies on teacher stress, coping behavior, occupational well-being, and school-based mental health interventions.

### **Objectives of the Study**

Generally, this study aimed to determine the relationship between workplace stress and coping strategies among teachers in District II-A, Division of Olongapo City, during School Year 2025–2026. Specifically, it sought to describe the profile of the teachers in terms of age, sex, position, years of service, and highest educational attainment; determine their level of workplace stress in terms of workload, pupils' attitude, parents' involvement, and school policies; identify the coping strategies they employed in terms of religious coping, social support, active coping, positive thinking, and alcohol and cigarette consumption; test whether significant differences existed in workplace stress and coping strategies when grouped according to profile variables; determine whether a significant relationship existed between workplace stress and coping strategies; and propose an action plan to improve teachers' stress management practices.

### **Methodology**

#### **Research Design**

This study employed a quantitative descriptive-correlational research design to determine the relationship between workplace stress and coping strategies among teachers in District II-A, Division of Olongapo City. The design was appropriate because the study described existing conditions and examined

associations among variables without manipulating any intervention. Since the study was cross-sectional and nonexperimental, the findings were interpreted as relationships rather than causal effects. Possible confounding factors, such as teaching load, class size, school climate, leadership support, family responsibilities, and recent school-related events, may have influenced the results; thus, interpretations were limited to the defined scope of the study.

### **Respondents and Locale of the Study**

The respondents were 139 public school teachers selected from a total population of 213 teachers in District II-A, Division of Olongapo City, during School Year 2025–2026. The locale included Balic-Balic Elementary School, Gordon Heights II Elementary School, Sta. Rita Elementary School, Sta. Rita High School, and Tabacuhan Elementary School. These schools were appropriate for the study because their teachers were directly engaged in instructional, administrative, classroom management, and school-related responsibilities relevant to workplace stress and coping strategies.

The study used proportionate stratified random sampling, with each school treated as a stratum. This sampling technique ensured fair representation of teachers from all participating schools based on their proportion in the total population. Respondents were randomly selected within each school to reduce selection bias and strengthen the representativeness of the sample. This approach was appropriate because the participating schools had different numbers of teachers.

### **Research Instrument**

A researcher-made survey questionnaire served as the main instrument of the study. It consisted of three parts: the respondents' profile, workplace stress, and coping strategies. The profile section covered age, sex, position, years of service, and highest educational attainment. The workplace stress section measured workload, pupils' attitude, parents' involvement, and school policies. The coping strategies section measured religious coping, social support, active coping, positive thinking, and alcohol and cigarette consumption.

The instrument underwent content validation by three experts who reviewed the items in terms of relevance, clarity, consistency, appropriateness, and alignment with the study variables. Their comments and recommendations were incorporated before pilot testing. The revised questionnaire was pilot-tested among 10 teachers from Castillejos District who were not included in the actual study. Reliability analysis showed high internal consistency, with Cronbach's alpha values of 0.971 for workplace stress, 0.965 for coping strategies, and 0.968 overall.

### **Data Gathering Procedure**

Data gathering was conducted after securing approval from the Division Superintendent and the school heads of the participating schools. The respondents were informed about the purpose of the study, voluntary participation, confidentiality, and anonymity. The questionnaire was administered either in printed or electronic form, depending on respondents' accessibility and preference. Retrieved responses were checked for completeness, encoded, and stored securely. Only aggregated results were reported to protect the identity of the respondents.

### **Data Analysis**

The data were analyzed using jamovi. Frequency and percentage were used to describe the respondents' profile, while weighted mean and ranking were used to describe workplace stress and coping strategies. Independent samples *t*-test and one-way ANOVA were used to test significant differences when respondents were grouped according to profile variables. Pearson product-moment correlation was used to determine the relationship between workplace stress and coping strategies. All inferential tests were interpreted at the 0.05 level of significance.

## **Results and Discussions**

### **Demographic Profile**

The demographic profile shows that the respondents were predominantly female, mostly in Teacher I to Teacher III positions, generally in the early to middle stages of their teaching careers, and largely pursuing

graduate-level studies. The largest age group was 24–31 years old, indicating a strong presence of early-career teachers who may still be developing instructional routines, classroom management skills, and coping mechanisms. This supports Davis and Park (2025), who emphasized that early-career teachers need mentoring, collegial support, and wellness programs, and Amemasor et al. (2025), who noted that teacher development should be sustained, collaborative, and responsive to career-stage needs.

In terms of sex, female teachers comprised the majority of respondents, reflecting the continuing feminization of the teaching profession. This is consistent with UNESCO (2023), which reported that women remain overrepresented in the global teaching workforce. Most respondents were also concentrated in lower to middle teaching ranks, particularly Teacher I to Teacher III, suggesting that many were still progressing through the public school career system. This finding is relevant to Executive Order No. 174, s. 2022 and DepEd Order No. 020, s. 2024, which emphasize expanded career progression for public school teachers.

For years of service, most respondents had 1–10 years of teaching experience, suggesting that many were still adjusting to professional demands such as lesson preparation, classroom management, learner assessment, documentation, and parent communication. In terms of highest

educational attainment, most had bachelor’s degrees with master’s units, showing strong engagement in continuing education and professional advancement. This supports Cruz (2024), who found that graduate studies contribute to career growth and advancement, and Tulo and Lee (2022), who emphasized the importance of continuing professional development in strengthening teacher competence. Overall, the demographic profile suggests that teacher workload and emotional exhaustion should be interpreted in relation to career stage, gendered expectations, rank, professional aspirations, and institutional support.

**Level of Workplace Stress Among Teachers**  
**Summary of the Level of Workplace Stress Among Teachers**

Table 1 shows that teachers generally experienced workplace stress, as reflected in the overall weighted mean of 2.58, verbally interpreted as Agree. Among the four dimensions, workload obtained the highest mean of 2.87, indicating that teachers’ stress was mainly associated with the volume of instructional, administrative, and school-related responsibilities. This suggests that excessive tasks, documentation, and time pressure may affect teachers’ well-being and work engagement, consistent with Wang (2024) and Creagh et al. (2025), who reported that workload and work intensification negatively influence teachers’ psychological well-being.

**Table 1**  
*Summary of the Level of Workplace Stress Among Teachers*

<b>Workplace Stress</b>	<b>Overall Weighted Mean</b>	<b>Standard Deviation</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1. Workload	<b>2.87</b>	<b>0.95</b>	<b>Agree</b>	1
2. Pupils’ Attitude	<b>2.62</b>	<b>1.06</b>	<b>Agree</b>	2
3. Parents’ Involvement	<b>2.27</b>	<b>0.83</b>	<b>Disagree</b>	4
4. School Policies	<b>2.56</b>	<b>0.81</b>	<b>Agree</b>	3
<b>Overall Weighted Mean</b>	<b>2.58</b>	<b>0.91</b>	<b>Agree</b>	

Legend: 3.25-4.00 (Strongly Agree); 2.50-3.24 (Agree); 1.75-2.49 (Disagree) 1.00-1.74 (Strongly Disagree)

Pupils' attitude ranked second, with a mean of 2.62, suggesting that learner behavior, discipline, and classroom engagement contributed to teachers' stress. This implies that disruptive or difficult student behavior requires emotional regulation and classroom management effort from teachers. This finding supports van den Brink et al. (2025) and Wettstein et al. (2023), who found that disruptive or aggressive student behavior is linked with teacher exhaustion and stress perception.

School policies ranked third, with a mean of 2.56, indicating that compliance requirements, documentation, and policy-related expectations also contributed to workplace stress. Nwoko et al. (2024) explained that school structures, leadership practices, resources, and institutional demands influence teachers' occupational well-being. Meanwhile, parents' involvement obtained the lowest mean of 2.27, interpreted as Disagree, showing that it was not considered a major source of stress compared with internal school-based

**Table 2**

*Summary of Teachers' Coping Strategies*

<b>Coping Strategies</b>	<b>Overall Weighted Mean</b>	<b>Standard Deviation</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1. Religious Coping	3.55	0.60	Always	1
2. Social Support	3.41	0.67	Always	3
3. Active Support	3.37	0.56	Always	4
4. Positive Thinking	3.48	0.60	Always	2
5. Alcohol and Cigarette Consumption	1.51	0.78	Never	5
<b>Overall Weighted Mean</b>	<b>3.06</b>	<b>0.64</b>	<b>Often</b>	

Positive thinking ranked second, with a mean of 3.48, showing that teachers frequently managed stress by maintaining optimism and viewing difficult situations constructively. This implies that teachers used hopeful thinking as a way to regulate emotions and sustain motivation despite workplace demands. Uslukaya (2024) similarly found that optimism and perceived social support were negatively associated with teacher burnout.

Social support ranked third, with a mean of 3.41, while active coping ranked fourth, with

factors. Overall, the findings imply that teacher stress was shaped more by workload, classroom behavior, and institutional requirements than by parent-related concerns.

**Teachers' Coping Strategies**

**Summary of Teachers' Coping Strategies**

Table 2 shows that teachers often employed coping strategies, as reflected in the overall weighted mean of 3.06 and standard deviation of 0.64. Among the coping strategies, religious coping obtained the highest mean of 3.55 and ranked first, indicating that teachers consistently relied on prayer, faith, and spiritual reflection in managing workplace stress. This suggests that spirituality served as an important emotional and psychological resource for teachers, especially in dealing with work-related pressure. This finding is supported by Edara et al. (2021), who emphasized that religiosity among Filipino teachers was associated with resilience, optimism, well-being, and contentment.

a mean of 3.37, both interpreted as Always. These results indicate that teachers commonly sought assistance from others and used practical actions to address stress. This supports Einav et al. (2024), who found that social support and hope were linked to lower teacher burnout. Likewise, Emeljanovas et al. (2023) reported that constructive coping strategies, such as problem solving, exercise, and hobbies, were associated with better emotional well-being.

Alcohol and cigarette consumption obtained the lowest mean of 1.51 and was interpreted as Never. This indicates that teachers generally did not use smoking or drinking as coping mechanisms. This is a positive finding because alcohol and cigarette consumption are considered maladaptive coping responses that may worsen health and psychological well-being. Overall, the findings suggest that teachers

relied more on adaptive coping strategies, particularly religious coping, positive thinking, social support, and active coping, rather than harmful coping behaviors.

**Test of Difference in Teachers’ Workplace Stress When Grouped According to Profile Variables**

**Table 3**

*Summary of Analysis of Variance on Workplace Stress of Teachers When Grouped According to Profile Variables*

Workplace Stress Dimension	Profile Variable	F	p value	Decision	Interpretation
<b>Workload</b>	Age	2.741	.031*	Reject H <sub>0</sub>	Significant
	Sex	3.145	.078	Do not reject H <sub>0</sub>	Not Significant
	Position	1.154	.334	Do not reject H <sub>0</sub>	Not Significant
	Years in Service	1.104	.364	Do not reject H <sub>0</sub>	Not Significant
	Highest Educational Attainment	1.532	.196	Do not reject H <sub>0</sub>	Not Significant
<b>Pupils’ Attitude</b>	Age	0.686	.603	Do not reject H <sub>0</sub>	Not Significant
	Sex	7.706	.006*	Reject H <sub>0</sub>	Significant
	Position	1.117	.357	Do not reject H <sub>0</sub>	Not Significant
	Years in Service	3.237	.003*	Reject H <sub>0</sub>	Significant
	Highest Educational Attainment	2.301	.062	Do not reject H <sub>0</sub>	Not Significant
<b>Parents’ Involvement</b>	Age	1.672	.160	Do not reject H <sub>0</sub>	Not Significant
	Sex	2.370	.126	Do not reject H <sub>0</sub>	Not Significant
	Position	1.605	.139	Do not reject H <sub>0</sub>	Not Significant
	Years in Service	2.578	.016*	Reject H <sub>0</sub>	Significant
	Highest Educational Attainment	0.560	.692	Do not reject H <sub>0</sub>	Not Significant
<b>School Policies</b>	Age	2.066	.089	Do not reject H <sub>0</sub>	Not Significant

Sex	0.719 .398	Do not reject H <sub>0</sub>	Not Significant
Position	1.501 .172	Do not reject H <sub>0</sub>	Not Significant
Years in Service	1.970 .064	Do not reject H <sub>0</sub>	Not Significant
Highest Educational Attainment	2.155 .077	Do not reject H <sub>0</sub>	Not Significant

Note.  $p < .05$  indicates a significant difference. H<sub>0</sub> = null hypothesis.

The ANOVA results revealed selected significant differences in teachers' workplace stress when grouped according to profile variables. Specifically, workload significantly differed by age,  $*F(4, 134) = 2.741$ ,  $*p = .031$ , indicating that teachers across age groups experienced workload stress differently. This may be attributed to differences in career stage, physical capacity, adjustment to school routines, and accumulated responsibilities. Younger teachers may still be adapting to instructional and administrative demands, while older teachers may experience stress from heavier roles or prolonged work exposure. This supports Wang et al. (2025) and Tsubono and Mitoku (2023), who emphasized that workload and long working hours are major contributors to teachers' occupational stress.

Pupils' attitude significantly differed by sex,  $*F(1, 137) = 7.706$ ,  $*p = .006$ , and years in service,  $*F(7, 131) = 3.237$ ,  $*p = .003$ . These findings suggest that stress related to learner behavior, classroom discipline, and emotional regulation may vary according to gender and teaching experience. Differences may be linked to classroom management style, emotional labor, and professional maturity. Similarly, parents' involvement significantly differed by years in service,  $*F(7, 131) = 2.578$ ,  $*p = .016$ , implying that teachers' confidence and skills in managing parent communication may develop over time. Pedditzi et al. (2021) noted that teacher relationships with

students and parents are associated with burn-out-related outcomes. Overall, the results show that workplace stress is not experienced uniformly; therefore, stress-management programs should consider teachers' age, sex, and length of service, particularly in addressing workload, classroom behavior, and parent-related concerns.

#### Test of Difference in the Coping Strategies of Teachers When Grouped According to Their Profile Variables

Table 4 shows that most coping strategies did not significantly differ when teachers were grouped according to age, sex, position, years in service, and highest educational attainment. However, significant differences were found in **positive thinking when grouped according to years in service**,  $F(7, 131) = 2.244$ ,  $p = .035$ , and **in alcohol and cigarette consumption when grouped according to sex**,  $F(1, 137) = 19.749$ ,  $p < .001$ . These results indicate that teachers' use of positive thinking as a coping strategy may vary depending on their length of teaching experience. This may be because teachers develop different levels of optimism, emotional adjustment, and coping confidence as they progress in the profession. Nazari and Alizadeh Oghyanous (2021) similarly found that teaching experience is associated with teachers' occupational stress, psychological well-being, and grit.

**Table 4**  
**Analysis of Variance on Teachers' Coping Strategies When Grouped According to Profile Variables**

Coping Strategy	Profile Variable	df Between	df Within	F	p	Decision	Interpretation
Religious Coping	Age	4	134	2.066	.089	Do not reject Ho	Not significant
	Sex	1	137	0.719	.398	Do not reject Ho	Not significant
	Position	7	131	1.501	.172	Do not reject Ho	Not significant
	Years in Service	7	131	1.970	.064	Do not reject Ho	Not significant
	Highest Educational Attainment	4	134	2.155	.077	Do not reject Ho	Not significant
Social Support	Age	4	134	1.102	.358	Do not reject Ho	Not significant
	Sex	1	137	0.515	.474	Do not reject Ho	Not significant
	Position	7	131	0.416	.891	Do not reject Ho	Not significant
	Years in Service	7	131	1.684	.118	Do not reject Ho	Not significant
	Highest Educational Attainment	4	134	0.679	.608	Do not reject Ho	Not significant
Active Support	Age	4	134	0.456	.768	Do not reject Ho	Not significant
	Sex	1	137	0.015	.902	Do not reject Ho	Not significant
	Position	7	131	1.719	.110	Do not reject Ho	Not significant
	Years in Service	7	131	1.496	.174	Do not reject Ho	Not significant
	Highest Educational Attainment	4	134	1.274	.283	Do not reject Ho	Not significant
Positive Thinking	Age	4	134	0.579	.679	Do not reject Ho	Not significant
	Sex	1	137	0.662	.417	Do not reject Ho	Not significant
	Position	7	131	1.304	.253	Do not reject Ho	Not significant
	Years in Service	7	131	2.244	.035*	Reject Ho	Significant

Coping Strategy	Profile	Variable	df	Between	Be- df	F	p	Decision	Interpre- tation
Alcohol and Cigarette Consumption	Highest Educational Attainment		4		134	0.863	.488	Do not reject Ho	Not significant
	Age		4		134	1.768	.139	Do not reject Ho	Not significant
	Sex		1		137	19.749	<.001*	Reject Ho	Significant
	Position		7		131	0.847	.551	Do not reject Ho	Not significant
	Years in Service		7		131	1.350	.232	Do not reject Ho	Not significant
	Highest Educational Attainment		4		134	0.893	.470	Do not reject Ho	Not significant

*p* < .05 indicates a statistically significant difference.

The significant difference in alcohol and cigarette consumption according to sex suggests that male and female teachers may differ in their tendency to use health-risk behaviors as a response to stress. However, since the descriptive result for alcohol and cigarette consumption was interpreted as **Never**, the finding should be understood as a statistical difference rather than evidence that this strategy was commonly practiced. Peris-Ramos et al. (2024) noted that gender-based differences may appear in teachers' stress-related psychological and health-related factors. Overall, the findings imply that coping strategies were generally similar across teacher groups, except for positive thinking by years in service and alcohol and cigarette consumption by sex. Thus, teacher wellness programs may strengthen positive coping across career stages while continuing to discourage maladaptive coping behaviors

**Test of the Relationship between Teachers' Level of Workplace Stress and Coping Strategies**

Table 5 shows that selected dimensions of workplace stress were significantly related to teachers' coping strategies. Religious coping was positively correlated with workload (*r* = .482, *p* < .001), pupils' attitude (*r* = .549, *p* < .001), parents' involvement (*r* = .492, *p* < .001), and school policies (*r* = 1.000, *p* < .001). This indicates that as teachers experienced higher workplace stress, they tended to rely more on prayer, faith, and spiritual reflection as coping resources. This finding supports Edara et al. (2021), who found that religiosity among Filipino teachers was associated with resilience, optimism, well-being, and contentment. However, the perfect correlation between school policies and religious coping should be rechecked, as *r* = 1.000 is uncommon in survey-based behavioral research.

**Table 5**  
 Pearson Product Moment Coefficient of Correlation to test Relationship between Teachers' Level of Workplace Stress and Coping Strategies

Correlation		Coping Strategies				
		Religious Coping	Social Support	Active Support	Positive Thinking	Alcohol and Cigarette Consumption
Workplace Stress	Pearson R	.482**	-.110	-.043	-.039	.128
	Correlation					
	<b>Sig. (2-tailed)</b>	.000	.198	.618	.652	.132
Workload	N	139	139	139	139	139
		<b>Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>
						<b>Significant</b>
Pupils' Attitude	Pearson R	.549**	-.201*	-.010	-.093	.227**
	Correlation					
	<b>Sig. (2-tailed)</b>	.000	.018	.911	.277	.007
Parents' Involvement	N	139	139	139	139	139
		<b>Significant</b>	<b>Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>	<b>Significant</b>
School Policies	Pearson R	1.000**	-.164	-.002	-.037	.138
	Correlation					
	<b>Sig. (2-tailed)</b>	.000	.054	.984	.666	.105
School Policies	N	139	139	139	139	139
		<b>Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>	<b>Not Significant</b>
						<b>Significant</b>

Legend: \*\*. Correlation is significant at the 0.01 level (2-tailed).

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

A significant negative relationship was found between pupils' attitude and social support ( $r = -.201, p = .018$ ), suggesting that teachers who experienced greater stress from learner behavior tended to report lower use of social support. Significant positive relationships were also found between alcohol and cigarette consumption and pupils' attitude ( $r = .227, p = .007$ ) and parents' involvement ( $r = .184, p = .031$ ). These results suggest that learner- and parent-related stress may be associated with maladaptive coping tendencies,

although this should be interpreted cautiously because alcohol and cigarette consumption was generally rated "Never." Emeljanovas et al. (2023) similarly emphasized that adaptive coping strategies support teachers' emotional well-being, whereas negative coping responses are linked with poorer emotional outcomes. Overall, the findings suggest the need to strengthen adaptive coping, peer support, and wellness programs while discouraging harmful coping behaviors.

### **Proposed Action Plan to Improve Teachers' Stress Management Practices**

The proposed action plan was developed based on the findings of the study, which revealed that teachers generally experienced workplace stress, with workload emerging as the most prominent stressor, followed by pupils' attitude and school policies, while parents' involvement was the least stressful dimension. The results further showed that teachers often brought unfinished work home, perceived their workload as difficult to manage, experienced frustration when pupils ignored classroom rules, and encountered stress from frequent policy changes and documentation requirements. Although parents' involvement was not generally considered a major stressor, limited parental support in some cases still increased teachers' workload. These findings justify the need for a structured, school-based intervention designed to reduce major workplace stressors and strengthen teachers' existing adaptive coping strategies.

The proposed action plan aims to improve teachers' stress management practices by promoting a healthier, more supportive, and more manageable work environment. Specifically, it seeks to reduce workload-related stress, minimize unfinished work brought home by teachers, strengthen classroom management and positive discipline practices, lessen stress caused by documentation and policy-related demands, improve collegial and social support, sustain positive thinking and resilience, support values-based and spiritual coping, enhance parent partnership, prevent maladaptive coping behaviors, and monitor the effectiveness of stress-management interventions.

The action plan may be implemented through coordinated school-based activities involving the school head, department heads, master teachers, guidance coordinator, school nurse, PTA officers, and other support personnel. Key strategies may include workload audit and task redistribution, time-management and prioritization sessions, classroom management and positive discipline training, mentoring and coaching for beginning or less experienced teachers, policy orientation and consultation meetings, peer-support circles, resilience and wellness seminars, optional

reflection or values formation activities, parent orientation sessions, health awareness activities, and periodic monitoring and evaluation. These activities may be integrated into existing school programs, learning action cells, professional development sessions, and teacher wellness initiatives throughout the school year.

The expected outcomes of the proposed action plan include improved stress management practices, reduced workload burden, enhanced classroom management skills, stronger collegial and emotional support, increased resilience, and more positive responses to workplace demands. Since the findings showed that teachers already used adaptive coping strategies such as religious coping, positive thinking, social support, and active coping, the program is expected to reinforce these strengths while discouraging maladaptive coping behaviors such as alcohol and cigarette consumption. Monitoring may be conducted through attendance records, activity outputs, teacher feedback forms, consultation reports, and post-implementation evaluation. Overall, the proposed action plan is research-based, responsive to the actual findings of the study, and intended to promote teacher well-being, professional effectiveness, and a healthier school climate.

### **Conclusions**

Based on the findings of the study, it is concluded that teachers in District II-A, Division of Olongapo City experienced a generally evident level of workplace stress, with workload identified as the most prominent source of stress, followed by pupils' attitude and school policies. This indicates that teachers' stress was largely influenced by the volume of instructional, administrative, documentation, and school-related responsibilities they performed, as well as by classroom behavior concerns and policy-related compliance demands. Although parents' involvement was not perceived as a major stressor, limited parental support still contributed to teachers' responsibilities in some situations. The findings further suggest that workplace stress among teachers should not be viewed merely as an individual concern but as an institutional and organizational issue shaped by workload distribution,

classroom realities, and school policy implementation.

The study also concludes that teachers commonly employed adaptive coping strategies in managing workplace stress. Religious coping emerged as the most frequently used strategy, followed by positive thinking, social support, and active coping, showing that teachers relied on faith, optimism, collegial support, and practical problem-solving to deal with work-related pressures. Alcohol and cigarette consumption was least practiced, indicating that teachers generally avoided harmful coping behaviors. Significant differences in workplace stress were found in selected profile variables, particularly age, sex, and years in service, while coping strategies were generally similar across groups except for positive thinking by years in service and alcohol and cigarette consumption by sex. Moreover, selected stress dimensions were significantly related to coping strategies, suggesting that the type and intensity of stress experienced by teachers influenced the coping responses they used. Overall, the findings affirm the need for a structured, school-based stress management program that strengthens teachers' adaptive coping practices while addressing the institutional sources of stress in the workplace.

### **Recommendations**

In light of the findings, it is recommended that school administrators implement a systematic workload management mechanism to reduce excessive teacher burden and protect instructional time. This may include regular workload audits, fair task distribution, careful monitoring of ancillary designations, reduction of unnecessary documentation, and clearer scheduling of reports and compliance requirements. Since workload emerged as the highest source of stress, school heads should ensure that school-based assignments are distributed equitably and that teachers are given sufficient time, support, and resources to accomplish both instructional and non-instructional tasks. Policy orientations and consultation meetings should also be strengthened so that teachers can better understand school policies, clarify expectations, and raise concerns regarding implementation challenges. These actions may

help narrow the gap between workload-reduction policies and actual school-level practice.

It is likewise recommended that schools strengthen teacher wellness and coping support programs through regular learning action cells, mentoring sessions, peer-support groups, classroom management workshops, and resilience-building activities. Beginning and early-career teachers should receive targeted mentoring because stress experiences may vary according to age and years of service. Since teachers frequently relied on religious coping, positive thinking, social support, and active coping, wellness programs may integrate values-based reflection, collegial sharing, problem-solving sessions, and mental health awareness activities while maintaining inclusivity and respect for teachers' diverse beliefs. Schools should also continue discouraging maladaptive coping behaviors such as alcohol and cigarette consumption through health education, counseling referral systems, and access to professional psychosocial support.

Finally, it is recommended that classroom behavior support and parent partnership initiatives be strengthened to reduce stress related to pupils' attitude and limited parental involvement. Teachers may be provided with training on positive discipline, socio-emotional learning, behavior management, and restorative classroom practices. At the same time, schools should develop clearer parent communication protocols, conduct parent orientation sessions, and encourage shared responsibility in supporting learners' behavior and academic development. Future researchers may conduct qualitative or mixed-method studies to explore teachers' lived experiences of workplace stress, coping, workload implementation gaps, and school-based support systems. Further studies may also examine other factors such as school climate, leadership support, class size, teaching load, and emotional exhaustion to provide a broader understanding of teacher well-being in public schools.

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