



Work-Related Stress among Public Elementary School Teachers

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ABSTRACT

Teacher stress is a prevalent global concern, affecting educators' well-being and instructional quality. This study aimed to identify factors influencing teachers' work-related stress, including job demand, job control, and social support within Tagum City Central District. The study utilized a quantitative approach employing regression analysis. The study focused on 200 novice teachers designated as Teacher I-III in Tagum City. Data was collected through validated and reliability tested researcher-made questionnaires. The findings showed a relationship between work-related stress of teachers and social support, job demand, and job control. Notably, job demand significantly influenced teachers' stress levels, with anxiety rising with more responsibilities and working hours. Teacher work-related stress is influenced by different factors, including workload, time pressure, job insecurity, and job control—such as autonomy and decision-making authority—as well as social support. While job control and social support can reduce stress, they do not alleviate teachers' work-related stress. Consequently, the study recommends enhancing and revisiting policies for future implementation, which is beneficial to teachers, and the allocation of resources for technology-related initiatives will be prioritized by the school heads to address teachers' work-related stress.

Keywords: Public-elementary school teachers, Quantitative approach, Regression analysis, Simple random sampling technique, Work-related stress.

1. INTRODUCTION

The teaching profession is considered rewarding, yet it is recognized as a source of significant work-related stress. Teachers who have a crucial role of shaping future generations often face demanding workloads and various challenges of balancing instructional responsibilities with administrative functions. Bottiani et al. (2019) underscore that the increased demands for high-quality instruction while dealing with heavy workloads contribute to work-related stress among teachers. Likewise, Sarabia and Collantes (2020) highlighted that work-related stress affects an individual, including workload, pupils, paperwork, rapid changes in the system, coworkers, and personal difficulties. Similarly, Pacaol (2012) attested that the arising issue leads to continuous educational inquiries for a comprehensive understanding of teacher workload increases. Due to the limitations, Brady and Wilson (2022) also suggested researching the workload, accountability, and stress and establishing a teacher factor model to learn the predictors contributing to teachers' stress.

Globally, excessive workloads have been associated with teacher stress and even illness in diverse settings. For instance, Fan and Smith (2017) studied this phenomenon in countries such as the United Kingdom, South Africa, and Romania. In South Africa, investigations have documented challenging working conditions, heavy workloads, limited career advancement opportunities, and difficulties on collegial relationships as contributing factors to teacher stress (Psycho-social Behavioral Sciences, 2018). Likewise, in England, the increasing burden of ancillary tasks has been associated with elevated stress levels among teachers (Jerrim & Sims, 2022). Furthermore, in the United States, evolving academic expectations and substantial workloads have been identified as key contributors to teacher stress

and dissatisfaction (Herman et al., 2018). The impact of excessive workloads and responsibilities extends beyond these contexts. For example, research from Indonesia suggests that teachers burdened with tasks beyond their main duties experience diminished work efficiency and heightened stress levels, highlighting the importance of effective workload management for teacher well-being and performance (Wibowo et al., 2021).

On the other hand, Filipino teachers also experience a significant level of work-related stress, with management tasks, deadlines, performance pressures, and occasional interpersonal conflicts cited as contributing factors (Sarabia & Collantes, 2020). Although Republic Act 4670 stipulates a maximum of six hours of classroom teaching per day, allowing for two additional hours within the mandated eight-hour workday to be allocated to other duties (Pinas, 2023), the demanding nature of the profession, coupled with the requirement to meet various demands, often results in teachers working beyond these required hours. This extended workload contributes to increased stress levels (Bolanio et al., 2018; Villanueva, 2022).

Building upon the aforementioned challenges faced by Filipino teachers, the situation within the Department of Education (DepEd) Division of Tagum City warrants particular attention. Here, teachers have reported difficulties managing ancillary services, highlighting the challenges of time management, work-related stress, and the consequent effect on teacher productivity and the quality of instruction (Into & Gempes, 2018). This study, therefore, aims to contribute to the existing body of knowledge by specifically examining the stressors experienced by teachers within the Tagum City Division. Moreover, this research seeks to raise awareness among school leaders and researchers regarding the prevalence and impact of stress-related issues in the teaching profession, ultimately fostering the development and implementation of more effective stress-reduction initiatives.

2. BACKGROUND

2.1 Job Demand

Job demands which is considered a source of stress for teachers includes various factors that contribute to their workload and overall well-being. Similarly, Brady and Wilson (2022) identified excessive workloads, inadequate workplace resources, the provision of supplementary services, and demanding instructional schedules as key contributors to teachers' job demands.

As what Warren (2018) emphasized that there is a need for training programs to equip teachers in the United States with strategies for managing the challenges posed by heavy workloads.

Furthermore, research suggests a link between job demands and adverse mental health outcomes. Ibrahim et al. (2018), for example, found that job demand, coupled with a lack of labor management and decision-making power, increases teachers' susceptibility to depression. Similarly, Russell et al. (2020) connected heavy workloads, extended working hours, and high levels of over-commitment to burnout among educators. Othman and Sivasubramaniam (2019) highlighted the confluence of emotional fatigue, high demands, limited job control, heavy workloads, and low rewards as significant contributors to teacher stress in Malaysia. The identification of high job demands and conflicting roles as primary stressors has also been documented (Daniel, 2019).

It is common knowledge that diversified professional assignments often serve as a source of stress for teachers around the globe. Their workload encompasses various entities as far as their overall health is concerned. It was stressed by Warren (2018) that there is a necessity of establishing training programs that focus on the capacity building of teachers in the United States in relation to absorbing the educational resources. Brady and Wilson (2022) are also raising concern over excessive workloads, along with the insufficient workplace resources provided to teachers as well as supplementary services given, and the overall demanding instructional schedules set for them. In addition, there is evidence to suggest that job demand contributes to deteriorating mental health. Ibrahim et al (2018) for example showed that job demands alongside reduced labor manageability and low decision space increased the likelihood of depression among teachers. Also Russell et al. (2020) associated overwork, new work engagement, and high devotion to work with mental exhaustion and fatigue among educators. Othman and Sivasubramaniam (2019) had noted emotional exhaustion, high demand coupled with lack of control over the job as fatigue inducing factors that

were likely to cause stress among teachers in Malaysia. The identification of high job demands along with conflicting roles has high stress levels is well documented (Daniel, 2019).

Within the Philippine context, the specific tasks associated with teachers' workloads have been documented. Villanueva et al. (2022) identified a range of responsibilities, including home visitations, participation in feeding programs, skill remediation and enhancement activities, coaching for various contests, coordination of multiple areas, pupil counseling, and mentoring of co-teachers. Beyond these core duties, teachers also engage in enhancement activities designed to promote students' holistic development and nurture their talents and interests. Research conducted in the Mahayag South District, Zamboanga Del Sur, revealed that teachers experience work overload due to managing two ancillary services in addition to their numerous other work demands (Jomud et al., 2021). Moreover, the stress experienced by teacher interns in Bohol, stemming from both academic and personal obligations, has also been documented (Bolanio et al., 2018).

The issue of teacher workload is further worsened by teacher shortages in some regions. Akbar et al. (2021) highlighted this challenge in Jakarta, Indonesia, where teacher shortages place an overwhelming burden on existing educators. As Brady and Wilson (2022) reiterate, this workload often extends beyond classroom instruction to encompass administrative tasks and extended working hours (Penrice, 2011, as cited by Pacaol, 2021; Yusof, 2021). The cumulative effect of these pressures can lead to emotional stress (Carroll et al., 2022) and job dissatisfaction (Perryman & Calvert, 2020), prompting teachers to seek effective strategies for managing their multifaceted responsibilities (Ancho & Bongco, 2019). Furthermore, job insecurity, defined as uncertainty regarding one's role and future employment (Wu et al., 2019), adds another layer of complexity to the challenges faced by teachers. Studies have linked job insecurity to increased stress and decreased job satisfaction (Ahmad et al., 2021), with research conducted in China confirming the detrimental effects of job instability on educators' mental health (Chen et al., 2020; Cao et al., 2020). The experience of role conflict and dissatisfaction, often stemming from the need to continuously adapt to evolving job demands, has also been observed (Into & Gempes, 2018). Addressing these multifaceted challenges is crucial for improving teacher job performance and overall well-being (Mackie & Bates, 2019).

2.2 Job control

Job control, defined as the degree of autonomy and decision-making power individuals possess over their work responsibilities, plays a crucial role in shaping well-being and job satisfaction (Aronsson et al., 2021). Organizations can enhance job control by granting employees greater autonomy, which has been linked to reductions in both stress and absenteeism (Rupp et al., 2018; Gerich, 2019). Teachers, in particular, appear to benefit significantly from job control, as it empowers them to shape lesson plans and classroom management strategies, thereby fostering motivation and efficiency (Hung et al., 2019). Conversely, a perceived lack of job control can contribute to dissatisfaction and may hinder the delivery of high-quality education (Martí-González et al., 2023; Gelilio & Janer, 2021).

Autonomy, a key component of job control, is widely recognized as crucial for work-life balance, job satisfaction, and professional development (Johari et al., 2018). When teachers are afforded decision-making power, they tend to experience higher levels of self-efficacy, empowerment, and a more positive work environment (Wermke et al., 2018). Furthermore, professional autonomy enables teachers to engage in innovation, remain current with evolving educational practices, and pursue lifelong learning (Gavrilyuk et al., 2019; Day, 2020). However, restrictions on autonomy, particularly those imposed by supervisors or organizational structures, can lead to frustration and dissatisfaction among teachers (Nilsson Lindström, 2020; Nordholm et al., 2022). Research suggests a direct relationship between teacher autonomy and student achievement, underscoring the importance of supportive systems that foster independence and creativity within the educational context (Verschelde, 2012).

Decision-making authority, another essential facet of job control, is vital for cultivating collaboration and inclusion within schools (Visone, 2018). Empowering teachers to participate in policy-making and instructional leadership has been associated with enhanced effectiveness and job satisfaction (Blackley et al., 2021; Stosich, 2021).

However, power imbalances can often limit teacher involvement in decision-making processes, with administrators frequently holding a disproportionate amount of influence (Brezicha et al., 2020; Stosich et al., 2018). Studies indicate that when teachers have a voice in key decisions, it can lead to improved classroom performance and contribute to overall institutional development (Smylie & Eckert, 2018; Kiprop-Marakis, 2021). Therefore, fostering teacher participation in decision-making processes represents a promising avenue for enhancing productivity, morale, and overall school improvement.

2.3 Social Support

The significance of social support in enhancing teachers' professional performance and well-being has been consistently highlighted in the literature. Noviatasari et al. (2021), for example, emphasized the benefits derived by primary school teachers in Indonesia from guidance and motivation provided by supervisors, colleagues, and families. The importance of a supportive work environment is further emphasized by Gulzar and Rashid (2017), who noted the challenges teachers face due to overwhelming workloads, limited resources, and constrained autonomy. Similarly, Desombre et al. (2021) found a positive correlation between higher levels of social support and teachers' perceptions of inclusive education. Research has also demonstrated the positive influence of social support on teachers' mental health literacy, life satisfaction, and coping mechanisms (Li et al., 2022). The stress-mitigating effects of social support have been reinforced by Maas et al. (2021), while Memari (2020) highlighted the significance of positive teacher-student relationships in creating a conducive learning environment.

Emotional support, particularly from colleagues and administrators, emerges as a critical factor in teachers' well-being and professional sustainability. Kaihoi et al. (2022) pointed out the substantial benefits of mentorship and community support for early-career educators, noting its positive effect on reducing stress and the likelihood of burnout. Leadership styles that prioritize emotional support, as explored by Elsetouhi et al. (2018) and Solvason and Kington (2019), have been linked to the development of trust and cooperation within educational settings. The role of emotional reframing in supporting teachers has been examined by Berkovich and Eyal (2020) in the context of Israeli school principals. Furthermore, the importance of support from both professional and personal networks in mitigating emotional exhaustion has been emphasized (Ferguson et al., 2017; Chen, 2019). Conversely, the potential challenges faced by teachers lacking emotional support, including difficulties with effective classroom management and the subsequent negative impact on student outcomes, have also been highlighted (Sher-Censor et al., 2019; Romano et al., 2021).

2.4 Work-Related Stress

Stress, a pervasive experience in the teaching profession, has been conceptualized as a state of mental pressure characterized by feelings of worry, anxiety, and even physical manifestations such as headaches and sweating (Bolano et al., 2018). Work-related stress, specifically, arises from the various pressures inherent in the job itself (Kirana et al., 2021). As Jomud et al. (2021) observed, stress within the teaching profession is a global concern with detrimental effects on both teachers and the quality of education they provide. Teachers frequently experience work-related stress that manifests both physically and emotionally, often leading to self-doubt, anxiety, and diminished performance. While some research suggests that moderate levels of stress may potentially enhance employee performance, excessive stress is widely recognized as detrimental to productivity (Akbar et al., 2021). Sarabia and Collantes (2020) highlighted the contribution of adverse working conditions, limited resources, and excessive administrative demands to teachers' stress levels, further impacting their emotional well-being.

The influence of extracurricular activities on teachers' job satisfaction has also been investigated. Rocchi and Camiré (2018), for instance, examined the impact of coaching high school sports on teachers' job satisfaction, finding that participation in such activities can enhance interpersonal skills and foster professional learning, ultimately contributing to overall job satisfaction. This positive relationship between extracurricular involvement and job satisfaction has been corroborated by Moran (2017), who emphasized the reciprocal benefits for both teachers and students. Similarly, Menardo et al. (2022) underscored the importance of teachers' professional solidarity and collaboration, particularly in the context of curriculum design. Furthermore, research suggests a link between psychological capital and job satisfaction. Crisci et al. (2019) found that teachers with higher levels of psychological capital are more likely to experience enjoyment in their work, develop their professional identities, and report

increased job satisfaction. This interconnectedness between job satisfaction and teacher engagement in curricular and extracurricular activities highlights the need for supportive and engaging work environments that promote both job performance and student success.

Effective classroom management is another crucial aspect of the teaching profession. Sebastian et al. (2019) explored the influence of teachers' perceptions of classroom management on their teaching effectiveness and student outcomes. Lazarides et al. (2020) highlighted the importance of teachers' sense of competence in classroom management, particularly during the early stages of their careers. While effective classroom management can contribute to professional growth, excessive demands in this area can negatively impact the perceptions of new teachers. The potential pitfalls of aggressive classroom management techniques have been noted by Diana (2021), who emphasized the importance of nurturing approaches to create a positive learning environment. The establishment of strong teacher-student relationships, facilitated by effective classroom management strategies, is essential for student success (Power and Taylor, 2020). These strategies are often linked to teachers' emotional control and expectations (Power & Taylor, 2020).

Finally, working conditions play a significant role in teacher well-being. Stressors such as job insecurity, long working hours, and poor morale can significantly impact teachers' overall well-being (Hebbar, 2021). Carroll et al. (2021) encouraged for systemic changes within educational organizations, including improved work organization and increased resource allocation, as crucial steps toward reducing stress and enhancing teachers' job satisfaction and resilience.

3. CONCEPTUAL FRAMEWORK

This study investigates the factors contributing to work-related stress among teachers, employing a model that examines the interplay of several key variables. Specifically, it explores the influence of job demands (including workload, job insecurity, and time pressure), job control (comprising autonomy and decision-making authority), and social support (encompassing both emotional and instrumental forms) on the extent of stress experienced by individuals within the educational workplace. Work-related stress, the dependent variable in this study, is considered in relation to its potential impact on curricular and extracurricular activities, classroom management practices, and overall working conditions.

Within this framework, job demand is identified as a primary independent variable. As Han et al. (2020) underscore, workload, job uncertainty, and time pressure are integral components of job demands, serving as significant predictors of teacher stress and burnout. Therefore, it is crucial to consider these specific elements when examining the impact of job demand on individual well-being within the teaching profession.

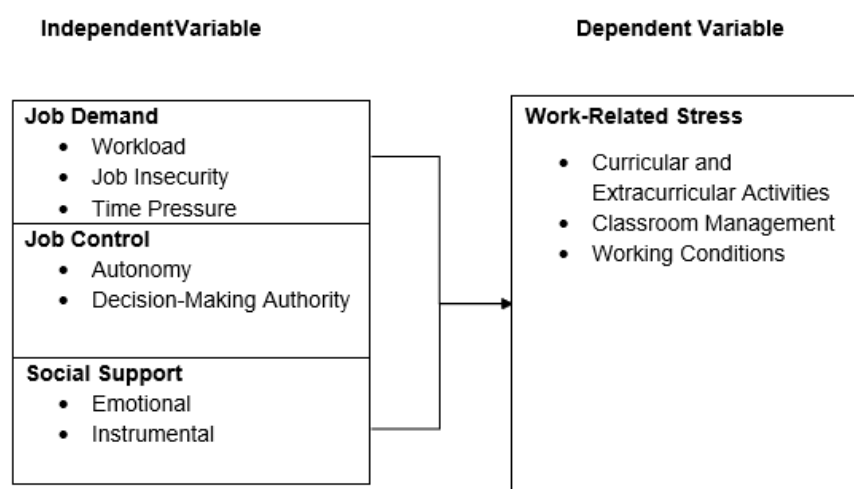


Figure 1. Conceptual Paradigm showing the variables of the study

In the context of teachers in the Tagum City District, job control assumes particular relevance. Job control, referring to teachers' autonomy and decision-making authority over their tasks, encompasses the methods they employ to carry out their duties and their ability to influence their working environment (Aronsson et al., 2021). It is hypothesized that teachers in the Tagum City District with greater job control experience increased freedom and agency in determining their approach to responsibilities and in making decisions that can positively impact their working conditions.

Social support is another crucial independent variable considered in this study. As Skaalvik (2018) highlights, cultivating both emotional and instrumental support with colleagues and school administrators can significantly enhance teacher resilience. These social connections foster a sense of community, support, and belonging, ultimately assisting teachers in navigating the challenges and difficulties inherent in the profession.

Work-related stress, the dependent variable in this study, is conceptualized as encompassing the various stressors that can affect teachers' well-being, including those related to curricular and extracurricular activities, classroom management, and working conditions (Muntele et al., 2014). This study will explore these specific stressors and their potential impact on the well-being of teachers in the Tagum City District.

4. METHODOLOGY

The participants in this study were public school elementary teachers (Teacher I-III) in the Central District Schools of Tagum City. Master Teachers were excluded from the sample due to potentially confounding variations in workload and skill level. The sample size was determined using Yamane's formula to ensure a representative sample of the target population. This focus on Teachers I-III allowed for the inclusion of teachers across a range of experience levels within the early to mid-career phases.

Regarding instrumentation, four sets of researcher-developed questionnaires were used to collect data. These instruments were designed to measure: (1) job demand (including workload, job insecurity, and time pressure); (2) job control (comprising autonomy and decision-making authority); (3) social support (encompassing emotional and instrumental support); and (4) work-related stress (covering curricular and extracurricular activities, classroom management, and working conditions). Subsequently, these questionnaires underwent rigorous validation and reliability testing. Three experts reviewed the instruments for content, construct, and face validity. A pilot test was conducted with thirty elementary school teachers from the Tagum City Division North District to assess reliability. Cronbach's alpha was used to assess internal consistency, with resulting coefficients exceeding 0.7 for all scales, indicating acceptable reliability (Tavakol & Dennick, 2011). Construct validity was also assessed, likely using a method such as correlating individual item scores with overall scale scores (Oktavia et al., 2018).

Concerning ethical considerations, these were prioritized throughout the data collection process. Prior to data collection, informed consent was obtained from all participating teachers. Formal approval to conduct the study was obtained from pertinent authorities. These procedures ensured the anonymity and confidentiality of responses, minimizing potential risks to participants.

Finally, descriptive and inferential statistics were used to analyze the collected data. Means were calculated to describe the central tendency of each variable. Pearson's *r* correlation coefficient was employed to examine the bivariate relationships between the independent and dependent variables. Multiple linear regression analysis was conducted to assess the predictive power of the independent variables (job demand, job control, and social support) on the dependent variable (work-related stress). This analytical approach allowed for the examination of the combined and individual effects of the independent variables on work-related stress.

5. RESULTS & DISCUSSION

Table 1 The Extent of Job Demand of Teachers in Central District Schools of Tagum City

Job Demand	Mean	Description
Workload	8.245	Greater Extent
Job Insecurity	5.67	Moderate Extent
Time Pressure	7.64	Greater Extent
Overall	7.185	Greater Extent

Table 1 presents the extent of job demand experienced by teachers in the Central District Schools of Tagum City. The mean ratings for the three indicators of job demand (workload, job insecurity, and time pressure) ranged from 5.67 to 8.245, corresponding to descriptive equivalents of "moderate extent" to "greater extent." Workload exhibited the highest mean rating (8.245), indicating that this aspect of job demand was perceived by teachers as being present to a "greater extent." Conversely, job insecurity received the lowest mean rating (5.67), suggesting that, while still present to a "moderate extent," it was less prominent than the workload. The overall mean rating for job demand was 7.185, which falls within the "greater extent" descriptor, suggesting that job demands are a consistent and salient feature of the teachers' work environment. These results indicate that teachers in this district experience substantial workloads and obligations, highlighting the significant job responsibilities and challenges they face. This underscores the need for supportive measures and resources to ensure teacher well-being and professional effectiveness.

The substantial job demands reported by teachers in the Central District Schools of Tagum City are consistent with prior research. Similar to Mansfield's (2020) findings on the link between adversity and increased teacher workloads, this study reveals significant workload pressures. Existing literature supports the notion that job demands, including workload, time pressure, and job insecurity, can contribute to psychological strain (Shack et al., 2020), aligning with the present study's observations. While Shack et al. (2020) linked high job demands and low job incentives to burnout and disengagement, this study's focus on job demand levels lays the groundwork for future research to explore these correlations in the Tagum City context. Furthermore, the importance of balancing job demands with available resources, as highlighted by De Carlo et al. (2019), is underscored by the current findings. The study's results suggest a need to investigate the adequacy of resources and support systems for Tagum City teachers. The observed "greater extent" of job demand, potentially exceeding tolerable limits (Cao et al., 2020; Wang et al., 2020), warrants further research into specific stressors and their effects on teacher well-being.

In summary, this study reveals a significant association between teaching demands and potentially adverse outcomes for teachers in the Central District Schools of Tagum City, particularly concerning burnout. Future research should investigate the specific resources and support systems that could mitigate the negative impacts of high job demands and promote teacher well-being and organizational commitment.

Table 2 The Extent of Job Control of Teachers in Central District Schools of Tagum City

Job Demand	Mean	Description
Autonomy	7.64	Greater Extent
Decision-Making Authority	6.77	Greater Extent
Overall	7.20	Greater Extent

Table 2 summarizes the extent of job control experienced by teachers in the Central District Schools of Tagum City. The overall mean rating for the two indicators of job control (autonomy and decision-making authority) ranged from 6.77 to 7.64, both within the "greater extent" descriptor. Autonomy received the higher mean rating (7.64), followed by decision-making authority (6.77), with the overall mean for job control being 7.20, also indicating a "greater extent." These results suggest that teachers in the district perceive a considerable degree of job control, characterized by both autonomy and influence over their work.

These findings are consistent with research emphasizing the importance of job control in educational settings. Friganović and Selič (2021) highlighted the need to develop social support and improve job control, emphasizing the role of administrators in creating supportive institutional environments. Similarly, Jankelová and Joniaková (2021) stressed the critical role of organizational support in fostering teacher autonomy and decision-making power. Job control, as described by Roster and Ferrari (2020), represents an individual's capacity to influence tasks and behaviors within the workday, reflecting their ability to exercise autonomy and decision-making authority. Scanlan and Still (2019) included autonomy and decision-making power as key components of job resources within the work environment, emphasizing their significance for teacher well-being. Furthermore, Moreira-Fontán et al. (2019) linked teachers' confidence in managing specific situations, such as integrating ICT into the classroom, to self-efficacy and perceived competence, which are related to job control. While the present findings suggest a relatively high level of job control, they contrast with Romero et al.'s (2020) findings, which indicated that a lack of autonomy and decision-making authority significantly increases the likelihood of teachers leaving the profession. This highlights the importance of job control for teacher retention.

In conclusion, the data suggests that job control, specifically in the form of autonomy and decision-making authority, is a prominent feature of the work environment for teachers in the Tagum City Central District Schools. This appears to contribute to higher job satisfaction and potentially reduces turnover intention and disengagement. The study underscores the accessibility and importance of job control as a factor influencing overall teacher well-being and workplace behavior.

Table 3 The Extent of Social Support of Teachers in Central District Schools of Tagum City

Social Support	Mean	Description
Emotional	7.65	Greater Extent
Instrumental	4.64	Greater Extent
Overall	6.14	Moderately Extent

Table 3 presents the extent of social support experienced by teachers in the Central District Schools of Tagum City. The mean ratings for the two indicators of social support (emotional and instrumental) ranged from 4.64 to 7.65. Emotional support received a higher mean rating (7.65), indicating a "greater extent" of this type of support. Instrumental support, conversely, received a lower mean rating (4.64), classified as "lesser extent." The overall mean rating for social support was 6.14, corresponding to a "moderate extent." These findings suggest that while teachers in the district experience a relatively high level of emotional support, instrumental support is less prevalent. This disparity highlights the need for a balanced approach to addressing both emotional and instrumental support needs, potentially through targeted interventions and support programs designed to bolster instrumental aspects while maintaining existing positive emotional support structures.

These findings align with existing research on the importance of social support. Hellfeldt et al. (2019) emphasized the critical role of social support, particularly from teachers, in mitigating depression and anxiety symptoms in adolescents, highlighting the importance of both family and teacher support for student mental well-being. Similarly, Ye et al. (2020) found that individuals often seek support from family and social networks following trauma, though the severity of the traumatic event can impair perceived social support by decreasing engagement in support-seeking behaviors. Mishra (2020) pointed out the role of educational organizations in providing information-related social support, highlighting the importance of organizational networks in supplementing any deficiencies in this area for teachers. Kim et al. (2021) emphasized the need to explore diverse forms of social support for teachers, including both physical and emotional support. Lloyd-Jones (2021) described emotional support within educational settings as a moral and ethical imperative, particularly when teachers demonstrate caring behaviors towards the well-being and success of their colleagues. The study emphasized the role of empathy in collaborative efforts, noting how emotional support fosters community cohesion and shared experiences, ultimately contributing to common goals. Furthermore, Luan et al.'s (2023) study identified teachers' perceived organizational support and colleague support as determinants of behavioral engagement, impacting future cognitive, emotional, and social engagement, highlighting the interconnectedness of support networks within educational contexts.

The influence of social support for teachers in the Central District Schools of Tagum City, particularly in relation to school principals and the broader organizational framework, presents a complex picture. While various forms of support can enhance cooperation, morale, and job satisfaction, their effectiveness may depend on meeting individual needs and fostering a positive work environment. Further research is needed to fully understand the impact of social support within educational settings on the interactions between teachers, school administrators, and existing organizational structures.

Table 4 The Extent of Work-Related Stress of Teachers in Central District Schools of Tagum City

Work-Related Stress	Mean	Description
Curricular and Extra-Curricular	7.72	Greater Extent
Classroom Management	7.32	Greater Extent
Working Conditions	4.39	Lesser Extent
Overall	6.50	Greater Extent

Table 4 presents the extent of work-related stress experienced by teachers in the Central District Schools of Tagum City. The mean ratings for the three indicators of work-related stress (curricular and extracurricular activities, classroom management, and working conditions) ranged from 4.39 to 7.72. Curricular and extracurricular activities received the highest mean rating (7.72), indicating a "greater extent" of stress related to these activities. Working conditions received the lowest mean rating (4.39), classified as "lesser extent." The overall mean rating for work-related stress was 6.50, corresponding to a "greater extent." These results suggest that while teachers in the district experience relatively less stress related to working conditions, they report significant stress stemming from curricular and extracurricular activities and, to a lesser degree, classroom management. This disparity highlights the need for targeted interventions aimed at mitigating the stress associated with these specific aspects of the teaching profession.

These findings align with existing research on work-related stress among educators. Asaloei et al. (2020) defined work-related stress in this population as the experience of unpleasant emotions, such as pressure, impediment, uneasiness, and depression, arising from aspects of their profession. This definition encompasses the physical and psychological responses that occur when teachers' skills and goals do not align with the demands of their jobs. The World Health Organization (WHO) similarly defines teacher work-related stress as a reactive state occurring when the

demands placed on teachers exceed their knowledge, skills, or abilities, emphasizing the complex interaction between teacher well-being and professional demands. Silva et al. (2021) found a correlation between increased anxiety and stress among teachers and the diverse nature of their tasks, highlighting the need for targeted support measures. Furthermore, Veloso et al.'s (2020) study revealed a negative association between teacher stress levels and aspects of classroom management, such as ICT self-efficacy for educational purposes, attitudes, and organizational supervisor support. This suggests that high stress levels in educators may be linked to perceived reductions in competence using ICT for educational purposes and more negative overall attitudes.

The overall pattern of results suggests a link between teachers' stress and curricular obligations, with the demands of curriculum expectations contributing to increased stress. Similarly, the added responsibilities associated with organizing and supervising extracurricular activities likely contribute to stress levels. Furthermore, challenges in classroom management, such as maintaining discipline and addressing diverse learning needs, can contribute to the daily stressors experienced by teachers.

Table 5 The Overall Summary of Significant Predictors of Work-Related Stress of Teachers in Central District Schools of Tagum City

Variables	Unstandardized Coefficients		t	Sig.
	B	Std. Error		
(Constant)	3.38	0.585	5.798	0.00
JOB DEMAND	0.41	0.072	5.688	0.00
JOB CONTROL	0.00	0.063	0.051	0.96
SOCIAL SUPPORT	0.03	0.051	0.625	0.53

$$R^2 = 0.172225$$

Table 5 presents a summary of the significant predictors of work-related stress among teachers in the Central District Schools of Tagum City. The regression model indicates that at least one of the predictor variables (job demand, job control, and social support) contributes significantly to the variance in work-related stress. The overall statistical significance of the model was confirmed by the F-test ($p < 0.05$). The results reveal that job demand is a significant predictor of work-related stress ($\beta = 0.412$, $t = 5.688$, $p < 0.000$). Specifically, the data suggest that teachers in the district experience challenges related to heavy paperwork, numerous administrative activities, extended work hours spent on reports and student coaching, and a reduction in actual teaching time due to non-teaching responsibilities. These combined pressures appear to be contributing to work-related stress, with some teachers reportedly considering alternative career paths and others struggling to maintain effective instruction and a positive learning environment.

These findings corroborates with what Chirico et al. (2020) highlighted the unfavorable reactions of teachers to high-demand expectations at work, which show the impact of work-related stress. Further, Agyapong et al. (2022) highlighted that as teachers' responsibilities increase and working hours increase, job demand rises, and, eventually, a surge in stress leads to anxiety and melancholy. The findings are consistent with Karasek and Theorell's (1979) Job Demand-Control-Support (JDCS) model, which stressed that combining high demands with inadequate job control and social support leads to higher stress and unfavorable health effects. Job control and social support cannot relieve

stress as they fail to eliminate teachers' work-related stress. Overall, it shows that 17% of the teachers in Central District Schools of Tagum City are experiencing work-related stress.

6. CONCLUSION AND RECOMMENDATION

This study revealed significant relationships between several key variables and work-related stress among teachers in the Central District Schools of Tagum City. Specifically, significant relationships were found between: job demand indicators (workload, job insecurity, and time pressure) and various aspects of work-related stress (curricular and extracurricular activities, classroom management, and working conditions); the job control indicator of autonomy and several aspects of work-related stress (extracurricular activities, classroom management, and working conditions); and social support indicators (emotional and instrumental) and both classroom management and working conditions. Furthermore, the regression analysis identified several significant predictors of work-related stress. Workload predicted stress related to classroom management; job insecurity predicted stress related to working conditions; time pressure predicted stress related to curricular and extracurricular activities; autonomy predicted stress related to curricular and extracurricular activities and working conditions; decision-making authority predicted stress related to working conditions; and both emotional and instrumental social support predicted stress related to working conditions. Overall, job demand emerged as a particularly salient predictor of teachers' work-related stress within this context.

Based on these findings, several recommendations are offered. The Department of Education should evaluate existing policies concerning their impact on teacher job demands, particularly workload. Feedback gathered from teachers and administrators during Learning Action Cell (LAC) sessions can inform policy adjustments that address stakeholder needs while preserving educational standards. Furthermore, the Department should prioritize resource allocation for additional non-teaching staff to alleviate excessive teacher workload. This strategic investment would enable teachers to delegate administrative tasks, such as MOOE liquidation and record management, allowing them to focus on core instructional responsibilities. This measure would not only mitigate current pressures but also foster a more sustainable educational environment. School heads should facilitate capability-building activities focused on innovative teaching techniques and technology integration, equipping teachers with 21st-century skills. Teachers should actively participate in LAC sessions to address workload concerns and collaboratively develop resources and lesson plans. Finally, teachers should adopt effective time management and organizational strategies to minimize stress and maintain workload balance.

Future research could expand the scope of this study by including larger and more diverse teacher populations, incorporating additional variables related to work-related stress, and exploring qualitative inquiry into teacher stress could provide richer data to inform policy recommendations. Furthermore, conducting similar research in private schools would offer a comparative perspective and contribute to a more comprehensive understanding of the factors influencing teacher stress across different educational settings.

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