

Workplace Stress and Perceived Strategies Among the Junior High School Teachers of Andres Soriano Colleges of Bislig: A Descriptive-Survey Approach

Angelica C. Nuñez^{1*} and Adrian C. Nuñez^{1,2}

¹Andres Soriano Colleges of Bislig Mangagoy, Bislig City, Surigao del Sur

*angelicacordovanunez@gmail.com, ²anunez.0521@gmail.com

Date Submitted:

August 14, 2026

Date Accepted:

September 12, 2026

Date Published:

October 19, 2026

DOI:

10.5281/zenodo.23488990

ABSTRACT

Workplace stress among teachers highlights the need for institutional support that addresses professional demands and well-being. This study identified workplace stressors and perceived stress management strategies among Junior High School teachers at Andres Soriano Colleges of Bislig, Philippines, as a basis for proposing an action plan. A quantitative descriptive survey design was employed, involving all 28 Junior High School teachers through whole enumeration. Data were collected using two adapted survey questionnaires covering 15 workplace stressors and 10 perceived stress management strategies and analyzed using mean scores and rank order. Teaching large classes emerged as the highest-rated stressor ($M = 2.86$), followed by lack of job security ($M = 2.61$), over-promotion ($M = 2.57$), under-promotion ($M = 2.46$), and workload pressure ($M = 2.43$). Mentorship for new teachers received the highest rating

among perceived stress management strategies ($M = 4.00$), followed by vacations ($M = 3.95$), improved professional development ($M = 3.93$), allocated time for teacher collaboration ($M = 3.86$), and counseling ($M = 3.75$). Based on these findings, a 10-day action plan was proposed, integrating mentorship, professional development, counseling, collaboration, mindfulness, workload management, and administrative support. The findings underscore the importance of addressing classroom and employment-related concerns while strengthening professional and psychosocial support. Institutional initiatives aligned with teachers' identified needs and preferred strategies may help create a more supportive working environment and promote teacher well-being.

Keywords: *Workplace Stress, Junior High School Teachers, Stress Management Strategies, Teacher Well-Being, Institutional Support, Mentorship, Professional Development, Action Plan*

INTRODUCTION

Workplace stress is a determining factor in the performance of employees in any organization (Murugaiah, 2021). It can impact well-being, reduce productivity, and create job dissatisfaction (Gunasekra & Perera, 2023). Not only that, workplace or job stress negatively impacts the motivation to keep going. Therefore, it is important to provide a stress-free environment so that employees can perform better and help the organization achieve results in the local and international markets (Sardouk & Ali, 2022).

Previously, studies revealed that stress is felt globally. McCarthy (2019) wrote, based on the 2019 Global Emotions Report, that Gallup (2019) gauged stress levels in 143 countries. The findings revealed that Greece had the highest percentage of stressed-out people, with fifty-nine percent (59%). The Philippines followed it with 58% and Tanzania with 57% stress level.

Moreover, the American Institute of Stress (2020) reported that 33% of people are extremely stressed, 77% of people reported that their physical health is affected due to the high prevalence of stress, the mental health of 73% of people is affected, and 48% people have sleeping disorders in America.

2021 American workers experienced increased burnout rates, similar to those in 2020. According to the American Psychology Association (APA) (2021) Work and Well-being Survey of 1,501 U.S. adult workers, 79% reported experiencing work-related stress in the preceding month. Nearly three in five employees noted negative effects of this stress, such as a lack of interest, motivation, or energy (26%) and reduced effort at work (19%). Additionally, 36% experienced cognitive weariness, 32% reported emotional exhaustion, and 44% reported physical fatigue—a 38% increase from 2019.

On the stressful side of education, (Ancho and Bongco (2019) believe that teaching is one of the noblest professions worldwide. However, regardless of whether teachers come from public and private schools or education programs, Tsubono & Mitoku (2023) found that numerous workloads and long working hours have been noted factors by teachers are stress contributors in the workplace, where junior high school teachers rated extra-curricular club activities as the main stressor, while the elementary school teachers felt that dealing with difficult students was the highest in proportion, and the special needs school teachers saw interpersonal conflicts as the main driver of stress in school.

A Malaysian study revealed that among the 268 teachers from the primary and secondary schools in Selangor District, those teachers with 11-15 years of teaching experience experienced more stress, while teachers who were 31-50 years old experienced higher stress levels than those who belong to 20-30 years old and those who were 51-60 years old (Kavita & Hassan, 2018).

Similarly, Kabito and Wami (2020) uncovered 711 secondary teachers from 11 public schools in Ethiopia, stating that the workplace stress level was 58.2, which is greatly associated with teaching experience, job demand, and educational level.

In New Zealand, Jain (2021) discovered from the participant-teachers that their perceived stress ranged from moderate to high levels of high workload, multiple sources of stress, the emotional demands of the role, and the frustration and constraints they face in role performance.

In the Philippines, Rabago-Mingoa (2017) found that the stress level of teachers, specifically the 100 teachers in Metro Manila in the survey, is relatively high, caused by work-related, personal, and economic factors. As a rejoinder and in a separate study, Orlanda-Ventayen and Ventayen (2021) claimed, based on their findings, that the level of stress, together with depression, is high for teachers, especially kindergarten, elementary, and high school teachers.

Overall, the contemporary global environment is replete with multifaceted challenges. Moreover, should educators—who serve as the frontline actors in the pedagogical process—succumb to workplace stress and its associated stressors, the educational outcomes for both current and future learners will inevitably be compromised. Additionally, instructors within private educational institutions encounter significant stress in their professional environments, which underscores the necessity for the researcher to investigate Andres Soriano Colleges of Bislig, aimed at assessing the prevailing conditions of Junior High School (JHS) educators concerning workplace stress and the coping mechanisms they employ.

Literature Review

The World Health Organization (WHO) (2023) defined stress as a state of worry or mental tension caused by a difficult situation. Further, WHO (2020) underscored that workplace stress or work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope. As reasoned, it is characterized by three dimensions: feelings of energy depletion or exhaustion, increased mental distance from one's job, feelings of negativism or cynicism related to one's job, and reduced professional efficacy (World Health Organization, 2019).

Stress is typically categorized into two types: acute and chronic stress. Acute stress is a short-term, immediate response often associated with the "fight or flight" reaction. In contrast, chronic stress arises from prolonged and intense conditions, such as long-term work stress or persistent health issues.

Acute stress triggers a cascade of physiological changes, primarily driven by releasing cortisol and catecholamines. These hormones prepare the body for immediate action, increasing heart rate and enhancing energy availability (Chu et al., 2024; Tsigos et al., 2020). The activation of the hypothalamic-pituitary-adrenal (HPA) axis and the sympathetic-adrenal-medullary (SAM) system plays a crucial role in mobilizing the body's resources for short-term survival. Short-term stress can have paradoxical effects on immune function. While transient acute stress may boost immune responsiveness, repeated exposure to acute stressors can suppress immune function, increasing infection vulnerability (Silva et al., 2024; Spence & Cornett, 2024). The temporary enhancement of immune activity is attributed to the redistribution of immune cells, but prolonged or frequent acute stress can disrupt immune homeostasis. Biochemical indicators such as salivary alpha-amylase and chromogranin A levels are reliable acute stress markers. Their elevated presence reflects the body's immediate physiological response to stressors (Kumar et al., 2024). These markers are useful in assessing the acute activation of the autonomic nervous system and stress-related physiological changes.

Acute stress can profoundly affect cognitive and emotional functions, leading to heightened anxiety, irritability, and difficulties in concentration. It may also contribute to acute stress disorder, characterized by psychological distress and sleep disturbances (Pizova & Pizov, 2023). Such effects are often transient but can impair decision-making and cognitive flexibility during stress exposure. In controlled amounts, acute stress can enhance cognitive performance, promote resilience, and improve adaptation to challenging environments. However, excessive acute stress may lead to heightened anxiety and an increased risk of developing anxiety-related disorders (Moini et al., 2024). The distinction between beneficial and detrimental effects of acute stress depends on the intensity and frequency of stress exposure.

Chronic stress induces prolonged HPA axis activation, leading to sustained cortisol secretion. This dysregulation is associated with metabolic disturbances, including elevated blood lipid levels and increased glycosylated hemoglobin, which are risk factors for metabolic disorders such as diabetes and cardiovascular diseases (Montgomery & Gouvea, 2024; Sharma, 2018). Persistent stress exposure results in chronic inflammation, evidenced by elevated inflammatory markers such as interleukin-1 and interleukin-2. These pro-inflammatory cytokines are linked to the pathogenesis of cardiovascular diseases and other chronic conditions (Kumar et al., 2024). Chronic inflammation under stress conditions contributes to long-term health deterioration.

Prolonged exposure to stress is a major risk factor for various mental health disorders, including depression, anxiety, post-traumatic stress disorder (PTSD), and substance use disorders. Chronic stress can also impair cognitive function and memory formation, negatively affecting learning and decision-making (Chu et al., 2024; Girotti et al., 2024). Chronic stress often leads to maladaptive behavioral patterns, such as avoidance, social withdrawal, and reduced engagement in social interactions. These behavioral consequences can further exacerbate psychological distress and contribute to the development of mood disorders (Moini et al., 2024; Conoscenti et al., 2024). Such negative coping strategies reinforce the cycle of stress and mental health decline.

Symptoms of workplace stress include physical/physiological, psychological, and behavioral (Mitreka Satata et al., 2022). Understanding these symptoms is crucial for developing effective stress management strategies in the workplace.

Some physical stress issues are headaches, stomach problems, and insomnia, as well as emotional symptoms such as restlessness, anxiety, and irritability. Physical health problems associated with workplace stress include cardiovascular disease, musculoskeletal disorders, and gastrointestinal disorders (Gunasekra & Perera, 2023).

Besides physical stress, workplace stress manifests through various physiological symptoms, including increased heart rate and elevated blood pressure. Prolonged exposure to stressors in professional settings can lead to heightened cardiovascular responses, which pose long-term risks to heart health and overall well-being (Satyjeet et al., 2020). Many employees report digestive issues as a direct consequence of workplace stress, with symptoms

such as indigestion, stomach discomfort, and fluctuations in appetite becoming prevalent (Nam et al., 2018; Lal & Singh, 2015). These disturbances can lead to further complications, including irritable bowel syndrome and other gastrointestinal disorders. Additionally, fatigue and muscle tension are commonly observed among workers experiencing chronic stress, with physical exhaustion often accompanied by persistent muscle pain and discomfort, reducing productivity and quality of life (Mariotti, 2015; Hasin et al., 2023).

Another effect of workplace stress is psychological. The psychological effects of workplace stress are significant, with anxiety and depression being among the most frequently reported concerns. Employees experiencing high-stress levels often struggle with prolonged feelings of sadness, anxiety, and self-doubt, which can erode their mental well-being and job satisfaction (Dobson & Scnall, 2018; Khalid & Zaidi, 2024). These mental health issues may extend beyond the workplace, affecting personal relationships and overall emotional stability. Cognitive impairments are also commonly associated with workplace stress, with affected individuals reporting difficulties in concentration, decision-making, and emotional regulation. Increased irritability and reduced cognitive efficiency can significantly impact job performance and interpersonal interactions in professional environments (Shritek, 2017; Lal & Singh, 2015). Therefore, understanding stress, managing it effectively, and employing appropriate coping strategies are crucial (Faraji et al., 2019).

Behavioral changes linked to workplace stress further exacerbate its negative consequences. Many employees resort to substance use as a coping mechanism, leading to increased consumption of tobacco, alcohol, and drugs (Kakkad, 2018; Kuswardian et al., 2023). Such behaviors can have detrimental effects on both physical and mental health, potentially leading to long-term addiction issues. Additionally, social withdrawal is frequently observed among stressed employees, with individuals becoming less communicative, more isolated, and sometimes argumentative. Workplace relationships may suffer, leading to decreased teamwork efficiency, increased conflicts, and an overall decline in workplace morale (Bella, 2023; Magotra, 2016).

However, female employees may encounter various stress symptoms due to their efforts to balance their work and family lives, professional expectations, gender-related difficulties, and other personal factors (Taşdemir, Güden, Yetkin, et al., 2023). This condition can often manifest as physical discomfort, emotional tensions, and behavioral changes. Sources of stress include job expectations, work relationships, family responsibilities, and gender-related issues faced by women. Social expectations and gender inequality in professional survival may be among the factors that deepen the stress experienced by women (Okan & Gültekin, 2023).

Workplace stress is a multifaceted issue influenced by various factors that can significantly impact employees' mental and physical well-being. It arises when work demands exceed an individual's capacity to cope, often due to organizational, interpersonal, and personal factors. Understanding these causes is crucial for developing effective stress management strategies in the workplace.

Various organizational factors significantly influence workplace stress, including high work demands, job insecurity, and poor work design. For Mujtaba et al. (2020), workplace stress, also called occupational stress, is caused primarily due to overwork, lack of autonomy, lack of job security, and low job satisfaction in organizations. Vallasamy et al. (2023) also added that the main causes of stress were workload, role conflict, poor working conditions, lack of control, poor relationships with colleagues and supervisors, job insecurity, lack of recognition or rewards, and poor work-life balance. Ko (2020) additionally highlighted common stressors in the workplace, such as role conflict, role ambiguity, and workload for employees and managers.

Excessive workload and time pressures are among the most common stressors, particularly in high-stakes environments such as healthcare and academia, where employees must meet stringent deadlines and manage multiple responsibilities simultaneously (Gholap et al., 2024; Faisal et al., 2019). The pressure to perform under such conditions often leads to burnout and diminished job satisfaction.

Job insecurity is another prevalent organizational stressor, as uncertainty about job stability—often due to economic downturns or organizational restructuring—creates psychological distress among employees (Mahapatra & Pati, 2018; Salama et al., 2022). Employees experiencing job insecurity may struggle with reduced motivation and engagement, further exacerbating workplace inefficiencies.

Additionally, poor work design contributes to stress when employees have little control over their tasks and poorly defined job roles. A lack of autonomy in decision-making and unclear job expectations make it difficult for employees to manage their responsibilities effectively, leading to frustration and anxiety (Maulik, 2017; Hasibuan et al., 2024).

Interpersonal factors also play a crucial role in workplace stress, particularly when employees lack social support from colleagues and supervisors. Insufficient support systems can leave employees feeling isolated in their challenges, increasing stress levels and decreasing job satisfaction (Elshifa A, 2024 Maulik, 2017). Supportive relationships, on the other hand, serve as protective factors that help individuals navigate workplace challenges more effectively.

Workplace relationships, including conflicts with coworkers or management, further contribute to stress, especially when workplace environments become hostile due to discrimination or harassment (Mohamed et al., 2018; "Stress Management Amongst Industrial Employees," 2023). Such conflicts disrupt teamwork and reduce workplace morale, decreasing productivity and increasing turnover rates.

Personal factors such as role conflict, ambiguity, and individual coping mechanisms further influence how workplace stress is experienced and managed. Role conflict arises when employees face conflicting job demands or unclear expectations, making it difficult to prioritize tasks effectively (Faisal et al., 2025; "Stress Management Amongst Industrial Employee," 2023). This lack of clarity can lead to frustration and decreased job performance.

Personal coping mechanisms, including an individual's locus of control and emotional resilience, also significantly affect stress perception and management (Chávez-Arizala et al., 2024; "Stress Management Amongst Industrial Employee," 2023). Employees with strong emotional resilience and adaptive coping strategies are more likely to manage workplace stress effectively. In contrast, those with limited coping skills may experience heightened stress levels and emotional exhaustion.

Workplace stress in teachers is a complex phenomenon that adversely affects their health and job performance. The research underscores the prevalence and determinants of stress in education, highlighting the necessity for effective coping mechanisms. Factors such as work-family conflicts, job insecurity, and the rigorous demands of teaching contribute to significant psychological and physiological health challenges. The subsequent sections will explore the principal elements of workplace stress in teaching, informed by various studies.

Work-family conflicts contribute to occupational stress, as evidenced by findings in Sri Lanka, where such conflicts account for 34.2% of the variance in stress levels among primary school teachers (Jennifer & Jayasinghe, 2025). Job security is another major factor influencing workplace stress. In Nairobi, concerns over job stability significantly impact teachers' performance, leading to mild physiological stress responses such as high blood pressure (K. M. O., & K. M. J. (2024)). Additionally, role ambiguity and work overload are critical stressors. In Bali, 62.11% of teachers experience stress due to responsibility towards others, with both quantitative and qualitative work overload exacerbating role ambiguity (Agung et al., 2024).

The impact of workplace stress on health and performance is substantial. In Santo Domingo, 39% of teachers suffer from anxiety, while 51% demonstrate poor coping mechanisms due to high-stress levels (Landivar et al., 2024). In India, stress has a pronounced effect on teachers' psychological well-being, impairing self-acceptance and personal growth (Kaur et al., 2024). The Job Demands-Resources model underscores burnout risks associated with occupational stress. However, self-compassion has been identified as a key protective resource, mitigating the detrimental effects of stress-induced burnout (Maratos et al., 2024).

Various strategies have been proposed to manage workplace stress effectively. Intervention and support systems such as yoga, meditation, and improved working conditions have enhanced teachers' work-life balance (Jennifer & Jayasinghe, 2025). Compassion-focused interventions are recommended to reduce burnout risks (Maratos et al., 2024). Moreover, policy and organizational changes are crucial in addressing workplace stress. Collaboration among policymakers, educators, and management is essential to create supportive environments that alleviate stress and promote well-being (Sundareshan & Krishnasamy, 2024).

Effective workplace stress management involves a combination of organizational and individual strategies that address the multifaceted nature of stressors and enhance coping mechanisms. Organizations increasingly

recognize the importance of implementing structured stress management programs that include proactive and reactive measures. These strategies aim to improve employee well-being, enhance productivity, and foster a supportive work environment.

Organizations must adopt proactive strategies that address structural and individual needs to manage workplace stress effectively. One key approach is implementing counseling and support programs. By offering counseling services, training and development programs, and career advancement opportunities, organizations can help employees develop resilience and manage stress more effectively (Amiri, 2024; Ramesh, 2024).

Moreover, fostering open communication channels ensures employees feel heard and supported, reducing workplace tensions and overall job satisfaction. In addition to these initiatives, flexible work arrangements are crucial in reducing stress. Employees can achieve a better work-life balance by implementing flexible schedules and phased placements, minimizing stress-related burnout (Rasool & Sajid, 2022). Organizations that prioritize such flexibility often experience increased employee engagement and productivity.

Furthermore, health and wellness initiatives are essential in promoting a stress-free work environment. Providing employees with health awareness programs and access to recreational facilities has significantly improved their ability to manage stress effectively (Hasin et al., 2024). Employees can take part in health and wellness programs (Rajuskar, 2023), going on a vacation or a short trip (Deen et al., 2023), exploring job redesign options (Çelik & Kose, 2022), visiting a recreation center (Racu, 2023), and building a supportive social network at work. Such initiatives encourage employees to prioritize self-care, leading to better overall well-being. Promoting more health awareness events can help employees learn how to cope with high stress and improve their coping status (Patil, 2019).

Similarly, emotional intelligence training is another valuable tool for stress management. By fostering emotional intelligence within the workforce, employees can develop the ability to understand and regulate their own emotions while also responding effectively to the emotions of others (Rani, 2022). This enhances workplace relationships and reduces stress by improving conflict resolution and communication skills.

On an individual level, employees can adopt various coping strategies to mitigate workplace stress. Engaging in adaptive coping mechanisms such as regular exercise, maintaining open communication with friends and family, and utilizing problem-focused approaches like planning and confrontation (Holton et al., 2015; Urbano, 2024). These strategies empower employees to take control of their stressors and develop a proactive mindset toward problem-solving.

In addition, self-assessment and continuous improvement are crucial for maintaining mental well-being. Regularly evaluating stress levels and modifying coping strategies can ensure sustained emotional balance and resilience (Devi et al., 2024). Employees can identify stress triggers by incorporating self-reflection into their routines and developing targeted interventions.

Such interventions have included mindfulness and counseling, significantly affecting occupational stress (Alkhawaldeh et al., 2020). Such leisure trips help unite employees and reduce work-related stress, creating a healthy organizational culture (Panigrahi, 2016). Recreational facilities are found to be synonymous with encouraging people to be physically active, and this is regarded to have positive effects on mental status (Rodrigues & Gopalakrishnan, 2023). Redesigning jobs can include assigning tasks and dividing work, thus reducing stress levels because work becomes feasible (Panigrahi, 2016). Even though peer support and professional counseling are recognized in seconded workers, their support is also required to prevent workplace stress (Awino et al., 2018). Still, to these strategies, it is important to understand that stress reduction is not a top priority in many organizations; therefore, even if such problems exist, they remain unabated (Patil, 2019).

Stress is prevalent within numerous employment places, affecting the workers' health, productivity, and moods (Wiharjanto et al., 2024). To Chen et al. (2023), implementing a multimodal HWP, such as exercise classes accompanied by nutrition workshops, enhanced the BMI and blood pressure of the employees. Johnson et al. (2023) examined the correlation between HWP involvement and employee performance. According to them, people who went through the stress management courses demonstrably reported higher productivity levels than those who could not attend the workshop. Work-life balance as an aspect of performance was investigated by Lee

et al. (2023) about the effects of HWP participation. Subsequently, through the same survey, they observed that the mindfulness training workshop participants recognized the skills superior to dealing with work stress outside the workplace.

Female users may resort to various strategies to cope with stress. Support Emotional search can be effective in efforts to transfer work and family lives. Improvements in time management can help women manage work and family responsibilities more effectively (Salbur & Altinel, 2023).

Being successful in a healthy life, improving problem-solving skills, and receiving professional support can strengthen coping strategies. Although each person varies, effective coping methods may vary depending on personal preference and playability. These strategies can contribute to a healthy work-life connection by supporting female employees' coping processes (Bondarchuk et al., 2024).

Theoretical Framework

This work was anchored to Lazarus and Folkman's Transactional Model of Stress and Coping theory (1984). The Transactional Model of Stress and Coping, developed by Richard Lazarus and Susan Folkman in 1984, emerged as a ground-breaking framework in psychology, emphasizing the dynamic interaction between individuals and their environment. It moved away from earlier views of stress as a mere response to stimuli, focusing instead on the individual's cognitive appraisal of a situation. This model views stress as a "transaction" in which a person evaluates a situation (primary appraisal) and determines their resources and ability to cope with it (secondary appraisal). This model has become a cornerstone in understanding how people perceive and manage stress in various contexts, including workplaces.

The model defines stress as a process in which an individual interprets and responds to external demands that may exceed their resources. Key components include primary appraisal, where an individual assesses whether a situation is threatening, challenging, or neutral, and secondary appraisal, which evaluates their ability to cope with the stressor. Coping strategies are categorized into two types: problem-focused coping, aimed at addressing the source of stress, and emotion-focused coping, which seeks to manage emotional distress. The model highlights that stress is not solely about the external situation but is shaped by individual perceptions and coping mechanisms.

In the context of employees, particularly teachers, the Transactional Model of Stress and Coping provide a valuable lens for understanding workplace stress. Teachers often face challenges such as heavy workloads, classroom management, and pressure to meet performance standards. According to the model, a teacher's experience of stress depends on how they perceive these demands (e.g., as threats or challenges) and their coping strategies. Problem-focused coping might involve seeking professional development to improve skills, while emotion-focused coping could include seeking emotional support from colleagues. This model underscores the importance of providing school resources, training, and support systems to enhance teachers' coping capacities and reduce stress, ultimately promoting their well-being and job satisfaction.

Statement of the Problem

The study aimed to identify workplace stress and the perceived strategies that Junior High School teachers of Andres Soriano Colleges of Bislig used to cope with the stress. It specifically sought to provide answers to the following questions:

1. What is the status of workplace stress among Junior High School teachers of Andres Soriano Colleges of Bislig?
2. What is the status of the perceived strategies teachers use in managing workplace stress?
3. What action plan can be proposed to improve workplace stress of the Junior High School teachers?

Significance of the Study

The evaluation of workplace stress and the perceived strategies was significant to some of the private schools' key personnel, including the Vice President for Academic Affairs, Junior High School Principal, Head of Human Resources, Subject Coordinators, Classroom Teachers, Parents, Students, and Future Researchers.

Vice President for Academic Affairs. Evaluating workplace stress factors and strategies ensures that academic policies promote a supportive environment for the teaching staff and the students.

Junior High School Principal. Understanding stress contributors and strategies helps the school principal to create a positive and efficient school culture for teachers and learners, where he/she can extend personal and professional help to lighten the load of the teachers under stress.

Head of Human Resources. This study will allow the Office of Human Resources to identify workplace stress factors and aid in designing effective wellness programs and support systems for employees.

Subject Coordinators. This will allow subject coordinators to align workloads and expectations with teachers' capacities and understand the stress the colleague undergoes.

Classroom Teachers. As colleagues, classroom teachers can empower other teachers and extend collegial help to maintain their well-being and deliver quality education.

Parents. This research report will enable parents to collaborate with educators to foster a supportive learning environment while ensuring that the teaching and learning processes are in order.

Students. Awareness of teacher stress factors ensures students advocate for a respectful and empathetic classroom dynamic.

Future Researchers. Having the data on workplace stress provides a foundation for developing innovative strategies to enhance work environments across educational settings.

Scope and Delimitation of the Study

The research on workplace stress and perceived strategies was conducted at Andres Soriano Colleges of Bislig. However, it was delimited only to the Junior High School Department teachers since the study served as the data benchmark for the study's variables.

Moreover, only the regular teaching personnel from Grade 7 to Grade 10, including those who were new and tenured, were asked to provide their take on the kind of stress the teachers experience in the workplace and how they managed to overcome it.

Definition of Terms

The following terminologies were defined operationally or according to how they were used and manipulated in the study.

Junior High School Teachers. These educators teach students in grades 7 to 10, focusing on delivering subject-specific content, classroom management, and fostering adolescents' academic and personal development.

Strategies for Managing Stress. These are specific methods or approaches, including problem-solving techniques, time management, relaxation practices, or seeking support, employed by individuals to reduce or cope with stress in the workplace.

Workplace Stress. This refers to the physical, emotional, or mental strain experienced by individuals, such as teachers, due to job demands, organizational expectations, or workplace conditions that exceed their ability to cope effectively.

METHODS

Research Design

This study applied the quantitative method, a systematic research approach that involves collecting and analyzing numerical data to describe, explain, predict, or control variables of interest (Creswell, 2014).

Specifically, the research design that was employed was a descriptive survey research design. The design is a quantitative approach that aims to gather information about the current status, characteristics, or opinions of a population through the use of questionnaires (Fraenkel & Wallen, 2009), as regards the stress factors that teachers experience and the coping mechanism, they use to sustain the teaching process.

Research Locale

The research locale where the study was undertaken was Andres Soriano Colleges of Bislig (ASCB). The school was published in 1952 and is one of the private schools in Mangagoy, Bislig City.

ASCB is home to the Valiants. Additionally, the school offers Elementary Education, Junior High School, Senior High School, Baccalaureate Degree (Teacher Education, Business Education, Accounting Education, Computer Education, and Criminal Justice Education), and Master of Arts in Education.

The school is governed by the Board of Trustees, where the President is the chief operations officer. The Vice President for Academic Affairs and Vice President for Administration Services have headed the different offices and departments.

As of 2025, the school comprises ninety-eight (98) regular employees, teaching personnel, and administrative/non-teaching staff. Specifically, the teaching staff has 71 regular employees and 27 non-teaching personnel.

The school has a robust enrolment with two thousand six hundred fifty-eight (2,658) learners from public and private schools in basic education.

Respondents of the Study

The study's respondents were Junior High School teachers, of which the researcher is also a member. The study employed whole enumeration data, including all JHS teachers.

Table 1. *The Respondents of the Study*

Grade Level	Population	Sample Respondents
Grade 7	7	7
Grade 8	7	7
Grade 9	7	7
Grade 10	7	7
TOTAL	28	28

Whole enumeration data is beneficial as it provides a comprehensive understanding of the population, ensuring that every teacher's perspective is represented in the findings (Pillay et al., 2023).

The study's teacher respondents were divided as follows: 7 teachers in Grade 7, 7 teachers in Grade 8, 7 teachers in Grade 9, and 7 teachers in Grade 10, for a total of 28 faculty members. The table below shows the study's respondents.

The Research Instrument of the Study

The research instruments employed in this study consisted of two (2) survey questionnaires. Part 1 of the survey questionnaire on workplace stress was adapted from Adegboyega et al.'s (2021) work titled "Factors of Workplace Stress among Female Secondary School Teachers in Oyo Metropolis, Oyo State, Nigeria." This instrument encompassed 15 distinct factors that contribute to the experience of workplace stress among educators. The survey questionnaire exhibited a Cronbach's alpha, or reliability coefficient, value 0.82.

Part 2 of the survey questionnaire for the variable perceived strategies (to cope with workplace stress) was adapted from Mnbonu and Nkemdilim (2021) entitled "Workplace Stress and Perceived Strategies that School Principals Use in Handling Teachers' Work-Related Stressors in Secondary Schools in Anambra State, Nigeria," which consisted of 10 practical strategies to cope up stress.

Data Collection Procedure

The data collection procedure comprised before, during, and after proceedings. Before the data was collected, the researcher sought permission from the Vice President for Academic Affairs. Then, a letter was sent to the Junior High School Principal, allowing the researcher to disseminate the survey questionnaires. Consecutively, the researcher conducted an orientation by informing the respondents of their rights and the procedures to be undertaken.

During the data collection, the researcher ensured that the respondents understood the purpose of the study and then let them sign the Informed Consent Form (ICF). Each respondent was given at least 30 minutes to complete the survey, and the researcher kept the respondents' identities confidential. They were also informed that they could discontinue participation should they feel uncomfortable or that their research violated an aspect of their profession.

Once the respondents finished, the survey questionnaires were kept and sealed in preparation for the next procedure, the statistical treatment of data. The data were tallied and treated according to what the research questions asked.

Statistical Treatment

For problem 1, the data collected from the respondents were subjected to mean and rank order, which means that the responses were tallied and divided to the highest number in the Likert Scale, then were ranked according to which of the following factors came out first, second, third, and so on.

For problem number 2, the same statistical treatment was used. The statements were computed based on their mean score and then were analyzed as their rank and order of interest as perceived by the JHS teachers.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets data. The tabular presentation and discussion are on the research problems presented earlier.

Problem No. 1. What is the status of workplace stress among Junior High School teachers of Andres Soriano Colleges of Bislig?

The results presented in Table 2 highlight the significant sources of workplace stress among Junior High School teachers at Andres Soriano Colleges of Bislig. The data indicate that the most prevalent stressor is teaching large class sizes, with a mean score of 2.86 ranking first among the stress factors. This suggests that managing many students in a single class imposes substantial challenges on teachers, potentially affecting their instructional effectiveness and overall job satisfaction.

The second-ranked stressor, with a mean score of 2.61, is the lack of job security. This result signifies that concerns about employment stability contribute significantly to teachers' stress levels, possibly impacting their morale and motivation. Following closely is over-promotion, ranked third with a mean of 2.57. This indicates that teachers who perceive themselves as being promoted beyond their competencies or readiness experience considerable stress.

Under-promotion ranks fourth, with a mean score of 2.46, suggesting that teachers who feel stagnant in their professional growth also experience notable stress. Furthermore, pressure due to workload emerges as the fifth most pressing concern (mean = 2.43), reinforcing the notion that excessive tasks and responsibilities contribute to stress accumulation among educators.

Table 2. *Mean and Rank Order of Workplace Stress among JHS Teachers*

Item No.	Workplace Stress	Mean	Rank
8	Teaching of large class size	2.86	1
1	Lack of job security	2.61	2
5	Over promotion	2.57	3
9	Under promotion	2.46	4
14	Pressure of the workload	2.43	5
4	Ill-defined school boundaries	2.41	6
15	Poor academic performance of students	2.41	7
13	Strike actions	2.39	8
6	Indiscipline among students	2.32	9
11	Inadequate instructional resources for effective teaching	2.32	10
12	Inadequate support from colleagues, family and friends	2.18	11
2	Poor relations with principals, subordinates or colleagues	2.14	12
10	Irregular payment of salary	2.08	13
7	Poor work environment	2.00	14
3	Poor school management style	2.00	15

Additional stressors include ill-defined school boundaries (mean = 2.41) and students' poor academic performance (mean = 2.41), ranked sixth and seventh. These factors imply that unclear institutional structures and students' underachievement contribute to the emotional and psychological burden on teachers. Other stress-inducing elements include strike actions (mean = 2.39), student indiscipline (mean = 2.32), and inadequate instructional resources (mean = 2.32), all of which disrupt teaching efficiency and increase professional frustration.

Moreover, inadequate support from colleagues, family, and friends (mean = 2.18) and poor relationships with school principals, subordinates, or colleagues (mean = 2.14) suggest that a strong support system exacerbates workplace stress. The least stressful factors include irregular salary payment (mean = 2.08), poor work environment (mean = 2.00), and poor school management style (mean = 2.00). Although these factors rank lower in the hierarchy, their presence still indicates areas for potential institutional improvements.

Problem No. 2. What is the status of the perceived strategies teachers use in managing workplace stress?

The data presented in Table 3 provide insights into the strategies teachers perceive as effective in managing workplace stress. The highest-rated strategy is the presence of mentors for new teachers (mean = 4.00), which underscores the importance of mentorship in fostering professional growth, easing job-related anxieties, and promoting emotional resilience among educators.

Vacation is the second most effective strategy (mean = 3.95), suggesting that time away from work allows teachers to rejuvenate, reduce stress, and enhance job performance. Improved professional development ranks third (mean = 3.93), indicating that opportunities for continuous learning and skill enhancement are vital in alleviating stress and boosting teachers' confidence in their roles.

Table 3. *Mean and Rank Order of Perceived Strategies on Workplace Stress*

Item No.	Workplace Stress	Mean	Rank
6	Mentors for new teachers	4.00	1
7	Vacation	3.95	2
1	Improved professional development	3.93	3
2	Allocated time for teacher collaboration	3.86	4
4	Counselling	3.75	5
3	Personal relationships	3.68	6
5	Entertainment (movies, plays, sports, events)	3.62	7
8	Meditation/Mindfulness	3.05	8
9	Physical Activity (ex. running)	3.05	9
10	Administrator Support	3.05	10

Allocated time for teacher collaboration (mean = 3.86) is perceived as another key strategy, ranking fourth. This finding highlights the importance of collaborative practices in promoting knowledge sharing, reducing workload stress, and fostering a supportive work environment. Counseling (mean = 3.75) is also highly rated, emphasizing the role of psychological support in helping teachers cope with professional and personal challenges.

Other notable stress management strategies include personal relationships (mean = 3.68), entertainment (mean = 3.62), and meditation or mindfulness (mean = 3.05). These results suggest that social connections, recreational activities, and mindfulness practices are essential in alleviating workplace stress. Physical activity, such as running (mean = 3.05) and administrator support (mean = 3.05), ranks lower but remains relevant in stress management.

The findings indicate that teachers employ professional support systems, personal well-being practices, and institutional strategies to manage workplace stress. Schools may consider reinforcing these identified strategies to enhance teacher well-being and productivity.

Problem No. 3. What action plan can be proposed based on the findings of the study?

Based on the study's findings, workplace stress among Junior High School teachers at Andres Soriano Colleges of Bislig is influenced by factors such as large class sizes, job security concerns, workload pressure, and inadequate instructional resources. Additionally, various strategies, including mentorship programs, vacations, and professional development, have been identified as effective in managing stress. This action plan addresses the identified stressors by implementing targeted interventions to enhance teachers' well-being and professional satisfaction.

Objectives:

1. To implement effective stress management strategies that promote the well-being of Junior High School teachers.
2. To provide professional development opportunities and mentorship programs that address workplace challenges.
3. To reduce workplace stress by enhancing institutional support systems, including counseling services and administrative assistance.

Days	Topics	Resources
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Day 1	Orientation on Stress Management Strategies	Guest Speaker, Training Materials
Day 2	Implementing Mentorship Programs for New Teachers	Senior Teachers, Training Modules
Day 3	Professional Development Seminar	Educational Experts, Training Handouts
Day 4	Enhancing Collaboration and Teamwork Among Teachers	Group Activities, Facilitation Guides
Day 5	Counseling and Psychological Support Sessions	Licensed Counselors, Counseling Materials
Day 6	Integrating Mindfulness and Meditation in Teaching	Meditation Coach, Mindfulness Guidebooks
Day 7	Addressing Workload and Time Management	Time Management Trainers, Planning Templates
Day 8	Improving Administrator Support and Communication	School Administrators, Policy Guidelines
Day 9	Organizing Recreational Activities for Stress Reduction	Sports Equipment, Event Organizers
Day 10	Evaluation and Feedback on Action Plan Implementation	Survey Forms, Discussion Panels

This action plan provides a structured approach to mitigating workplace stress among teachers, ensuring a conducive teaching environment that promotes personal and professional growth.

Summary

The study aimed to identify the workplace stress that the Junior High School teachers of Andres Soriano Colleges of Bislig experienced. Moreover, the teachers were also asked to provide their perceived strategies for coping with workplace stress.

The quantitative method, specifically the descriptive-survey design, was used to collect the data. The respondents were chosen using the whole enumeration, including all JHS department teachers.

To describe and analyze the data sets, the study utilized the mean score and ranking to determine which workplace stress impacted the teachers and which stress mechanisms were frequently used to cope with it.

Findings

The following findings were drawn based on the analysis and interpretation of data:

1. Out of the 15-suggested workplace stress, teaching of large class size ranked first with ($M = 2.86$) or mean score. Second was followed by lack of job security ($M = 2.61$); third was over promotion ($M = 2.57$); fourth under promotion ($M = 2.46$); fifth pressure of the workload ($M = 2.43$); sixth ill-defined school boundaries ($M = 2.41$); seventh poor academic performance of students ($M = 2.41$); eighth strike actions ($M = 2.39$); ninth indiscipline among students ($M = 2.32$); tenth inadequate instructional resources for effective teaching ($M = 2.18$); eleventh inadequate support from colleagues, family, and friends ($M = 2.18$); twelfth poor relations with principals, subordinates or colleagues ($M = 2.14$); thirteenth irregular payment of salary ($M = 2.08$); fourteenth poor work environment ($M = 2.00$); and fifteenth poor school management style ($M = 2.00$).
2. As regards the perceived strategies on workplace stress, rank 1 was mentors for new teachers ($M = 4.00$) or mean score; rank 2 was vacation ($M = 3.95$); rank 3 improved professional development ($M = 3.93$); rank 4 allocated time for teacher collaboration ($M = 3.86$); rank 5 counseling ($M = 3.75$); rank 6 personal relationships ($M = 3.68$); rank 7 entertainment ($M = 3.62$); rank 8 meditation/mindfulness ($M = 3.05$); rank 9 physical activity ($M = 3.05$); and rank 10 administrator support ($M = 3.05$).

CONCLUSIONS

1. The findings reveal that workplace stress among Junior High School teachers at Andres Soriano Colleges of Bislig is primarily influenced by large class sizes, lack of job security, and excessive workload. These stressors significantly impact teachers' job performance, satisfaction, and overall well-being, indicating the need for institutional interventions to mitigate stress levels.
2. The study also highlights that teachers employ various strategies to manage workplace stress, with mentorship programs, professional development, and vacations being the most effective. The results suggest that structured institutional support, including collaboration among colleagues and access to counseling services, is crucial in alleviating workplace stress.

Recommendations

1. The school administration should consider policy adjustments that address key stressors, such as reducing class sizes, improving job security, and ensuring adequate instructional resources. Providing teachers with well-defined roles and responsibilities also helps alleviate workplace pressure.
2. To further support stress management, the institution should enhance mentorship programs for new teachers, allocate regular professional development sessions, and establish structured counseling services. Additionally, promoting a positive work environment through recreational activities and team-building exercises can improve teacher well-being.

Avenues for Further Research

1. Support System of School Management to Stressed-Out Employees
2. Factors that Affect Work Stress Among Non-Teaching Personnel
3. Qualitative Study on School-Related Stress Among Teaching Staff

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