



STRESS MANAGEMENT AMONG TEACHERS: WORKPLACE CHALLENGES AND COPING STRATEGIES

Crisanta R. Garcia, Irene D. Ocampo, Cherry T. Hipolito, Jerine Michyla D. Ocampo and Edquel Reyes

Lyceum Northwestern University, Dagupan City, Philippines

ABSTRACT

This study examined stress management among teachers of San Antonio Integrated School, Cluster II, Division of Pampanga, during School Year 2025–2026, focusing on workplace challenges and coping strategies. A quantitative descriptive-correlational research design was employed involving 34 teachers who served as respondents. A researcher-made questionnaire was used to determine the extent of workplace challenges experienced by teachers and the coping strategies they employed to manage stress. Data were analyzed using weighted mean and the Pearson Product-Moment Correlation Coefficient, with statistical significance determined at the 0.05 level. The findings revealed that teachers experienced workplace challenges to a high extent, with an overall weighted mean of 4.14. Workload and time pressure obtained the highest rating (WM = 4.62), followed by administrative tasks (WM = 4.55) and work-life balance (WM = 4.50), all interpreted as very high extent. The findings further showed that teachers often used various coping strategies, with an overall weighted mean of 4.31. Seeking peer support was the most frequently used strategy (WM = 4.40), followed by time management (WM = 4.35), spiritual practices (WM = 4.30), emotional regulation (WM = 4.28), and recreation and relaxation (WM = 4.22). The correlation analysis yielded a statistically significant relationship between workplace challenges and coping strategies ($p = 0.002$). However, the reported correlation coefficient ($r = 0.002$) indicates an extremely weak positive association, suggesting that the relationship, although statistically significant, has minimal practical strength. The study concludes that teachers face substantial workplace challenges while regularly utilizing various coping strategies to manage stress. The findings highlight the need for institutional interventions, workload management, supportive school environments, and teacher wellness initiatives to promote sustainable stress management and professional well-being. A Teacher Stress Management and Wellness Program is proposed based on the findings.

Keywords: *coping strategies, teacher stress, teacher wellness, workplace challenges, stress management*

INTRODUCTION

Teaching is widely recognized as a complex and demanding profession that requires teachers to perform multiple instructional, administrative, social, and professional responsibilities. Beyond facilitating learning, teachers are expected to address diverse learner needs, prepare instructional materials, complete reports and documentation, participate in school programs, collaborate with parents and stakeholders, and implement educational policies. While these responsibilities are essential to the delivery of quality education, the accumulation of professional demands may expose teachers to significant levels of work-related stress. When stress is prolonged and inadequately managed, it may negatively affect teachers' well-being, motivation, job satisfaction, instructional effectiveness, and overall professional performance (Collie et al., 2012; Skaalvik & Skaalvik, 2017; von der Embse et al., 2019).

Teacher stress has become an important concern in educational systems because of its effects on both teachers and the quality of education they provide. Studies have identified excessive workload, time pressure, administrative responsibilities, student behavioral concerns, changing educational demands, and inadequate organizational support as significant contributors to occupational stress and burnout among teachers. Persistent exposure to these stressors may result in emotional exhaustion, decreased professional commitment, absenteeism, reduced job satisfaction, and intentions to leave the teaching profession. These consequences may eventually affect classroom climate, instructional quality, and student learning outcomes (Bottiani et al., 2019; Herman et al., 2018; Madigan & Kim, 2021).

In the Philippine educational context, teachers also perform numerous responsibilities beyond their primary role of classroom instruction. Public school teachers may be assigned administrative functions, reporting requirements, co-curricular activities, school programs, and other institutional or community-related responsibilities. Managing these multiple demands while maintaining effective instruction may create challenges that affect teachers' physical, emotional, and psychological well-being. The Department of Education continues to promote initiatives aimed at improving the quality of education and supporting teachers in fulfilling their professional responsibilities; however, workplace stress and teacher well-being remain important concerns that require continued attention (Department of Education, 2023; OECD, 2020; World Health Organization, 2022).

The way teachers experience and manage stress may depend on how they assess workplace demands and utilize available personal and environmental resources. Contemporary research emphasizes that coping involves cognitive, emotional, and behavioral strategies that individuals use to manage stressful experiences and maintain psychological well-being. In the teaching profession, adaptive coping strategies may help educators address workplace challenges, regulate emotional responses, maintain

resilience, and sustain their professional effectiveness. Effective stress management is therefore essential because teachers who are able to manage professional demands constructively may be better positioned to maintain positive work attitudes and continue performing their responsibilities despite challenging circumstances (Folkman, 2013; Mansfield et al., 2016; Richards et al., 2016).

Research has also highlighted the importance of resilience, professional support, and positive workplace conditions in reducing the negative effects of occupational stress. Teachers who receive adequate support from school leaders, colleagues, and their professional communities may be better equipped to manage demanding situations. Likewise, the development of resilience, self-efficacy, emotional regulation, and effective coping strategies can contribute to improved teacher well-being and professional sustainability. Stress management interventions have also demonstrated potential in reducing burnout and improving teachers' capacity to respond effectively to workplace challenges, emphasizing the importance of school-based programs that promote psychological and professional well-being (Beltman et al., 2011; Richards et al., 2016; von der Embse et al., 2019).

Despite the availability of literature on teacher stress and coping, workplace experiences may differ across schools and educational contexts. The stressors encountered by teachers and the strategies they use to manage these challenges may be influenced by their workload, organizational environment, professional responsibilities, available support systems, and individual circumstances. For this reason, examining stress management within a specific school setting is important in generating context-based information that can guide the development of relevant interventions. Understanding teachers' experiences may assist school administrators and other educational stakeholders in strengthening institutional support, improving workplace conditions, and developing programs that promote teacher resilience, job satisfaction, and professional well-being (Herman et al., 2018; Pressley, 2021; World Health Organization, 2022).

In view of these considerations, the present study investigated stress management among teachers in San Antonio Integrated School, Cluster II, Division of Pampanga, during School Year 2025–2026. Specifically, the study aimed to contribute to a clearer understanding of the workplace challenges and stress-related experiences encountered by teachers and the coping strategies they employ in managing professional demands. The findings of the study may serve as a basis for developing appropriate stress management initiatives, wellness programs, and institutional support mechanisms that respond to the needs of teachers. Ultimately, by promoting teacher well-being and resilience, schools may help sustain teachers' professional effectiveness and strengthen their capacity to provide quality and meaningful learning experiences for students.

Research Questions

This study examined stress management among teachers in San Antonio Integrated School, Cluster II, Division of Pampanga during the school year 2025-2026.

Specifically, it aimed to answer the following questions:

1. What is the extent of workplace challenges experienced by teachers?
2. What coping strategies are employed by teachers to manage stress?
3. Is there a significant relationship between the workplace challenges experienced by teachers and their coping strategies?
4. What teachers stress management and wellness program may be proposed to help teachers effectively manage stress in the workplace?

METHODOLOGY

This study employed a quantitative-descriptive-correlational research design to examine stress management among the 34 teachers of San Antonio Integrated School, Cluster II, Division of Pampanga, during School Year 2025–2026. The descriptive component of the study was used to determine the extent of workplace challenges experienced by the teachers and to identify the coping strategies they employed in managing stress. The correlational component was utilized to determine the significant relationship between the workplace challenges experienced by teachers and their coping strategies. Based on the findings of the study, a proposed Teacher Stress Management and Wellness Program was developed to provide appropriate interventions that may help teachers effectively manage workplace stress.

The respondents of the study consisted of the 34 teachers of San Antonio Integrated School, Cluster II, Division of Pampanga. The study utilized a researcher-made questionnaire as the primary instrument for data gathering. The questionnaire consisted of two parts: Part I measured the extent of workplace challenges experienced by teachers, while Part II identified the coping strategies employed by teachers in managing stress. The researcher personally distributed and retrieved the questionnaires to ensure the complete retrieval of responses. The data gathered from the respondents were subsequently organized, tabulated, and prepared for statistical analysis and interpretation.

The data were analyzed using appropriate statistical tools. The Weighted Mean was used to answer sub-problems 1 and 2 and determine the extent of workplace challenges and the coping strategies employed by the teachers. The weighted mean scores were interpreted using the following descriptive equivalents: 4.50–5.00, Always; 3.50–4.49, Often; 2.50–3.49, Sometimes; 1.50–2.49, Rarely; and 1.00–1.49, Never. To answer sub-problem 3, the Pearson Product-Moment Correlation Coefficient (r) was employed to determine the significant relationship between workplace challenges and teachers' coping strategies. The statistical significance of the observed relationship was determined using the p -value at the 0.05 level of significance.

Results and Discussion

This section presents the findings and discussion derived from the data gathered in the study. The presentation and analysis of the data are organized according to the research questions or sub-problems stated at the beginning of the study. The findings are presented, analyzed, and interpreted using the appropriate statistical tools to provide a clear understanding of the workplace challenges experienced by teachers and their stress management practices.

Specifically, this section presents the common workplace challenges that contribute to stress among teachers of San Antonio Integrated School, Cluster II, Division of Pampanga, during School Year 2025–2026. It also discusses the coping strategies employed by teachers in managing workplace stress and examines the relationship between the workplace challenges they experience and the coping strategies they utilize.

1. Workplace Challenges Experienced by Teachers

TABLE 1
Extent of Workplace Challenges Experienced by Teachers

Indicators	WM	DE
● Workload and time pressure	4.62	Very High
● Classroom management	3.52	High
● Administrative tasks	4.55	Very High
● Student behavior issues	3.50	High
● Work-life balance	4.50	Very High
Overall WM	4.14	High
Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Very High Extent
4	3.50-4.49	High Extent
3	2.50-3.49	Moderate Extent
2	1.50-2.49	Low Extent
1	1.00-1.49	Very Low Extent

Table 1 presents the extent of workplace challenges experienced by teachers. The findings reveal an overall weighted mean of 4.14, interpreted as High Extent, indicating that teachers generally experience considerable workplace challenges. Among the indicators, workload and time pressure obtained the highest weighted mean of 4.62, followed by administrative tasks with 4.55, and work-life balance with 4.50, all interpreted as Very High Extent. These findings suggest that the teachers experience substantial demands related to managing their workload, completing tasks within limited time, fulfilling administrative responsibilities, and maintaining a balance between their professional and personal lives. Meanwhile, classroom management obtained a weighted

mean of 3.52, while student behavior issues obtained a weighted mean of 3.50, both interpreted as High Extent.

The results indicate that workplace challenges are prominent among the teachers, particularly in relation to workload, time pressure, administrative responsibilities, and work-life balance. The high overall rating suggests that these challenges may affect teachers' well-being and their capacity to effectively perform their professional responsibilities. Although classroom management and student behavior issues received comparatively lower weighted means, they were still rated at a high extent, indicating that these areas also contribute to the challenges encountered by teachers. Overall, the findings underscore the importance of providing appropriate institutional support and developing stress management and wellness interventions that may assist teachers in addressing workplace demands and maintaining their professional effectiveness.

2. Coping Strategies Employed by Teachers to Manage Stress

TABLE 2
Coping Strategies Employed by Teachers to Manage Stress

Indicators	WM	DE
● Time management	4.35	Often Used
● Seeking peer support	4.40	Often Used
● Emotional regulation	4.28	Often Used
● Spiritual practices	4.30	Often Used
● Recreation and relaxation	4.22	Often Used
Overall WM	4.31	Often Used
Legend: WM=Weighted Mean Point Values Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Always Used 4 3.50-4.49 Often Used 3 2.50-3.49 Sometimes Used 2 1.50-2.49 Rarely Used 1 1.00-1.49 Never Used		

The findings in Table 2 indicate that teachers often used various coping strategies to manage stress, as reflected by the overall weighted mean of 4.31, which falls within the descriptive range of 3.50–4.49. Among the identified coping strategies, seeking peer support obtained the highest weighted mean of 4.40, followed by time management (WM = 4.35), spiritual practices (WM = 4.30), emotional regulation (WM = 4.28), and recreation and relaxation (WM = 4.22). All five indicators were interpreted as “Often Used,” suggesting that teachers regularly employ both interpersonal and personal strategies to cope with stress arising from their professional responsibilities. The relatively high ratings across all indicators further suggest that teachers recognize the importance of actively managing their workload, emotions, relationships, and personal well-being.

These results suggest that teachers tend to rely on a combination of social, behavioral, emotional, spiritual, and recreational coping mechanisms when dealing with workplace stress. The highest rating for seeking peer support may indicate that teachers value collaboration, encouragement, and shared experiences from colleagues as practical sources of assistance during stressful situations. Meanwhile, the consistent use of time management, spiritual practices, emotional regulation, and recreation and relaxation demonstrates that teachers employ multiple approaches rather than depending on a single coping mechanism. The overall weighted mean of 4.31 indicates a generally strong and consistent use of coping strategies, which may contribute to teachers' ability to maintain their professional functioning and psychological well-being despite work-related demands. These findings underscore the importance of fostering supportive school environments and providing opportunities for collaboration, wellness activities, and professional support to strengthen teachers' capacity to manage stress effectively.

3. Relationship Between Workplace Challenges and Coping Strategies

TABLE 3
Relationship Between Workplace Challenges and Coping Strategies

Variables	p-value	Interpretation
Workplace Challenges vs Coping Strategies	0.002*	Significant

*significant at 0.05 level of significance

As shown in Table 3, the results indicate a negligible positive relationship ($r = 0.002$) between workplace challenges and coping strategies among teachers. The p-value of 0.002, which is lower than the 0.05 level of significance, indicates that the relationship between the two variables is statistically significant; therefore, the null hypothesis is rejected, suggesting that there is a significant relationship between workplace challenges and teachers' coping strategies. However, the extremely low correlation coefficient indicates that the association is very weak, implying that increases in workplace challenges are associated with only a minimal increase in the use of coping strategies. This finding suggests that while teachers may employ coping strategies in response to workplace challenges, the strategies may not substantially vary with the level of challenges experienced. The finding is consistent with Cruz et al. (2022), who reported that Filipino teachers tend to rely on coping mechanisms when experiencing work-related stress, and with Fernandez (2023), who emphasized that coping strategies are often reactive responses to stress rather than preventive measures. The findings further suggest that although coping strategies serve an adaptive function, they may not be sufficient to address the underlying sources of workplace stress. Thus, coping strategies should be complemented by institutional support systems, workload management, and other proactive interventions to help schools move from primarily reactive responses toward more comprehensive and preventive approaches to teacher stress management.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Generally, teachers experience workplace challenges to a high extent which indicates teacher stress is primarily driven by systemic workplace challenges, not personal limitations.
2. Generally, teachers often use coping strategies which indicates they demonstrate resilience through coping strategies.
3. There is a significant relationship between workplace challenges and coping strategies which indicates that as workplace challenges increase, coping strategies also increase or used frequently.
4. Institutional intervention is necessary for sustainable stress management.

Recommendations

On the basis of the findings of the study and the conclusions drawn, the following were the recommendations offered:

1. The proposed teacher stress management and wellness program should be considered for implementation by school authorities to help teachers effectively manage stress in the workplace.
2. DepEd officials should develop policies that promote teacher well-being. They should institutionalize support systems.
3. School administrators should implement teacher wellness programs and reduce administrative workload.
4. Teachers must continue using effective coping strategies and participate in wellness programs.
5. Future researchers should explore variables such as burnout, job satisfaction and mental health and conduct experimental studies on intervention effectiveness.

Compliance with Ethical Standards

The study strictly adhered to established ethical standards throughout the research process to protect the rights, dignity, privacy, and welfare of all participants. Prior to data collection, appropriate permission was secured from the concerned authorities and informed consent was obtained from the participants after clearly explaining the purpose, procedures, potential risks, benefits, and voluntary nature of their participation. Participants were informed that they had the right to decline participation or withdraw from the study at any time without penalty or negative consequences. Confidentiality and anonymity were maintained by ensuring that no personally identifiable information was disclosed in the research report, and all collected data were handled securely and used solely for academic and research purposes. The researchers also ensured that participation did not expose respondents to unnecessary physical, psychological, social, or professional risks. Data were analyzed and reported objectively, without fabrication, falsification, or manipulation of results, and all sources used in the study were properly acknowledged to uphold academic integrity and avoid plagiarism. Through these measures, the study ensured compliance with ethical principles of informed consent, voluntary participation, confidentiality, privacy, beneficence, non-maleficence, and research integrity.

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Corresponding author: 80reyesj@gmail.com