

# STRESS MANAGEMENT AND WORKLOAD ON TEACHERS' JOB SATISFACTION

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## ABSTRACT

*Stress Management and Workload on Teachers' Job Satisfaction by Meljo B. Carlos, Master of Arts in Teaching, Major in Social Studies, Valencia Colleges (Bukidnon) Incorporated, City of Valencia, Bukidnon. June 2025.*

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*This study aimed to determine the influence of stress management and workload management on teachers' job satisfaction. Specifically, this study sought to answer the following questions: What is the level of teachers' awareness on stress management in terms of coping mechanisms, stress perception and stress resilience? What is the level of workload management in terms of teaching and ancillary services? What is the extent of job satisfaction of teachers? Is there a significant relationship between stress management in terms of coping mechanisms, stress perception and stress resilience; workload management in terms of teaching and ancillary services; and teachers' job satisfaction? It used a survey questionnaire adapted from Benson (2017). Used a Likert five-point scale.*

*The amount of the stress that was managed was found using workload management and teachers job satisfaction weighted mean and Standard Deviation. Pearson r Product Moment Correlation Coefficient was used because it was necessary to determine the significant association of the independent variables and dependent variables. Based on the data gathered, educators demonstrated a very high level of stress management, with coping mechanism, stress perception and stress resilience. In workload management, Teachers are very high level in teaching and high management level in ancillary task and very high on their level of job satisfaction. In conclusion of the significant relationship, the null hypothesis that is that there is no significant relationship on between stress management in terms of coping mechanisms, stress perception and stress resilience, workload management in terms of teaching and non-teaching and job satisfaction of teachers is being rejected.*

*Keyword: Stress Management, Workload, and Job Satisfaction.*

## 1. INTRODUCTION

The demands of contemporary educating that are ever-increasing, with their heavy work load and constant stress, have enormous effects on the job satisfaction of educators.

Many educators worldwide are leaving they're around the world are leaving their jobs due to stress and heavy workloads. This is a serious problem, and it's made worse by a shortage of teachers globally Robertson, (2021). According to a study conducted by Tarraya (2023), heavy workloads undermine the effectiveness and efficiency of the educators, and the Department of Education (DepEd) has acknowledged the

problem but has failed to effectively deal with it. The Teachers Dignity Coalition (TDC) also reported that teachers' suicide because of the heavy workload, which includes clerical work, and that DepEd should reduce these workloads.

Empirical studies have strong support on the evidence of the bad relation among job satisfaction and occupational stress. Torayno (2023) also Sharma et al. (2021) also found that work overloads and role conflict have been noted to be significant stressors decreasing job satisfaction in the teachers. These effects can be alleviated by the effective stress management interventions, including relaxation techniques and

cognitive-behavioral therapy, and job satisfaction can be increased (Velana & Rinkeauer, (2021).

Studies always show that heavy workloads have a negative relationship with job satisfaction among teachers. Research indicates that job overload as a result of administration and non-instructional work is a major cause of stress and burnout in teachers, which results in reduced job satisfaction and higher turnover Brown, (2020). Moreover, the amount of work that teachers have can also determine teacher motivation, student academic performance and school success.

### Framework of the Study

It was grounded on Job Demands-Resources (JD-R) Model (2024). Develop through Arnold Bakker and Wilmar Schaufeli; is a theory that explains the relationship between the demands of work (e.g., social support) in the impact on well-being. Burnout and stress work occur in high demands that are low resource demanding jobs, and they decrease job satisfaction. In the case of teachers, stress and dissatisfaction are the direct results of too much work and a lack of resources (planning time, administrative assistance, et cetera). JD-R model has been broadly used in different professional settings, such as tending and training, to determine major job demands and job resources that influence employee health and performance Pansini (2023).

D-R model studies have revealed that too much workload may adversely disturb the well-being of

employees and their job satisfaction. Conferring to (Pansini et al. 2023), information and communication skill (ICT) may be regarded as a job demand, since it has a tendency to cause the feeling of time pressure and work overload. Quite on the contrary, there have been studies that indicate that ICT can be a job resource that minimizes the implications of job demands and their psychological cost. The JD-R model is highly expressive with depicting two main independent variables: stress management, which was elaborated intricately with sub-variables that encompassed coping mechanisms, stress perception, and stress resilience; and workload management that was carefully classified into teaching and other optional services. This model assumes that a detailed analysis of the coping styles of stress and workload management will have an elucidating role in terms of their personal and interactive impact on the dependent variable job satisfaction, to demonstrate the underlying dynamics.

The schematic diagram, which is a form of roadmap analysis, not only makes the interpretation of the findings easy but also gives a pictorial presentation of the theoretical basis of the study. It provides a clear and well laid out view of the interaction of these variables which makes the study more understandable and it helps understand the complex relationships being evaluated deeper.

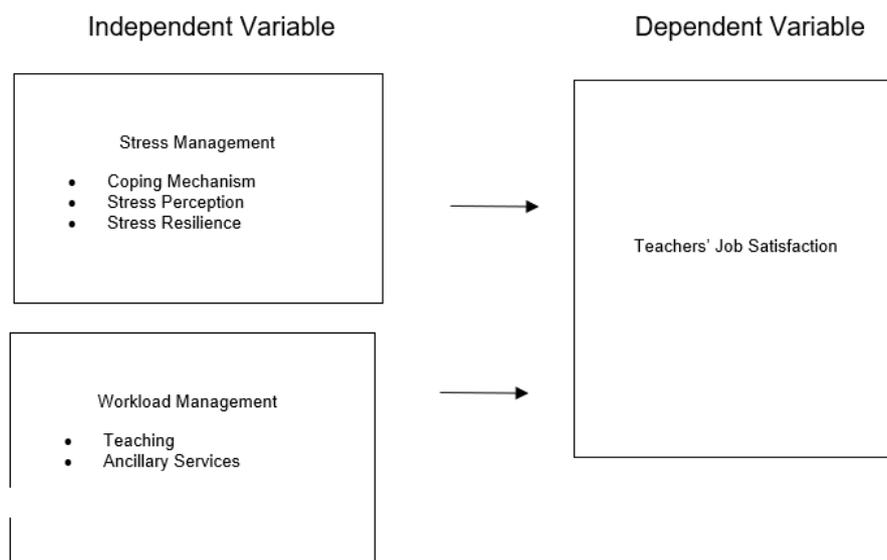


Figure 1. The schematic diagram of the study

### *Statement of the Problem*

This research was conducted to establish how management of stress and workload affects job satisfaction of teachers.

In particular, the following questions are answered in the study:

What is the level of teachers' awareness of stress management in terms of

coping mechanisms, stress perception, and stress resilience?

What is the level of workload management in terms of teaching, and ancillary services?

What is the extent of job satisfaction of teachers?

Is there a significant relationship between stress management in terms of coping mechanisms, stress perception and stress resilience; workload management in terms of teaching and ancillary services; and teachers' job satisfaction?

### *Null Hypothesis*

The problems 1, 2, and 3 are hypotheses-free. On the basis of problem 4, the null hypothesis was tested at 0.05 level of significance.

Ho1: Stress management, workload management, and job satisfaction have no significant relationship among the teachers.

### *Significance of the Study*

In this study, the relationship was established between stress management, workload management and job satisfaction of the teachers in Quezon 4 District, Division of Bukidnon. The information acquired during such a research will be instrumental in enhancing the education process of all the stakeholders involved, including pupils, teachers, and administrators, curriculum makers, policy makers, and parents too.

*To the Learners.* Better teacher health, which is due to a well-managed stress and workable loads, directly leads to the benefit of the pupils. Less stressed and more satisfied teachers will be more engaged, enthusiastic and effective in the classroom. This is translated into high standards of teaching, better learning results, and a brighter learning environment among young minds.

*To the Teachers.* The study has immediate effect on the educators, as it has found out the main

factors affecting the job satisfaction. The knowledge concerning the connection between the workload, stress management strategies, as well as job satisfaction, will enable the teachers to promote improved working conditions, stress management, and administrative support. It may result in a healthier life, a decreased burnout rate, and a more sustainable and satisfying professional activity.

*To the School Administrators.* To enhance retention and performance of teachers. Knowing the contributions to job satisfaction among teachers, the administrators will be able to employ policies and programs aimed at making the working environment supportive and healthy. This involves proper allocation of resources, good stress management programs, and optimal allocation of work and the eventual result is a more efficient and productive school.

*To the Future Researchers.* The study results would also encourage other researchers carry out research that will also be able to utilize the study findings since effective stress management and workload is important in improving the learning outcomes of learners. Knowing the reasons, which make teachers happy and productive, parents will be able to contribute more to the education of their children and demand the relevant changes in the school system.

*To the Parents.* Knowing the reasons, which make teachers happy and productive, parents will be able to contribute more to the education of their children and demand the relevant changes in the school system. Also, this insight allows parents to make positive changes in the school system that would be favorable to their children.

### *Scope and Delimitation of the Study*

This study will be delimited at determining the level of stress management, workload management, and teachers' job satisfaction in Quezon 4 District, Division of Bukidnon. The respondents are the 121 public elementary (intermediate) and secondary (junior and senior) school teachers in Quezon 4 District, Division of Bukidnon.

The independent variables are delimited to stress management, and workload management among teachers in Quezon 4 District, Division of Bukidnon.

The stress management deals on coping mechanism, stress perception, and stress resilience while the workload deals on teaching and ancillary services.

Moreover, the dependent variables are reduced to the job satisfaction of teachers.

### *Definition of Terms*

To obtain a more precise and clearer impression of concepts and terms that are used in the study, the following is defined in both theoretical and operational ways:

*Ancillary Services.* Ancillary services are those other duties and responsibilities that teachers usually perform in order to help a school to run. Such services may entail the administrative functions, the supervisory responsibility, extracurricular work, and other auxiliary functions that do not involve the classroom teaching directly.

*Coping Mechanism.* Coping Mechanism is a method or conduct in order to cope up with stress or painful feelings. They may be healthy (e.g., exercise) and unwholesome (e.g., substance abuse).

*Stress Management.* Stress Management is the way of applying methods and approaches to decrease or manage stress. This could consist of relaxation methods, time management or finding social support.

*Stress Perception.* Stress Perception is the way in which a person understands and judges a situation as being stressful or difficult. This is not objective and is highly individualistic.

*Stress Resilience.* The ability to recover back on the stress and adapt to misfortunes can be termed as Stress Resilience. It is the ability to cope and be well despite the hardships

*Teaching Workload.* Teaching Workload is defined as the work that is directly connected with teaching such as lesson planning, instruction, assessment, and grading.

*Teachers' Job Satisfaction.* Job Satisfaction by teachers refers to satisfaction and fulfilment of teachers towards their job. This involves such things as their work environment, relationships and accomplishment.

*Workload Management.* The workload management can be well-defined as the amount of work that an individual or a system is supposed to perform over a certain period of time. This may be in the form of teaching and non-teaching tasks.

## **2. REVIEW OF RELATED STUDIES AND LITERATURE**

This will involve literature and researches that were found in books, articles, journals etc. and which can be applied in the study at hand. According to the theories and concepts of stress management, the workload and job satisfaction among teachers, the researcher managed to obtain a certain portion of evidence that will guide this research study to generate a conceptual framework.

### *Stress Management*

The literature review by Anderson et al (2020) identifies mindfulness, journaling, and exercise as some of the stress management strategies teachers can use. The researchers emphasized that the methods could help teachers to cope with stress and improve their life in general and probably, job satisfaction among teachers could be achieved through the introduction of those practices.

### *Coping Mechanism*

Avanzi et al. (2018) have carried out a study that investigates the correlation among job satisfaction and teacher stress, with coping mechanisms playing very important role in this context. They found that the stress did not impact negatively on the job satisfaction of such teachers who employed effective coping mechanisms such as problem-solving and seeking support. This implies that enhancing good coping abilities among teachers can greatly increase their job satisfaction.

### *Stress Perception*

Gold (2023) is a systematic literature review study that investigated the factors that lead to perception of the stress among teachers. In the research, the researchers established that teachers are inclined to think that there are various factors that can cause their stress such as workload, discipline and management. This impression goes a long way into their mental health and their job satisfaction and this is why there is a need to deploy effective stress

management techniques tailored to address educators.

#### *Stress Resilience*

Constantine (2021) investigated the topic of stress resilience among teachers and found out the strategies that work such as collaboration, social interaction, and professional development. It has been discovered that teachers who implemented these practices had greater job satisfaction and less burnout. Lack of resilience on the other hand resulted in job dissatisfaction, absenteeism and even accidents.

#### *Workload Management*

Otar (2019) examined the effect of increment in workload on the job satisfaction and retention of teachers. In their research, they discovered that when teachers were overworked, their stress levels were high and this affected their job satisfaction in a negative way and this predisposed them to leave the profession.

#### *Teaching Workload*

Yar (2021) investigated the relationship between teacher workload and job satisfaction and retention. His research discovered that high teaching workload is strongly related with high levels of stress which subsequently results in low job satisfaction among teachers. The authors suggest methods of effectively handling the working load to promote teacher wellness and job contentment. Also, Guler (2019) examined how school working conditions, such as teaching workload relate to teacher job satisfaction.

#### *Ancillary Services*

Parjker et al (2018) examined the influence of ancillary services on the psychological and job satisfaction of the teachers. The paper has developed the conclusion that overload of ancillary duties like administration and compliance reporting are main causes of teacher stress and discontent. In the study, it is highlighted that the ancillary task should be simplified to boost the job satisfaction and wellbeing of educators in general. Similarly,

#### *Teachers' Job Satisfaction*

Pursuant to the literature survey by Guba (2023), the study investigated the relationship between job satisfaction and the mental stress of the

teachers among the teachers. The research revealed that mental stress has a substantial influence on job satisfaction, and such concerns stress management as one of the measures to enhance the well-being of educators and job satisfaction in education institutions..

#### *Insights Gained*

Consequently, mindfulness and exercise are among the stress management techniques that have a significant positive impact on teacher well-being and job satisfaction because they help decrease stress and burnout. Favorable school climates and positive coping mechanisms also make one stronger and therefore add to a favorable work atmosphere. Conversely, coping mechanisms play an important role in educator wellbeing; stress alleviating coping mechanisms, such as problem-solving and social support, reduce stress and enhance job satisfaction. Mindfulness and cognitive behavioral methods also improve emotional well-being, as well as positive coping skills. Further, teachers perceive stress owing to different reasons such as the workload and student conduct among other factors, which have a lot of influence on their mental health and job satisfaction. The role of positive coping strategies and supportive working conditions is of great importance in alleviating negative stress perceptions and enhancing overall well-being. Moreover, collaboration, social interaction and professional development promote stress resilience in teachers which results in enhanced job satisfaction and low burnout. Favorable working environments and adaptation practices are some of the key factors that can enhance the resilience and minimize the negative influence of stress on the welfare of educators and their professional career.

Workloads are one of the main factors adding stress to educators and dropping job satisfaction and burning them out. Among the strategies to improve teacher well-being and retention, it is crucial to focus on excessive working hours, decreased administrative workload, and sufficient support.. Further, Excessive non-teaching workload increases teacher stress and reduces job satisfaction. Reduction of non-teaching responsibilities is essential in enhancing teacher welfare and attrition.

Teachers' job satisfaction is strongly linked to their stress levels; reducing stress improves job

satisfaction. Supportive school environments and administrative help are key to happy teachers. Job satisfaction is enhanced by good working conditions, team work and manageable workloads. Those teachers who are stress resistant claim to greater job satisfaction.

### 3. RESEARCH METHODOLOGY

This section presents methodologies and methods that have been used in the study. This will involve the research design, research setting, research respondents, sampling methodology, research instruments, instrument validation, data collection process, variables categorization, scoring system, and statistical treatment, which will be used in the interpretation of data collected during the research.

#### *Research Design*

The type of research used in this study was the descriptive-correlational research. It is descriptive since the study will highlight on management, work load management and job satisfaction of teachers in Quezon 4 District, Division of Bukidnon. According to Jacobs (2020), descriptive studies collect data to answer questions about a subject or topic of study. The instruments applied in descriptive research involve utilization of surveys to explore the interests, practices and attitudes of the people and their concerns. One major benefit of such methodology is that it posits expertise with the participants, rather than with the researcher (Burns, 2021).

This study used the correlational method of research; it is a procedure in which subjects' scores on two variables are simply measured, without manipulation of any variables, to determine whether there is a relationship (Price, 2019).

#### *Locale of the Study*

Quezon, the municipality known because of its agricultural prosperity and attractive sceneries has shown to be highly concerned about the welfare of their teachers, an aspect that literally falls in line with the main theme of the study. Quezon has realized that teachers are very essential in community development and as such has gone an extra mile in investing in programs that will help in improving the life of its teaching workforce both professionally and in personal lives. Such programs involve stress management

strategies, work-related resources that can help educators cope with the pressures of work, and resilience-building systems aimed at assisting teachers to become resilient in their work. This ideal situation renders Quezon a perfect study area to examine how stress management and workload influence job satisfaction in teachers. The choice of the teachers that make the target audience of this study is based on the specifics of this particular educational setting. This study is strategic in the sense that eight elementary schools in Quezon 4 District will be used to yield the response of the respective teachers working in that district. The researcher's focus on Quezon 4 District is driven by the application of sampling techniques, ensuring that the selected schools can offer the necessary data for the study.

This research site has been selected well considering some factors, such as the numbers of teachers, the proximity of the school sites in terms of distance and the mode of transportation and the overall security of the area. Through the focus on the combination of learning environments in this district, the study will provide specific perceptions regarding the way stress management and workload intervention can be designed to suit the needs of teachers in a rural, agrarian-based community. The Municipality of Quezon has nine (9) elementary schools, three (3) national high school under Quezon 4 District that are passable schools and some are directly along the highway. All these locations are the realizations of the Department of Education Thrusts and programs. The administrators have been occupied in leading the schools under their stewardship with their preferred styles of leadership and this ensures that the school is managed properly.

#### *Respondents of the Study*

In this study, a sample of 121 elementary (Grades 4-6), junior high, and senior high teachers was used in the Quezon 4 District Division of Bukidnon in the Quezon city. The sample is a very heterogeneous group as there are novice teachers and those with many years of experience as well as both male and female teachers.

With their diverse backgrounds and job descriptions, they give a wide range of understanding of the issues surrounding their workload and stress that form a core part in determining how they are satisfied with their jobs. Of special interest are the insights provided by the

teachers on their strategies of managing stress which includes elements of coping, perception of stress and resilience which directly affect their capacity to manage the pressure of workload and maintain a helpful attitude towards their job. Also, the data examined in the paper studied the effect of their workload, which is the classroom instructional work and the supplementary work, on their stress levels and their job satisfaction, respectively.

This applies in the instruction of strong support networks that are competent of helping teachers with their anxiety and workload and at the conclusion of the week enhance their job fulfillment and their capacity to work efficiently in their profession. The results point at the necessity of overcoming the psychological and workload-related issues and promoting the creation of a healthier and more content teaching body within the district.

#### *Sampling Procedure*

The respondents are the 121 public elementary (intermediate) and secondary (junior and senior) school teachers from Quezon 4 District, Division of Bukidnon.

The researcher employed total enumeration or purposive sampling in terms of the total number of teachers in the school and arrive at the number of the respondents (121 teachers). These were the regular or permanent teachers in the schools. The respondents were split into schools in the following manner.

#### *Research Instrument*

The questionnaire that has 3 parts is the tool that was used in the collecting of the required information. Part I dealt with stress management which was related to coping mechanism, perception of stress and stress resilience. Part II is on workload management in terms of teaching and non-teaching. Part III inquired on the teachers' job satisfaction. Questionnaires is adopted from Benson (2017) on his study on the "Stress Management and Teachers' Satisfaction."

#### *Data Gathering Procedure*

The researcher made 2 phases process before actual data was collected in order to obtain relevant approvals. First of all, a formal request letter was drafted and handed over to the office of the Schools Division Superintendent in person to

investigate it and approve it. Upon receiving the Superintendent's approval, a second set of letters was prepared and personally delivered to the respective school heads seeking permission to conduct the study within their schools. This provided compliance with all the required procedures and ethical aspects. After securing the consent of the school head, the researcher went ahead to administer questionnaires to the sampled grade teachers. A total of 162 respondents participated in the study.

#### *Administration of the Questionnaire*

A short orientation among the respondents in each school was done before the actual administration of the questionnaires in order to clearly explain to the respondents the purpose of the study, the methodology, and the mechanics of filling the questionnaire. The respondents were also allowed ample time to fill the questionnaire at their pace. The researcher himself collected all the filled questionnaires once the research was complete. In the process, the researcher highlighted and provided high confidentiality and anonymity in answer to all responses, and assured the participants that their respective answers would be highly confidential and would not be used in any other manner other than the intended purpose of the research. This obligation of confidentiality was to create trust and promote truthful and full responses.

#### *Ethical Consideration*

The ethics take center stage in this study that tries to establish the connection between management of stress, workload, and job satisfaction among 121 educators. The presence of informed consent, where a clear and understandable consent form will be mandatory, will matter a lot as such, since subjects will not be in the dark regarding the study objective, procedures, potential risks (including emotional distress), and their ability to withdraw any time. Confidentiality and anonymity (that is, secure data storage) are necessary to protect identities by sparing data, and only reporting aggregate information. The fact that the researcher is also a teacher makes him or her be transparent in regard to this possible conflict of interest and the fact that participation is voluntary and does not affect his or her employment.

#### *Statistical Treatment*

The data were summarized, translated and analyzed as follows:

To figure out the level of stress management as for coping mechanisms and stress perception and stress resilience; workload management as for of teaching and ancillary services and teachers' job satisfaction, descriptive statistics like mean and standard deviation was used to describe the independent variables.

To determine the significant relationship on stress management in terms of coping mechanisms, stress perception and stress resilience, workload management in terms of teaching and ancillary services and teachers' job satisfaction, Pearson product-moment correlation will be used.

### Presentation, Analysis and Interpretation of Data

This section shows results, reflections, conclusions and recommendations in making up the main contents of an entire study or academic composition. This will give feasible recommendations in further research or application concerning the knowledge attained that contributes to the cumulative body of knowledge in the study. All these sections provide a general outline of the presentation, interpretation, and application of the results of a research study.

Table 2

#### *Level of Teachers' Awareness on Stress Management in terms of Coping Mechanisms*

Indicator	Mean	SD	Interpretation
I maintain a positive attitude even when facing challenges.	4.48	0.592	Very High
I effectively prioritize tasks to reduce feelings of being overwhelmed.	4.43	0.643	Very High
I practice self-care activities to maintain my well-being.	4.41	0.701	Very High
I take regular breaks throughout the workday to avoid burnout.	4.36	0.783	Very High
I use relaxation techniques (e.g., deep breathing, meditation) to manage stress.	4.33	0.828	Very High
I am able to effectively manage my time to avoid feeling rushed.	4.31	0.783	Very High
I engage in activities outside of work to relieve stress.	4.25	0.775	Very High
I utilize problem-solving skills to address stressful situations.	4.20	0.812	Very High
I actively seek help from colleagues when facing stressful situations.	4.17	0.820	High
I communicate my needs and concerns to my administrators.	4.16	0.882	High
Overall	4.31	0.569	Very High

The awareness of the teachers on the stress management in terms of the coping mechanisms is reflected in Table 2 in terms of the means scores

and standard. variance (SD) of various indicators. Table indicator with the highest mean is "I maintain a positive attitude even when facing

challenges" (Mean = 4.48, SD = 0.592). This demonstrates that the practice of teachers being optimistic in stressful situations is very high. All in all, the composite mean (4.31, SD = 0.569) indicates that teachers highly practice various

coping strategies to deal with stress that demonstrate high levels of self-awareness and proactive patterns of sustaining well-being despite occupational issues.

Table 3

Level of Teachers' Awareness on Stress Management in terms of Stress Perception.

Indicator	Mean	SD	Interpretation
I tend to look at problematic situations as growth opportunities.	4.46	0.682	Very High
I take criticism positively and utilize it to become a better person.	4.46	0.645	Very High
I tend to see the positive aspects of my work, even during stressful times.	4.36	0.669	Very High
I concentrate on things that I can, instead of what I cannot.	4.36	0.761	Very High
I am confident in my ability to handle stressful situations.	4.36	0.761	Very High
I am able to separate work-related stress from my personal life.	4.34	0.788	Very High
I don't dwell on negative experiences at work.	4.34	0.821	Very High
I am able to maintain a sense of perspective during stressful situations.	4.33	0.755	Very High
I take stressful situations calmly and in a rational manner.	4.26	0.811	Very High
I do not get easily affected by small failures in my mood or work.	4.21	0.774	Very High
Overall	4.35	0.564	Very High

Table 3 indicates that the level of teachers' awareness on stress management in relation to perception of stress was observed and the means and standard deviation (SD) of various indicators

are provided. The highest mean indicator is the one that showed I tend to look at problematic situations as growth opportunities (Mean = 4.46, SD = 0.682).

Table 4

Level of Teachers' Awareness on Stress Management in terms of Stress Resilience.

Indicator	Mean	SD	Interpretation
I learn from my mistakes and use them to improve my resilience.	4.49	0.659	Very High

I am able to effectively manage my workload to prevent burnout.	4.39	0.699	Very High
I am able to adapt to changing circumstances at work.	4.36	0.705	Very High
I am physically and mentally healthy, which helps me cope with stress.	4.35	0.726	Very High
I take initiatives to find resources and support on demand.	4.35	0.842	Very High
I have a strong support system to help me cope with stress.	4.32	0.763	Very High
I am not a pessimist and have a positive attitude even when faced with hard experiences.	4.30	0.667	Very High
I bounce back easily from setbacks and challenges.	4.28	0.695	Very High
I am able to quickly recover from stressful events.	4.27	0.813	Very High
I am able to effectively manage my emotions during stressful times.	4.21	0.752	Very High
<b>Overall</b>	<b>4.33</b>	<b>0.566</b>	<b>Very High</b>

The one that has the greatest mean is "I learn through my mistakes and apply it to gain resilience" (Mean = 4.49, SD = 0.659), It indicates that the teachers have a high value of reflection and practices to gain resilience. The study

hypothesizes the perception that the physical activity will enable the alleviation of the strains and accumulation of the necessary elements to cope with the demands of the teaching profession.

Table 5

Level of Workload Management in terms of Teaching.

Indicator	Mean	SD	Interpretation
The curriculum demands are reasonable considering my teaching load.	4.25	0.699	Very High
I have a manageable number of students in my classes.	4.23	0.821	Very High
I have sufficient time to prepare high-quality lessons.	4.23	0.736	Very High
I have the resources (materials, technology) that I require to teach efficiently.	4.22	0.744	Very High
My teaching schedule allows for adequate planning and grading time.	4.18	0.716	High

I am satisfied with the level of student engagement and participation in my classes.	4.17	0.789	High
I am capable of delivering all the necessary contents of the curriculum with the sufficient time.	4.10	0.776	High
I can get the chance to give special attention to individual students who require special attention.	4.09	0.813	High
The length of my teaching periods is appropriate for the subject matter and student needs.	4.08	0.849	High
I have sufficient time for professional development related to my teaching.	4.04	0.807	High
Overall	4.16	0.537	Very High

The indicator with the highest mean is "The curriculum demands are reasonable considering my teaching load" (Mean = 4.25, SD = 0.699), indicating that teachers perceive curriculum demands as very highly reasonable in relation to

their workload. The studies contribute to the notion that students can experience proper workloads and access to resources, which contribute to their well-being and work-related satisfaction.

Table 5

Level of Workload Management in terms of Ancillary Services.

Indicator	SD	Interpretation
The workload of the ancillary services does not in any substantial manner reduce my teaching time.	4.617	Very High
I am confident in the fact I can handle my ancillary services duties.	0.688	Very High
The ancillary services tasks are clearly defined and explained.	0.761	High
I receive timely feedback on my ancillary services work and performance.	0.699	High
I receive adequate support from the school for ancillary services tasks.	0.832	High
I have access to the necessary technology and resources for non-teaching tasks.	0.904	High
The tasks of ancillary services are applicable in my teaching practice and guide students.	0.821	High

The systems and processes for ancillary services tasks are user-friendly and efficient.	0.848	High
I have enough time to complete all required ancillary services tasks efficiently.	0.766	High
The amount of paperwork and other ancillary services tasks is reasonable.	0.787	High
Overall	0.762	High

The indicator with the highest mean is " The workload of the ancillary services does not in any substantial manner reduce my teaching time." (Mean = 4.35, SD = 4.617). The high mean of 4.35 suggests that teachers generally feel their ancillary services duties do not take away too much from their teaching time. This means that

the teachers are dealing with their workload well without having to be overly burdened with the teaching task and other assignments. It shows that the majority of the teachers share the same experience but there is a certain difference in their effectiveness in dealing with such tasks.

Table 6

*Extent of Teacher's Job Satisfaction.*

Indicator	Mean	SD	Interpretation
I am proud to be a teacher.	4.38	0.742	Very High
I believe my work makes a positive difference in students' lives.	4.37	0.632	Very High
I have the resources and support I need to do my job effectively.	4.33	0.709	Very High
I have opportunities for professional growth and development.	4.32	0.742	Very High
I love issues, and gratification of teaching.	4.31	0.717	Very High
I feel supported by my colleagues and administration.	4.30	0.802	Very High
I feel a sense of accomplishment from my work as a teacher.	4.28	0.671	Very High
I feel valued and appreciated by my students, colleagues, and administration.	4.28	0.753	Very High
I am generally satisfied with my job overall.	4.16	0.765	High
I feel I have a good work-life balance.	4.12	0.849	High
Overall	4.29	0.513	Very High

The indicator that has the highest mean value is the I am proud to be a teacher (Mean = 4.38, SD = 0.742) which is an indicator of an extremely high degree of pride and identification with teacher profession among teachers. In the close sequence

is the indicator I believe my work is positively affecting the lives of students (Mean = 4.37, SD = 0.632). It shows that teachers have a strong sense of pride in their profession and feel they are making a meaningful impact.

Table 7

*Test of Significant Relationship Between Stress Management in terms of Coping Mechanisms, Stress Perception and Stress Resilience; Workload Management in terms of Teaching and Ancillary Services; and Teachers' Job Satisfaction.*

Variable	R	p-value	Interpretation
Coping Mechanisms	.539	.000	Significant
Stress Perception	.544	.000	Significant
Stress Resilience	.514	.000	Significant
Workload Management in Teaching	.513	.000	Significant
Workload Management in Ancillary Services	.356	.000	Significant

The correlation coefficient between the variable "Coping Mechanisms" and another variable has a value of  $r = 0.539$  with  $p\text{-value} = .000$  and signifies a significant positive correlation between the two variables Coping Mechanisms and job satisfaction. The relationship between Stress perception and Stress Perception is also the same correlation ( $r = 0.544$ ,  $p = .000$ ) though noteworthy that positive perception and awareness towards stress by teachers forms a significant contribution to their job satisfaction.

#### Summary of Findings, Conclusions, and Recommendations

The conclusions made based on the findings and the recommendations of the finding are represented in this chapter the summary of the study.

#### 4. FINDINGS

The analysis showed the following findings:

Teachers generally exhibit a very high stress management skills, as indicated by their proactive use of coping mechanisms, positive stress perception, and stress resilience all of which are rated as very high. These results indicate that teachers do not merely recognize the stressors

around them but they also put efforts to cope and reprocess the stressors in a positive way. This is due to their ability to be emotionally stable and adapt to varying needs that result to their general well-being and performance in the classroom. Workload management analysis indicates that the same is perceived as very high by the teachers on the whole. With respect to teaching workload, which implies that teachers feel that they can handle their teaching responsibilities.

The workload is perceived to be very high in teaching. The level of mean of ancillary services is high implying that though it is still positive, the level of ancillary services is perceived to be high and the ancillary services duties are a bit more challenging regarding work load management. The level of job satisfaction of teachers is very high which means that they feel pride and have a meaningful effect in their work. The scores are high in numerous indicators and teachers indicate that they are well-equipped, supported, and appreciated, fostering a self-confident working environment and long-term teaching experience. Nevertheless, the fact that the overall job satisfaction and work-life balance had somewhat lower scores can be attributed to possible improvement areas that can be eliminated to

increase the well-being and dedication of the teachers.

The test exposed a significant relationship between several variables and teachers' job satisfaction. Coping Mechanisms, Stress Perception, Stress Resilience, Workload Management in Teaching and Workload Management in All the ancillary services are shown to have a substantial correlation. Stress Perception was most correlated and Workload Management in the Ancillary Services least correlated.

## 5. CONCLUSIONS

Based on the result and discussion presented, the following are the conclusions made:

Educators are really good at handling stress, as shown by their high scores in all areas, they probably enjoy their jobs more and create a better place for students to learn. When educators are able to cope with their stress, it is easy to deal with the daily burden of teaching which enables them to make the classroom a happy and encouraging environment to all. Teachers have shown great capability in solving their teaching roles as seen through the high rate of teaching workload management. The score on the ancillary services is high, however, which means that non-teaching tasks, though manageable, could be improved to encourage the burden on the teacher and improve his/her overall work experience. By taking care of these areas, there might be more job satisfaction and the effectiveness of the teacher, which will make sure that the teacher is well taken care of in every aspect of his work.

The comprehensive support system, which is present, plays a big role in living a satisfying teaching experience, but it is of great essence to deal directly with certain issues that seem to affect general fulfillment and work-life balance. Increasing these spheres can also help promote the commitment and performance of the teachers. The extensive correlations among coping processes, perception of stress, stress resilience, coping with workload during teaching, coping with workload during ancillary services, and job satisfaction levels among the teachers indicate the interdependence of these variables. All these factors are able to influence the whole working experience and emphasize the necessity to consider not only the stress-related issues but also

the workload to facilitate the well-being of the teachers.

## 6. RECOMMENDATIONS

The recommendations are as follows on the basis of the conclusion made throughout the process of conducting the study:

The school principal may organize workshops focused on enhancing coping mechanisms for teachers. Mental health professionals may chair such sessions in order to offer effective stress management techniques.

Schools may simplify the side services to lighten the load on teachers. A review of ancillary services provided by the school in conjunction with department heads can be performed to determine the areas with needs and introduce more efficient systems.

School principal can afford to focus on programs that facilitate balance between work and life like flexible schedules and work load management programs.

School principal may implement stress management programs and the Department of Education should review workload distribution policies to ensure a balanced allocation of tasks, reducing stress and improving job satisfaction.

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