

Quality Teaching Processes and Job-Related Stress Among Public School Teachers in Selected Elementary Schools: Basis for A Teacher Well- Being and Stress Reduction Plan

Tina Marie T. Fernandez¹, Mila A. Real², Judelyn P. Rebutazo³, Jane S. Elemia⁴

Cebu Technological University- Main Campus

Abstract

This study examined the relationship between teachers' instructional quality and job-related stress in selected public elementary schools in the Schools Division of Tanjay City during School Year 2026–2027 as a basis for a Teacher Stress Reduction Plan. Specifically, it described the respondents' demographic profiles, assessed job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface, determined instructional quality in terms of professional behavior, instructional strategies, and assessment and results, and tested the significant relationship between the two variables. The study employed a quantitative descriptive-correlational research design involving 75 teacher-respondents. Data were gathered using structured survey questionnaires and analyzed through frequency, percentage, weighted mean, and Pearson Product-Moment Correlation. The illustrative findings indicated a very high level of self-perceived instructional quality ($M = 4.27$) and a high degree of job-related stress ($M = 3.77$). Professional behavior obtained the highest instructional quality rating, while job-related factors and home-work interface emerged as the leading stress dimensions. Correlation analysis indicated a significant negative relationship between instructional quality and job-related stress ($r = -0.342$, $p = 0.003$). The study emphasizes the importance of managing occupational stress while sustaining instructional effectiveness. Accordingly, a Teacher Stress Reduction Plan was proposed to strengthen workload management, promote work-life balance, enhance organizational support, and sustain instructional quality.

Keywords: Administration and Supervision, instructional quality, job-related stress, teacher well-being, teacher stress reduction plan, descriptive-correlational research, Tanjay City

1. The Problem and Its Scope

Introduction

Rationale of the Study

Quality teaching processes are widely regarded as the foundation of effective education, as they shape not only student learning outcomes but also teachers' professional fulfillment and growth. Instructional quality commonly encompasses well-structured lesson planning, differentiated and inclusive

teaching strategies, formative assessment, effective classroom management, and reflective practice. These practices are central to the attainment of Sustainable Development Goal 4 (SDG 4): Quality Education, which seeks to ensure inclusive, equitable, and quality education while promoting lifelong learning opportunities for all. Achieving SDG 4 depends largely on teachers' capacity to consistently deliver high-quality instruction in supportive and enabling environments. However, when expectations for instructional excellence are pursued within demanding and resource-constrained conditions, they may inadvertently contribute to job-related stress among teachers, raising concerns about the sustainability of quality education and teacher well-being.

International evidence illustrates this tension between instructional quality and occupational stress. Findings from the OECD's Teaching and Learning International Survey (TALIS) indicate that in countries such as Australia, many teachers experience heavy workloads, excessive administrative responsibilities, and extended working hours, particularly in regional and disadvantaged schools.

While these teachers strive to maintain quality teaching through inclusive practices and continuous assessment, insufficient institutional support often undermines their well-being, suggesting that instructional quality alone does not guarantee professional satisfaction when structural conditions are unfavorable (OECD, 2024).

Similar patterns emerge in Latin American contexts such as Brazil and Chile, where teachers report challenges related to classroom disruptions, workload intensity, and limited resources. TALIS data reveal that more than half of teachers in Brazil and over one-third in Chile experience stressors that hinder their capacity to sustain high instructional standards. These findings underscore how contextual pressures can erode the conditions necessary for quality teaching, resulting in stress that compromises both instructional consistency and teacher morale (OECD, 2024).

In Asian contexts, particularly in Japan and India, the pursuit of instructional excellence further highlights the complex relationship between quality teaching processes and job-related stress. Japanese teachers are known for meticulous lesson preparation and strong learner support, yet these expectations often require long working hours and extensive responsibilities beyond classroom instruction, contributing to chronic stress. In India, especially during the COVID-19 pandemic, teachers faced heightened stress as they rapidly adapted quality teaching practices to hybrid and remote modalities without adequate technological or institutional support, particularly in low-income schools. These experiences demonstrate that quality teaching, when unsupported, may intensify professional strain rather than alleviate it.

In the Philippines, quality teaching practices have been institutionalized through reforms such as the K to 12 curriculum, the Most Essential Learning Competencies (MELCs), and the Philippine Professional Standards for Teachers (PPST). Teachers are expected to design learner-centered lessons, employ differentiated instruction, conduct continuous assessment, and engage in reflective practice. While these initiatives aim to improve instructional quality, local studies consistently report that Filipino teachers experience high levels of job-related stress due to large class sizes, extensive documentation requirements, multiple ancillary duties, and accountability pressures tied to learner outcomes. These realities suggest that the pursuit of instructional excellence may place significant emotional and physical demands on teachers.

The relationship between quality teaching processes and job-related stress becomes more pronounced in geographically isolated and underserved contexts. Island schools in the Philippines, particularly those in Cebu Province, face unique challenges, including limited instructional resources, transportation difficulties, unstable connectivity, and restricted access to professional development.

Teachers in these settings are often required to manage multigrade classes and assume multiple roles, making it increasingly difficult to sustain quality teaching without experiencing heightened stress. Within this context, Gilutongan Integrated School, located in an island barangay in Cebu and an elementary school on the mainland, provides a compelling case for examining this relationship. Teachers in the school demonstrate strong commitment to quality teaching through careful lesson preparation, individualized learner support, and close collaboration with the local community. However, these efforts are often accompanied by job-related stress arising from limited manpower, infrastructural constraints, extended working hours, and the need to balance instructional duties with administrative and community responsibilities. The island setting further intensifies these challenges, as teachers must navigate logistical barriers while meeting national standards for teaching quality.

Given these global, national, and local realities, it is essential to investigate the relationship between quality teaching processes and job-related stress among teachers in Gilutongan Integrated School and Gabi Elementary School to provide school-based support mechanisms, administrative interventions, and policy decisions aimed at sustaining instructional quality while protecting teachers' well-being.

Theoretical Background

This study is anchored in Job Demands-Resources (JD-R) Theory, Self-Efficacy Theory, and Pedagogical Content Knowledge (PCK) Theory. Moreover, this is supported by several legal bases, namely Republic Act No. 11713, or the Excellence in Teacher Education Act (2023); Republic Act No. 4670, or the Magna Carta for Public School Teachers; and DepEd Order No. 005, s. 2024 or the Rationalizing Teacher's Workload.

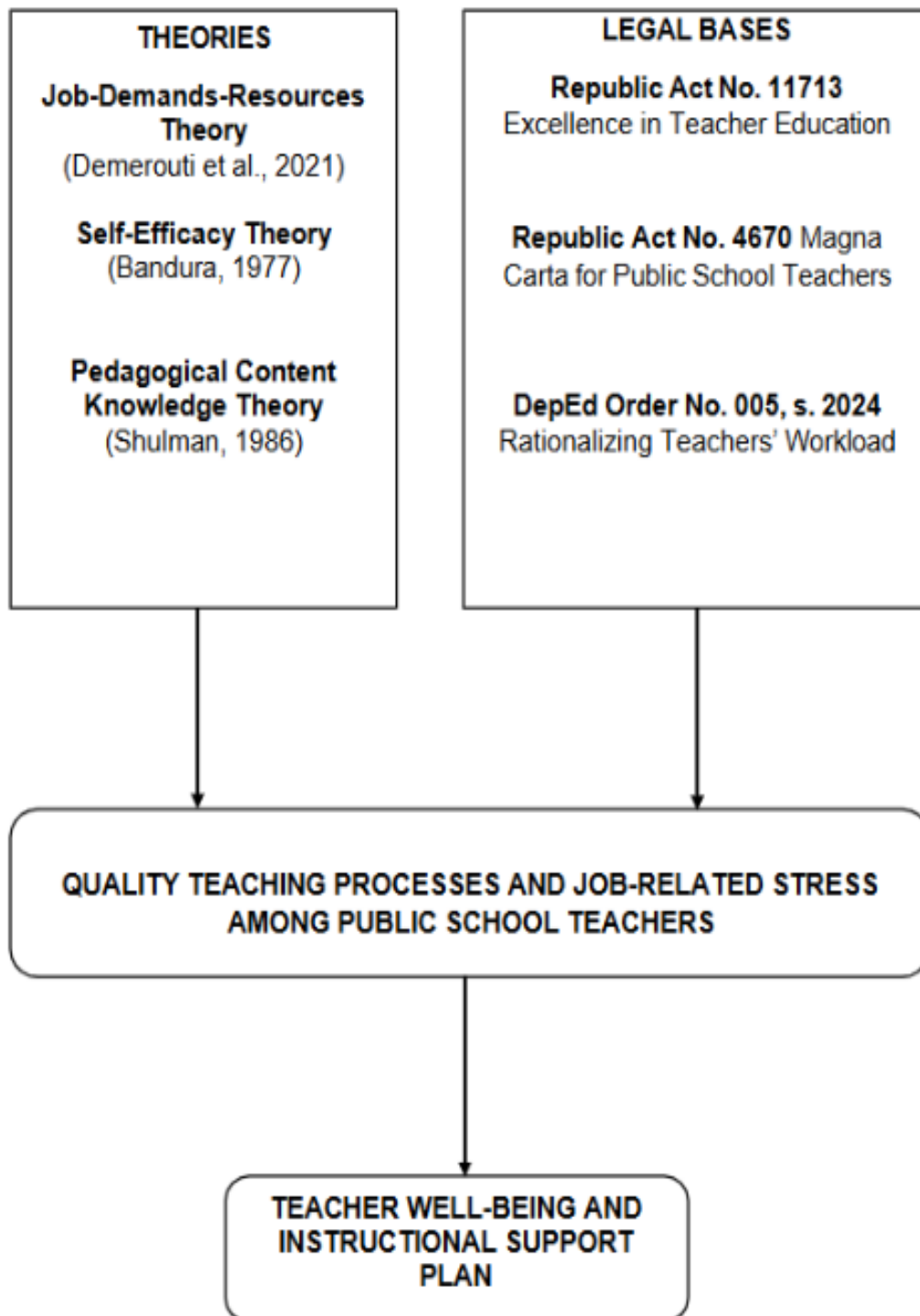


Figure 1
Theoretical Framework of the Study

The Job Demands–Resources (JD-R) Theory posits that every occupation involves specific job demands (e.g., workload, time pressure) and job resources (e.g., support, autonomy), which interact to influence employee stress and performance. High job demands can lead to strain and burnout, while sufficient job resources can buffer the negative effects of those demands and promote engagement and well-being (Bakker & De Vries, 2021; Galanakis & Tsitouri, 2022; Radic et al., 2020). Research grounded in JD-R has shown that teachers’ job demands, such as time pressure and role ambiguity, negatively affect self-efficacy and occupational outcomes (Rasool et al., 2024; Shu, 2022), whereas job resources, such as autonomy and collegial support, are positively associated with job satisfaction and commitment (Dominguez et al., 2020). This framework helps explain the dynamics between teachers’ instructional expectations and their stress levels, illustrating how quality teaching practices can be either supported or undermined by the availability of adequate professional resources. Empirical work using JD-R highlights that role ambiguity and time pressure are salient predictors of negative work outcomes, including stress and reduced occupational commitment among teachers (Alyamy & Sau Cheong, 2020; Macovei et al., 2023a; Rafiq et al., 2024).

Empirical evidence shows that excessive workload, time pressure, and increasing administrative responsibilities significantly predict emotional exhaustion, reduced work ability, and burnout among teachers, reflecting the health-impairment pathway of the JD-R model (Ailing et al., 2025; Cao et al., 2023; Casely-Hayford et al., 2025; Granziera, 2022; Oliveira et al., 2025). Studies further reveal that when instructional demands intensify due to accountability measures, curriculum reforms, and expectations for quality teaching processes, teachers are more vulnerable to stress and psychological strain, particularly in contexts with limited institutional support (Farley & Chamberlain, 2021; Jerrim & Sims, 2022). Conversely, recent research highlights that job resources such as administrative support, autonomy in instructional decision-making, collegial collaboration, self-efficacy, and resilience significantly buffer the negative effects of high job demands and promote work engagement and well-being, supporting the motivational pathway of the JD-R framework (Embalsado et al., 2025; Galvez-Bayugo, n.d.; Ledet-McNair, 2025; Meeusen et al., 2024). Moreover, studies conducted in rural and resource-constrained school settings indicate that the imbalance between high teaching demands and insufficient resources exacerbates stress and burnout among teachers, underscoring the contextual relevance of the JD-R model in diverse educational environments (Agyapong et al., 2022; Shah et al., 2024).

On the other hand, Bandura’s Self-Efficacy Theory holds that individuals’ belief in their ability to organize and execute the actions required to manage prospective situations influences their functioning, motivation, and resilience. In education, teacher self-efficacy is linked to the quality of instruction, reflective practice, and perseverance in challenging classroom contexts. Recent studies emphasize that teachers with higher self-efficacy are more likely to deliver high-quality instruction, manage stress, and sustain professional commitment even in demanding work conditions. This theory is particularly relevant for exploring how teachers’ confidence in their instructional competence may mediate the relationship between teaching demands and stress outcomes. Research indicates that self-efficacy remains crucial in determining how teachers cope with job demands and maintain instructional quality.

Bandura’s Self-Efficacy Theory has consistently shown that individuals’ beliefs about their capabilities influence motivation, engagement, and performance across educational and professional contexts; for instance, Zheng et al. (2021) found that general self-efficacy significantly predicted academic achievement among higher education students, illustrating its role in academic success and motivation.

Jian (2022) demonstrated that self-efficacy and academic motivation jointly influenced student engagement through learning agility in vocational students, highlighting its motivational function in contemporary educational environments. Qin et al. (2025) reported that research self-efficacy directly and indirectly predicted doctoral students' academic achievement via learning engagement, reinforcing the theory's assertion that self-belief shapes effort and persistence (Miao et al., 2025) and Albaqawi et al. (2025) found that nursing students' self-efficacy, along with social support, significantly reduced clinical performance anxiety, underscoring its relevance to resilience and stress management in professional training.

Shulman's Pedagogical Content Knowledge theory emphasizes the integration of subject-matter knowledge with instructional strategies that make content comprehensible to learners. Quality teaching processes are grounded in strong PCK, enabling teachers to plan effectively, adapt instruction, and assess learning accurately. This theory frames teaching quality not merely as effort or time spent, but as the professional knowledge that shapes meaningful learning experiences. It is directly tied to teacher preparation and ongoing professional development, which influence how well teachers manage complex classroom demands that can otherwise contribute to stress.

A meta-analysis found that PCK is significantly associated with teacher content knowledge, instructional quality, and student achievement in mathematics and science, underscoring the theory's relevance to teaching effectiveness and learning outcomes (Jacob et al., 2020). Research at the junior high level in the Philippines revealed that teachers' PCK was positively correlated with students' self-concept and interest in mathematics, highlighting how integrated content and pedagogy can enhance learner engagement (Silvosa & Salimaco Jr, 2025). Additionally, studies of prospective science teachers in ASEAN contexts have shown that moderate levels of PCK readiness point to the need for strengthening both content and pedagogical domains to support sustainable development education, further illustrating how PCK informs teacher preparation and instructional practice (Faikhamta et al., 2020; Forsler, 2024; Lekhu, 2023).

Furthermore, RA 11713 strengthens teacher education by enhancing the Teacher Education Council and institutionalizing professional development. It declares the teacher as "the key to effective teaching-learning processes" and mandates continuous professional growth through in-service training and research-based improvement. This law directly supports the enhancement of quality teaching processes by promoting professional competence, which is linked to reduced occupational stress when teachers are effectively prepared and

supported. Its provisions for ongoing learning and professional development align with the study's focus on instructional quality as a factor in teachers' job stress experiences.

The Magna Carta establishes teachers' rights and privileges, including regulated workloads, benefits, and support mechanisms intended to protect welfare. It specifies that teachers should not be required to teach more than 6 hours per day and outlines general welfare provisions relevant to workload and compensation. Although enforcement issues persist, the law provides a legal anchor for examining workload as a source of job-related stress tied to the demands of quality teaching, especially in contexts where non-teaching responsibilities encroach on instructional time and well-being.

DepEd Order 005, s. 2024 operationalizes workload policies by streamlining teaching hours and coordinating overload compensation, directly responding to teachers' calls for balanced responsibilities. By managing workload distribution and recognizing teaching overload, this policy seeks to align job demands with sustainable teaching practices and reduce undue stress caused by excessive tasks. Its

implementation underscores a policy focus on teacher welfare and the need to align quality instructional expectations with realistic work demands.

These educational theories and relevant legal bases in the Philippines served as the foundation or framework for crafting this paper.

The Problem

Statement of the Problem

This study aimed to determine the quality of teaching processes and job-related stress among public school teachers in select elementary schools, Tanjay City Division during the School Year 2026-2027 as basis for a teacher well-being and instructional support plan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the respondent groups in terms of:
 - 1.1. age and gender;
 - 1.2. civil status;
 - 1.3. highest educational attainment;
 - 1.4. position/rank; and
 - 1.5. relevant training attended?
2. As perceived by the teachers themselves, what is the degree of job-related stress of the respondents in terms of:
 - 2.1. job-related factors;
 - 2.2. role-related factors;
 - 2.3. workplace relationships;
 - 2.4. career development;
 - 2.5. organizational structure and climate; and
 - 2.6. home-work interface?
3. As perceived by the respondent groups, what is the level of teachers' instructional quality as to:
 - 3.1. professional behavior;
 - 3.2. teaching learning process;
 - 3.2.1. strategies
 - 3.2.2. assessment and result?
4. Is there a significant relationship between the extent of teachers' quality teaching process and the degree of job-related stress of the respondents?
5. Based on the findings of the study, what teacher stress reduction plan can be proposed?

Significance of the Study

DepEd Officials. This study offers valuable insights into how teaching processes can influence teachers' stress levels, providing DepEd officials with evidence to develop policies, programs, and professional development initiatives that both enhance teaching quality and reduce work-related stress.

School Administrators. The findings of this study can guide school leaders in managing teaching workloads, improving instructional strategies, and cultivating a positive and supportive work environment.

Teachers. They can benefit from increased self-awareness regarding how particular teaching practices, classroom management strategies, and workload demands may contribute to job-related stress.

Students. They stand to benefit indirectly from reductions in teacher stress and the promotion of high-quality teaching processes. Educators who experience lower stress levels tend to be more patient, responsive, and innovative in their instruction, creating a more engaging and supportive learning environment.

Researcher. This study contributes to the researcher's professional growth by deepening their understanding of the interplay between instructional processes and teacher well-being. It provides practical experience in educational research, data collection, and analysis within real school settings.

Future Researchers. The study serves as a foundation for future investigations into teacher stress and quality.

Research Methodology

This section presents the study's methodology and describes the design, research environment, respondents, instruments, data collection procedure, statistical treatment, and scoring procedure.

Design

This study employed quantitative research, which used a descriptive method to determine the demographic profile of the respondents, the extent of teachers' quality teaching process on teaching, the job-related stress encountered by the respondents, and the test of the relationship between the extent of teachers' quality teaching process and their job-related stress encountered. Quantitative-descriptive research is a type of study that aims to numerically capture and describe the characteristics, behaviors, or patterns of a specific group or situation. Rather than exploring cause-and-effect relationships, as experimental research does, it focuses on measuring and reporting trends, averages, frequencies, and relationships in a clear and systematic way, providing a detailed snapshot of the phenomenon being studied (Ghanad, 2023).

Flow of the study

This study employed the Input-Process-Output (IPO) Model in the collection, analysis, and interpretation of data. The input of the study included the respondents' profiles in terms of age and gender, civil status, highest educational attainment, and position/rank. It also included the extent of teachers' quality teaching processes in terms of the act of teaching, results of teaching, and professional behavior. Moreover, the input covered the degree of job-related stress among teachers in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. The relationship between teachers' quality teaching processes and their degree of job-related stress was likewise examined.

The process involved the systematic procedures undertaken by the researchers using the descriptive-correlational method of research. These procedures included securing permission from the appropriate school authorities to conduct the study, identifying the qualified respondents from the selected public elementary schools, orienting the respondents regarding the purpose and procedures of the study, administering and retrieving the research questionnaires, organizing and tabulating the collected data, and applying the appropriate statistical treatments. Frequency counts and percentages were used to describe the respondents' profiles, while weighted mean was utilized to determine the extent of quality teaching processes and the degree of job-related stress. An appropriate correlational statistical test was employed to determine whether a significant relationship existed between teachers' quality teaching processes and job-related stress.

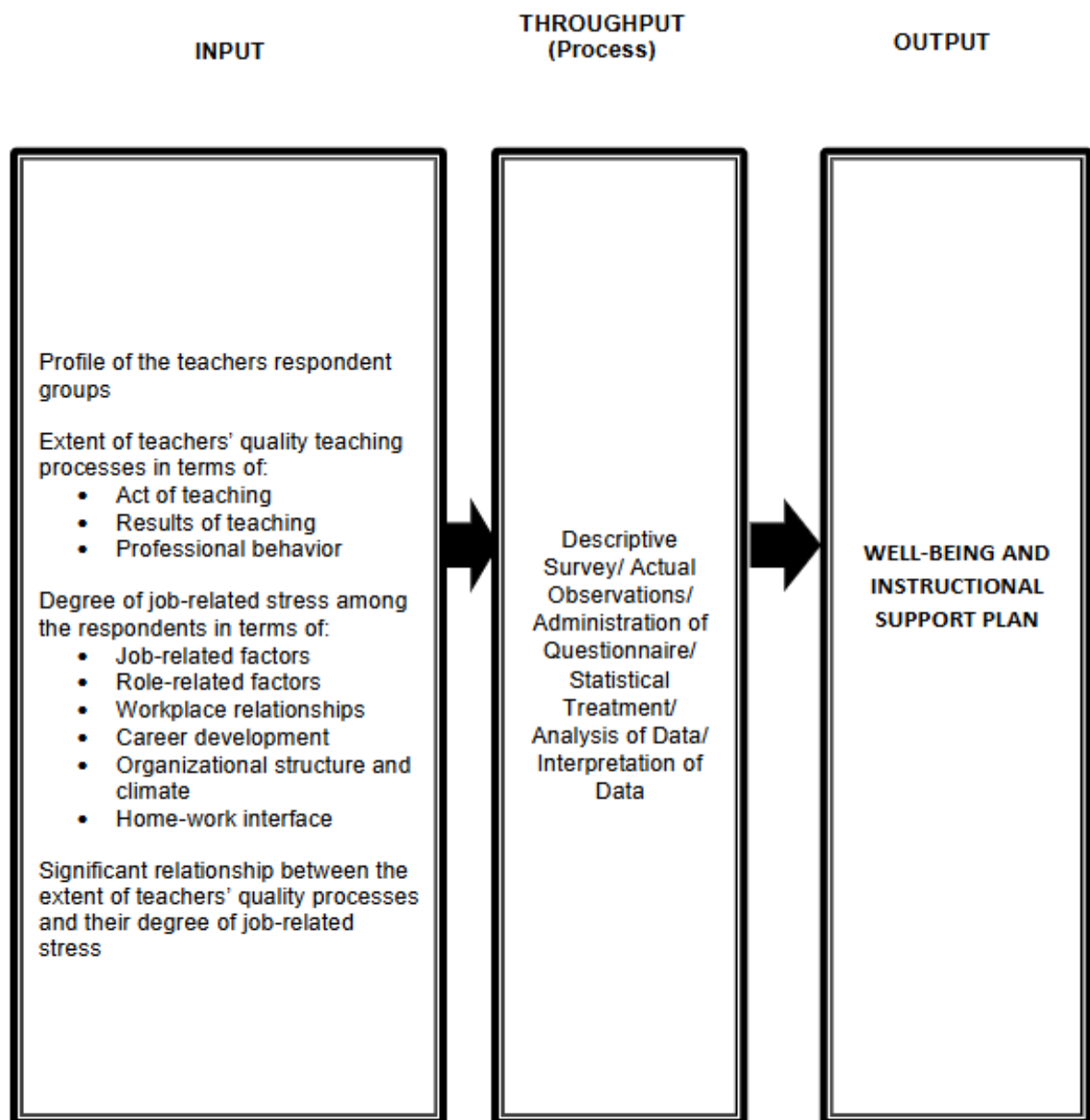


Figure 2.
The Flow of the Study

The output of the study was a proposed Teacher Well-Being and Instructional Support Plan based on the findings of the investigation. The plan was designed to address identified areas of concern related to teachers' instructional practices and job-related stress. It aimed to provide appropriate strategies and activities that support quality teaching practices, strengthen teachers' professional well-being, and promote a more supportive and responsive school working environment.

Environment of the Study

The study will be conducted in three selected public elementary schools, namely San Isidro Elementary School, Rosario V. Moras Memorial School–West District, and Bulo Elementary School–North District. These schools serve as the research environment of the study and provide an appropriate setting for examining the quality of teaching processes and job-related stress among public school teachers.

The selected schools operate within the public elementary education system and are guided by the policies, standards, and programs of the Department of Education (DepEd). As public elementary schools, they are responsible for providing basic education to learners while ensuring that teachers perform their instructional and professional responsibilities in accordance with established educational standards. Teachers are expected to prepare and deliver appropriate



Figure 3.
Research Location

instruction, assess learners' progress, manage classroom activities, maintain professional conduct, and participate in various school programs and activities.

San Isidro Elementary School is one of the identified schools included in the study. Its teachers perform various instructional and professional responsibilities associated with the delivery of elementary education. Aside from classroom teaching, teachers undertake responsibilities related to lesson preparation, assessment, learner monitoring, preparation of reports and records, participation in school programs, and other assigned duties. These responsibilities provide a relevant context for examining both the quality of teaching processes and the job-related stress experienced by teachers.

Rosario V. Moras Memorial School–West District is another research locale included in the study. Similar to other public elementary schools, its teachers are expected to maintain quality teaching while responding to the diverse learning needs of pupils and complying with school and DepEd requirements. The different instructional, administrative, and professional responsibilities performed by teachers make the school a suitable environment for examining the act and results of teaching, professional behavior, and various sources of job-related stress.

Bulo Elementary School–North District also serves as one of the research environments of the study. Teachers in the school perform classroom-based and school-related functions that require them to balance instructional responsibilities with other professional duties. Their experiences provide relevant information regarding teaching processes and workplace conditions, particularly in relation to job demands, professional roles, workplace relationships, career development, organizational structure and climate, and the interface between work and home responsibilities.

These three elementary schools were selected because they provide appropriate settings for obtaining data from teachers who are directly engaged in the teaching-learning process and who experience the various responsibilities and demands associated with public elementary education. Although the schools may differ in their organizational setting, teacher population, learner characteristics, and working conditions, they operate within the same general public education system. Such settings provide an opportunity to obtain a broader understanding of teachers' quality teaching processes and their experiences of job-related stress.

The inclusion of teachers from the three selected schools will enable the researchers to examine the extent of quality teaching processes in terms of the act of teaching, results of teaching, and professional behavior, as well as the degree of job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. Findings obtained from these research environments will serve as the basis for the proposed Teacher Well-Being and Instructional Support Plan.

Respondents

The respondents of the study will consist of 75 public elementary school teachers from three selected elementary schools, namely San Isidro Elementary School, Rosario V. Moras Memorial School, and Bulo Elementary School. Each participating school will have twenty-five (25) teacher-respondents, providing representation from the three identified research environments.

The teacher-respondents will provide information regarding their profile in terms of age and gender, civil status, highest educational attainment, and position/rank. They will also assess the extent of their quality teaching processes in terms of the act of teaching, results of teaching, and professional behavior. Furthermore, they will provide information regarding their degree of job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. Their responses will provide the data necessary to determine whether a significant relationship exists between quality teaching processes and job-related stress.

The teacher-respondents will be selected using simple random sampling from the eligible teachers in each participating school. This sampling technique will provide qualified teachers with an equal opportunity to be selected as respondents of the study. Only teachers who are currently employed and actively performing teaching duties in the identified schools during School Year 2026–2027 will be considered for inclusion. Participation in the study will be voluntary, and the respondents will be informed of the purpose of the research and assured that the information they provide will be treated with confidentiality and used solely for academic purposes.

The distribution of respondents is presented in Table 1.

Table 1
Distribution of the Respondents

(n=75)

Schools	Teachers Respondents	Percentage
San Isidro ES	25	33.33%
Rosario V. Moras Memorial School	25	33.33%
Bulo ES	25	33.33%
Total	75	100%

The distribution provides equal representation from each participating school. The responses gathered from the teacher-respondents will be analyzed according to the objectives of the study, particularly in determining the extent of their quality teaching processes, the degree of their job-related stress, and the significant relationship between these two variables. The findings will subsequently serve as the basis for developing the proposed Teacher Well-Being and Instructional Support Plan.

Research Instrument

The questionnaire for this study will be developed based on two primary sources: (1) selected items adapted from existing studies and established instruments related to quality teaching processes and occupational or job-related stress among teachers; and (2) indicators derived from relevant educational policies, professional standards, and literature concerning teachers' instructional practices, professional responsibilities, and workplace well-being. The indicators for quality teaching processes will focus on the act of teaching, results of teaching, and professional behavior, while the indicators for job-related stress will cover job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. The researchers will also develop appropriate items when necessary to ensure that the instrument is aligned with the objectives, variables, and context of the study.

The survey questionnaire will be composed of simple, clear, and concise statements that can be answered within approximately 10–15 minutes. The instrument will be divided into four (4) parts.

Part I: Profile of the Respondents. This section will gather the demographic and professional characteristics of the teacher-respondents. The information will include age and gender, civil status, highest educational attainment, and position/rank. These data will be used to describe the characteristics of the respondents and provide an appropriate background for the interpretation of the findings.

Part II: Quality Teaching Processes. This section will determine the extent of quality teaching processes among the teacher-respondents. It will assess quality teaching processes in terms of act of teaching, results of teaching, and professional behavior. The indicators under the act of teaching will focus on teachers' actual instructional practices, including preparation, delivery of instruction, learner engagement, classroom interaction, and assessment practices. The results of teaching will focus on the perceived outcomes of the teaching-learning process, including learners' understanding, participation, progress, and achievement of intended learning outcomes. Professional behavior will cover teachers' commitment to their responsibilities, professional conduct, collaboration, continuous professional development, responsiveness to learners' needs, and adherence to professional and ethical standards.

Part III: Job-Related Stress. This section will determine the degree of job-related stress experienced by the teacher-respondents. It will assess job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. Job-related factors will cover demands associated with workload, deadlines, paperwork, and other teaching responsibilities. Role-related factors will examine concerns related to teachers' responsibilities, expectations, role ambiguity, and competing work demands. Workplace relationships will address interactions and professional relationships with colleagues, school administrators, learners, parents, and other stakeholders. Career development will focus on concerns involving professional growth, advancement opportunities, recognition, and career expectations. Organizational structure and climate will assess workplace conditions, organizational practices, communication, support, and decision-making processes. Home-work interface will examine the extent to which work demands affect teachers' personal and family time and their ability to balance professional and personal responsibilities.

Part IV: Suggestions and Recommendations. This section will provide the teacher-respondents with an opportunity to express suggestions and recommendations regarding the improvement of teaching processes and the management or reduction of job-related stress. Their responses, together with the quantitative findings of the study, will provide additional inputs for the development of the proposed Teacher Well-Being and Instructional Support Plan. The proposed plan will identify appropriate

interventions and support mechanisms intended to strengthen quality teaching practices while promoting teachers' professional well-being and a supportive school working environment.

Before its administration, the questionnaire will be submitted to qualified experts in educational management, teaching and learning, research, and measurement and evaluation for content validation. The experts' comments, suggestions, and recommendations will be incorporated to improve the relevance, clarity, organization, and appropriateness of the questionnaire items. The instrument will also undergo pilot testing among public elementary school teachers who possess characteristics similar to those of the actual respondents but who will not be included in the final study. The reliability of the major scales, particularly those measuring quality teaching processes and job-related stress, will be determined using Cronbach's alpha. The finalized questionnaire will be administered to the actual respondents only after acceptable validity and reliability have been established.

Data Gathering

Research Preparation. The researchers will formally seek permission from the appropriate authorities of the concerned Schools Division Office and from the school heads of the selected public elementary schools, namely San Isidro Elementary School, Rosario V. Moras Memorial School, and Bulo Elementary School, to conduct the study. Upon approval, the researchers will coordinate with the school heads regarding the appropriate schedule and procedures for the administration of the survey questionnaire to the selected teacher-respondents.

Prior to data collection, the researchers will explain the purpose and objectives of the study and provide the necessary instructions for accomplishing the questionnaire. The teacher-respondents will be informed that their participation is voluntary and that they may choose not to participate or withdraw from the study without any penalty. They will also be assured that all information gathered will be treated with strict confidentiality and will be used solely for academic and research purposes. The researchers will observe the provisions of Republic Act No. 10173, otherwise known as the Data Privacy Act of 2012, particularly in safeguarding the privacy, confidentiality, and proper handling of the respondents' information.

Research Instrument Administration. Prior to the administration of the questionnaire, the researchers will conduct a brief orientation with the teacher-respondents to explain the significance of the study, the contents of the research instrument, and the procedures for answering each section. The respondents will be given an opportunity to ask questions or seek clarification regarding any item before accomplishing the questionnaire.

The survey questionnaires will then be distributed to the selected teacher-respondents from the three participating elementary schools. The respondents will accomplish the sections concerning their demographic profile, the extent of their quality teaching processes in terms of act of teaching, results of teaching, and professional behavior, and their degree of job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. Sufficient time will be provided to allow the respondents to answer the questionnaire independently, carefully, and objectively.

After the questionnaires have been accomplished, the researchers will retrieve and review them for completeness. The responses will be organized, coded, tabulated, and prepared for statistical analysis. Appropriate statistical tools will be applied to describe the respondents' profiles, determine the extent of

their quality teaching processes, assess their degree of job-related stress, and determine whether a significant relationship exists between quality teaching processes and job-related stress.

The findings of the study will subsequently serve as the basis for the development of the proposed Teacher Well-Being and Instructional Support Plan, which will contain appropriate strategies and interventions intended to support teachers' instructional practices, address identified sources of job-related stress, and promote their professional well-being.

Statistical Treatment of Data

The data gathered from the teacher-respondents will be organized, tabulated, analyzed, and interpreted using appropriate statistical tools. The following statistical treatments will be employed to answer the specific problems of the study:

Frequency and Simple Percentage. Frequency counts and simple percentages will be used to describe the profile of the teacher-respondents in terms of age and gender, civil status, highest educational attainment, and position/rank. These statistical tools will present the distribution of respondents according to their demographic and professional characteristics.

Weighted Mean. The weighted mean will be used to determine the extent of teachers' quality teaching processes in terms of act of teaching, results of teaching, and professional behavior. It will likewise be utilized to determine the degree of job-related stress experienced by the teacher-respondents in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. The computed weighted means will be interpreted according to the verbal descriptions established in the scoring procedure of the study.

Standard Deviation. The standard deviation will be computed together with the weighted mean to determine the consistency or variability of the teacher-respondents' responses regarding their quality teaching processes and job-related stress. A lower standard deviation will indicate that the respondents' answers are more closely clustered around the mean, suggesting greater consistency in their responses. Conversely, a higher standard deviation will indicate greater variation in the respondents' perceptions and experiences.

Pearson Product-Moment Correlation Coefficient (Pearson r). Pearson r will be used to determine whether a significant relationship exists between the extent of teachers' quality teaching processes and their degree of job-related stress. The analysis will determine both the direction and strength of the relationship between the two variables. The relationship will be tested at the 0.05 level of significance. The null hypothesis will be rejected when the computed p -value is less than 0.05; otherwise, the null hypothesis will not be rejected.

The results of the statistical analyses will provide the empirical basis for identifying areas that require attention and for developing the proposed Teacher Well-Being and Instructional Support Plan.

Scoring Procedure

To accurately analyze and interpret the responses of the respondents, the study will utilize a five-point Likert scale. The scale will be used to determine the extent of teachers' quality teaching processes in terms of act of teaching, results of teaching, and professional behavior, as well as the degree of job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. The weighted mean for each

indicator and dimension will be computed and interpreted using the corresponding scale ranges, categories, and verbal descriptions.

For determining the extent of teachers' quality teaching processes in terms of act of teaching, results of teaching, and professional behavior, the following scale will be used:

Weight	Scale	Category	Verbal Description
5	4.21–5.00	Very High Extent	Quality teaching processes are consistently demonstrated and highly evident in the teachers' instructional practices, teaching outcomes, and professional behavior.
4	3.41–4.20	High Extent	Quality teaching processes are frequently demonstrated and evident in most aspects of the teachers' instructional practices, teaching outcomes, and professional behavior.
3	2.61–3.40	Moderate Extent	Quality teaching processes are sometimes demonstrated and moderately evident in the teachers' instructional practices, teaching outcomes, and professional behavior.
2	1.81–2.60	Low Extent	Quality teaching processes are seldom demonstrated and are minimally evident in the teachers' instructional practices, teaching outcomes, and professional behavior.
1	1.00–1.80	Very Low Extent	Quality teaching processes are rarely or not demonstrated and are least evident in the teachers' instructional practices, teaching outcomes, and professional behavior.

For determining the degree of job-related stress among teacher-respondents in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface, the following scale will be used:

Weight	Scale	Category	Verbal Description
5	4.21–5.00	Very High Stress	The respondent experiences job-related stress to a very great degree, indicating that work-related demands and conditions are consistently perceived as stressful.
4	3.41–4.20	High Stress	The respondent experiences job-related stress to a great degree, indicating that work-related demands and conditions are frequently perceived as stressful.
3	2.61–3.40	Moderate Stress	The respondent experiences job-related stress to a moderate degree, indicating that work-related demands and conditions are sometimes perceived as stressful.

2	1.81–2.60	Low Stress	The respondent experiences job-related stress to a low degree, indicating that work-related demands and conditions are seldom perceived as stressful.
1	1.00–1.80	Very Low Stress	The respondent experiences little to no job-related stress, indicating that work-related demands and conditions are rarely perceived as stressful.

Definition of Terms

To make the research easier to understand, the following terms are defined operationally.

Act of Teaching - refers to the instructional practices of teachers in planning, delivering lessons, engaging learners, managing classroom activities, and assessing learning.

Career Development - refers to teachers' experiences related to professional growth, recognition, promotion, and opportunities for career advancement.

Home-Work Interface - refers to the interaction between teachers' work demands and their personal and family responsibilities.

Job-Related Factors. Refer to work demands such as workload, deadlines, paperwork, time pressure, and other teaching responsibilities that may cause stress.

Job-Related Stress - refers to the degree of stress experienced by teachers in relation to their job, role, workplace relationships, career development, organizational structure and climate, and home-work interface.

Organizational Structure and Climate - refers to school policies, practices, communication, leadership support, and working conditions that may influence teachers' job-related stress.

Professional Behavior - refers to teachers' professional conduct, commitment, responsibility, collaboration, ethical practices, and continuous professional development.

Quality Teaching Processes - refer to the teaching practices and professional behaviors demonstrated by teachers, measured in terms of act of teaching, results of teaching, and professional behavior.

Results of Teaching - refer to the perceived outcomes of teaching as reflected in learners' understanding, participation, progress, and attainment of intended learning outcomes.

Role-Related Factors - refer to stress associated with teachers' assigned responsibilities, role expectations, conflicting duties, and multiple work demands.

Teacher Well-Being and Instructional Support Plan - refers to the proposed output of the study containing strategies and activities designed to strengthen quality teaching processes, address job-related stress, and support teachers' professional well-being.

Workplace Relationships - refer to teachers' professional interactions with school heads, colleagues, learners, parents, and other stakeholders that may influence their work experiences and stress.

2. Presentation, Data Analysis and Interpretation

This chapter presents, analyzes, and interprets the data gathered from the respondents in selected public elementary schools in the Schools Division of Tanjay City during School Year 2026–2027. The discussion is organized according to the specific problems of the study, particularly the respondents' demographic and professional profiles, the degree of teachers' job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface, and the level of teachers' instructional quality in terms of professional behavior, instructional strategies, and assessment and results. Furthermore, this chapter examines the significant relationship between teachers' instructional quality and their degree of job-related stress. The findings are presented in tables and supported by statistical analysis and interpretation to provide a basis for the proposed Teacher Stress Reduction Plan.

Profile of The Respondents

This section presents the demographic and professional profiles of the teacher-respondents from the selected public elementary schools in the Schools Division of Tanjay City during School Year 2026–2027. The respondents are described in terms of age, gender, civil status, highest educational attainment, position/rank, and relevant trainings attended. These characteristics provide background information on the teachers involved in the study and offer a basis for understanding their professional experiences in relation to instructional quality and job-related stress.

Age. Presented in this section is the age profile of the teacher-respondents from the selected public elementary schools in the Schools Division of Tanjay City. The respondents are classified according to age brackets to determine their distribution across different stages of their professional careers. The data are presented in Table 2.

Table 2
Age Profile of the Teacher-Respondents

(n=75)

Age (Years)	Frequency (f)	Percentage (%)
21–25	5	6.67
26–30	12	16.00
31–35	18	24.00
36–40	16	21.33
41–45	11	14.67
46 years old and above	13	17.33
Total	75	100.0

As shown in Table 2, the largest proportion of the teacher-respondents belonged to the 31–35 age group, with 18 respondents (24.00%), followed by those aged 36–40 years, with 16 respondents (21.33%). Teachers aged 46 years and above accounted for 13 respondents (17.33%), while those aged 26–30 years comprised 12 respondents (16.00%). Meanwhile, 11 respondents (14.67%) belonged to the 41–45 age group, and the smallest proportion consisted of teachers aged 21–25 years, with 5 respondents (6.67%).

The distribution indicates that a considerable proportion of the teacher-respondents belong to the 31–40 age range. This suggests that many respondents are at a stage of their professional careers where

they may have acquired experience in instructional planning, classroom management, learner assessment, and other teaching responsibilities. However, teachers within these age groups may also encounter increasing professional expectations and additional school-related duties. Their age distribution provides relevant background for understanding their experiences in maintaining instructional quality while managing job-related demands.

The findings may be viewed in relation to the Organisation for Economic Co-operation and Development (OECD, 2025), which reported that younger teachers were generally more likely to experience higher levels of work-related stress than older teachers across participating education systems. The report also indicated that experienced teachers tended to report greater success in achieving certain instructional objectives. These findings suggest that age and professional experience may be relevant to teachers' ability to manage classroom demands and cope with workplace challenges. Nevertheless, the present age distribution alone does not establish differences in instructional quality or stress among the respondents.

Gender. Presented in this section is the gender profile of the teacher-respondents. The distribution identifies the number of male and female teachers included in the study and provides an overview of the gender composition of the respondents. The data are presented in Table 3.

Table 3
Gender Profile of the Teacher-Respondents

(n=75)

Gender	Frequency (f)	Percentage (%)
Male	13	17.33
Female	62	82.67
Total	75	100.00

As presented in Table 3, female teachers constituted the majority of the respondents, with 62 individuals (82.67%), while male teachers accounted for 13 respondents (17.33%). The distribution illustrates a greater representation of female teachers in the sample.

The illustrative findings suggest that female teachers comprise a substantial proportion of the respondents from the selected elementary schools. This distribution is relevant to the study because teachers, regardless of gender, are expected to fulfill instructional and professional responsibilities while responding to the demands of classroom management, learner assessment, school programs, and administrative requirements.

In the context of job-related stress, gender provides a demographic characteristic that may be considered when describing teachers' experiences in balancing professional and personal responsibilities. However, the distribution alone does not establish differences in stress levels or instructional quality between male and female teachers.

Civil Status. This section presents the civil status of the teacher-respondents. The respondents are classified as single, married, widowed, separated, or belonging to other categories. The data provide information on the personal circumstances of the respondents, which may offer context for understanding their experiences in managing work and home responsibilities. The distribution is presented in Table 4.

Table 4
Gender Profile of the Teacher-Respondents

(n=75)

Civil Status	Frequency (f)	Percentage (%)
Single	19	25.33
Married	49	65.33
Widowed	3	4.00
Separated	4	5.33
Total	75	100.00

As reflected in Table 4, the majority of the teacher-respondents were married, comprising 49 respondents (65.33%). This was followed by single teachers, with 19 respondents (25.33%). Meanwhile, 4 respondents (5.33%) were separated, and 3 respondents (4.00%) were widowed.

The illustrative distribution indicates that married teachers represent the largest group in the sample. This characteristic is relevant to the study because teachers with family responsibilities may need to manage the demands of their profession alongside household obligations, caregiving responsibilities, and personal commitments. Nevertheless, marital status does not necessarily determine the degree of stress experienced by an individual.

In relation to the home-work interface dimension of job-related stress, the distribution provides useful background information on the personal circumstances of the respondents. It highlights the importance of examining how teachers experience the demands of their professional responsibilities while maintaining their personal and family lives.

Highest Educational Attainment. Presented in this section is the highest educational attainment of the teacher-respondents. The distribution describes the academic qualifications of the respondents, including their undergraduate and postgraduate educational accomplishments. The data are presented in Table 5.

Table 5
Highest Educational Attainment of the Teacher-Respondents

(n=75)

Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	18	24.00
Bachelor's Degree with Master's Units	31	41.33
Master's Degree	17	22.67
Master's Degree with Doctoral Units	7	9.33
Doctorate Degree	2	2.67
Total	75	100.00

As shown in Table 5, the largest proportion of the teacher-respondents had earned master's degree units, with 31 respondents (41.33%). This was followed by bachelor's degree holders, comprising 18 respondents (24.00%), and master's degree holders, with 17 respondents (22.67%). Meanwhile, 7

respondents (9.33%) had earned doctoral units, while 2 respondents (2.67%) had completed a doctorate degree.

The illustrative findings indicate that a considerable number of teacher-respondents have pursued graduate education beyond their bachelor's degrees. This suggests an interest in continuing professional development and improving academic qualifications. Graduate education may provide teachers with opportunities to strengthen their instructional knowledge, research competencies, educational leadership skills, and understanding of contemporary teaching practices.

In relation to instructional quality, educational attainment provides relevant information regarding teachers' academic preparation and professional development. However, pursuing advanced qualifications may also involve additional demands, particularly when teachers balance graduate studies with classroom responsibilities, school requirements, and personal commitments. These circumstances are relevant to the career development and home-work interface dimensions of job-related stress.

Position/Rank. This section presents the current teaching positions or ranks of the teacher-respondents. The distribution identifies their professional designations within the public elementary school system and provides an overview of their career positions. The data are presented in Table 6.

Table 6
Position/Rank of the Teacher-Respondents

(n=75)

Position/Rank	Frequency (f)	Percentage (%)
Teacher I	24	32.00
Teacher II	16	21.33
Teacher III	23	30.67
Master Teacher I	9	12.00
Master Teacher II	3	4.00
Total	75	100.00

As presented in Table 6, Teacher I constituted the largest group, with 24 respondents (32.00%), followed by Teacher III, with 23 respondents (30.67%). Teacher II accounted for 16 respondents (21.33%), while Master Teacher I comprised 9 respondents (12.00%). The smallest group consisted of Master Teacher II, with 3 respondents (4.00%).

The illustrative distribution indicates that most respondents occupy Teacher I to Teacher III positions, while a smaller proportion hold Master Teacher positions. These teaching ranks reflect differences in professional designation and may correspond to varying levels of experience, qualifications, and assigned responsibilities.

In the context of the study, position or rank is relevant because teachers may encounter different instructional and professional demands depending on their assigned duties. While classroom instruction remains a central responsibility, some teachers may also undertake mentoring, instructional support, coordination, and other school-related functions. These responsibilities may contribute to their professional development but may also introduce additional workload and time demands.

The distribution provides background information for understanding the professional circumstances of the respondents. It also highlights the importance of examining instructional quality and

job-related stress across teachers occupying different positions within the public elementary school system.

Relevant Trainings Attended. Presented in this section is the number of relevant trainings attended by the teacher-respondents. These include professional development activities related to instructional strategies, classroom management, assessment, curriculum implementation, teacher well-being, and stress management. For this illustrative distribution, trainings attended are considered within the last three years. The data are presented in Table 7.

Table 7
Relevant Trainings Attended of the Teacher-Respondents

(n=75)

Number of Trainings Attended	Frequency (f)	Percentage (%)
None	8	10.67
1–2 trainings	27	36.00
3–4 trainings	23	30.67
5–6 trainings	12	16.00
7 or more trainings	5	6.67
Total	75	100.00

As shown in Table 7, the largest proportion of teacher-respondents had attended 1–2 relevant trainings, with 27 respondents (36.00%), followed by those who had attended 3–4 trainings, comprising 23 respondents (30.67%). Meanwhile, 12 respondents (16.00%) had participated in 5–6 trainings, and 8 respondents (10.67%) had not attended any relevant training within the specified period. The smallest group consisted of 5 respondents (6.67%) who had attended 7 or more trainings.

The illustrative findings indicate that most teacher-respondents have participated in at least one professional development activity. This suggests that training opportunities form part of their professional experiences, although the frequency of participation varies among respondents.

In relation to instructional quality, professional development activities may provide opportunities for teachers to improve their instructional strategies, assessment practices, classroom management skills, and professional behavior. Training programs focusing on learner-centered instruction, differentiated teaching, and assessment may help teachers respond to changing educational demands.

Furthermore, professional development programs addressing workload management, occupational stress, and teacher well-being may contribute to strengthening teachers' ability to manage professional responsibilities. However, the number of trainings attended does not independently establish their effectiveness. The relevance, quality, and practical application of these activities must also be considered when interpreting their contribution to teachers' professional experiences.

Degree of Job-Related Stress Among Teacher-Respondents

Presented in this section is the degree of job-related stress experienced by teacher-respondents from the selected public elementary schools in the Schools Division of Tanjay City during School Year 2026–2027. The assessment focuses on six dimensions: job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface. These dimensions describe the different sources of stress associated with teachers' instructional responsibilities,

professional expectations, workplace conditions, career advancement, and personal obligations. The data are presented in the succeeding tables using weighted means and their corresponding verbal interpretations.

Level of Instructional Competence of School Heads

Presented in this section is the level of instructional competence of school heads as perceived by the respondents from the selected public elementary schools in the Schools Division of Naga City, Cebu. The assessment focuses on three dimensions: school operations, fiscal management, and use of technology. These dimensions describe the practices of school heads in organizing school activities, managing financial resources, and utilizing technology to support school operations. The data are presented in the succeeding tables using weighted means and their corresponding verbal interpretations.

Job-Related Factors. Presented in this section is the degree of job-related stress among teacher-respondents in terms of job-related factors. This dimension focuses on the demands associated with instructional workload, preparation of learning materials, documentation, learner assessment, deadlines, and additional school responsibilities. The data are presented in Table 8.

Table 8

Degree of Job-Related Stress Among Teacher-Respondents in Terms of Job-Related Factors (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. The amount of work I am expected to accomplish within a limited period.	3.92	High Stress
2. The number of teaching and non-teaching tasks assigned to me.	4.08	High Stress
3. Deadlines for submitting reports, records, and other school requirements.	4.15	High Stress
4. The amount of paperwork and documentation required in my work.	4.31	Very High Stress
5. Insufficient time to prepare lessons and instructional materials.	3.84	High Stress
6. The need to accomplish several school-related tasks at the same time.	4.12	High Stress
7. Demands associated with assessing, recording, and monitoring learners' progress.	3.76	High Stress
8. Additional duties that reduce the time available for instructional preparation.	4.05	High Stress
9. Work responsibilities that extend beyond my regular working hours.	4.24	Very High Stress
10. Difficulty completing all assigned responsibilities within the available time.	3.95	High Stress
Overall Weighted Mean	4.04	High Stress

As shown in Table 8, the degree of job-related stress among teacher-respondents in terms of job-related factors obtained an overall weighted mean of 4.04, verbally interpreted as High Stress. The highest weighted mean was recorded for the amount of paperwork and documentation required in teaching (4.31), followed by work responsibilities extending beyond regular working hours (4.24), both interpreted as Very High Stress. Meanwhile, demands associated with assessing, recording, and monitoring learners' progress obtained the lowest weighted mean of 3.76, followed by insufficient time to prepare lessons and instructional materials (3.84). Both indicators were interpreted as High Stress.

The illustrative findings suggest that teachers experience considerable stress from administrative paperwork, extended working hours, and competing professional responsibilities. Although learner assessment and lesson preparation are essential components of teaching, the comparatively higher ratings for documentation and work beyond regular hours suggest that additional tasks may place greater pressure on teachers' available time. These demands may affect their ability to maintain a reasonable balance between instructional preparation, classroom responsibilities, and personal well-being.

These findings may be understood in relation to OECD (2020), which identified excessive administrative work and accountability responsibilities as major sources of stress among teachers. Similarly, Skaalvik and Skaalvik (2017) found that time pressure was strongly associated with emotional exhaustion among teachers. These studies emphasize that demanding workloads and insufficient time to accomplish professional responsibilities may contribute to occupational stress. In the context of the present study, the illustrative results highlight the importance of reviewing workload distribution, documentation requirements, and the allocation of time for instructional preparation.

Role-Related Factors. Presented in this section is the degree of job-related stress among teacher-respondents in terms of role-related factors. This dimension examines the stress associated with multiple professional responsibilities, conflicting expectations, unclear assignments, changes in assigned duties, and the difficulty of balancing classroom instruction with other school-related functions. The data are presented in Table 9.

Table 9

Degree of Job-Related Stress Among Teacher-Respondents in Terms of Role-Related Factors (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. Having several responsibilities that must be performed at the same time.	4.16	High Stress
2. Receiving work demands that compete with my primary teaching responsibilities.	4.08	High Stress
3. Uncertainty about what is expected of me in some assigned tasks.	3.32	Moderate Stress
4. Performing responsibilities beyond my usual teaching role.	3.89	High Stress
5. Difficulty prioritizing responsibilities when several tasks are equally urgent.	4.03	High Stress
6. Changes in assigned duties that require immediate adjustment.	3.67	High Stress

7. Expectations from different individuals or groups that are difficult to satisfy simultaneously.	3.84	High Stress
8. Responsibilities that sometimes exceed the time and resources available to me.	4.11	High Stress
9. Difficulty balancing classroom responsibilities with other school assignments.	4.20	High Stress
10. Pressure to meet multiple professional expectations simultaneously.	4.05	High Stress
Overall Weighted Mean	3.94	High Stress

As shown in Table 9, the degree of job-related stress among teacher-respondents in terms of role-related factors obtained an overall weighted mean of 3.94, verbally interpreted as High Stress. The highest weighted mean was obtained by difficulty balancing classroom responsibilities with other school assignments (4.20), followed by having several responsibilities that must be performed simultaneously (4.16) and responsibilities exceeding the available time and resources (4.11). Meanwhile, uncertainty about expectations in assigned tasks obtained the lowest weighted mean of 3.32, interpreted as Moderate Stress.

The illustrative findings suggest that teachers experience greater stress from the number and competing demands of their professional responsibilities than from uncertainty regarding their assigned roles. Although teachers may generally understand what is expected of them, fulfilling several responsibilities within limited time may create considerable pressure. This indicates that role-related stress may arise not only from unclear instructions but also from the difficulty of meeting multiple professional expectations while maintaining quality classroom instruction.

The findings are consistent with the OECD (2020), which identified additional duties, administrative responsibilities, and accountability demands as important sources of occupational stress among teachers. Similarly, Skaalvik and Skaalvik (2017) found that time pressure was strongly associated with emotional exhaustion. These findings suggest that excessive professional demands may place teachers at greater risk of occupational strain, particularly when classroom responsibilities compete with additional assignments. Strengthening task prioritization, clarifying responsibilities, and reviewing the distribution of school duties may therefore be considered in developing the proposed Teacher Stress Reduction Plan.

Workplace Relationships. Presented in this section is the degree of job-related stress among teacher-respondents in terms of workplace relationships. This dimension focuses on professional interactions with school administrators, colleagues, learners, parents, and other stakeholders. It examines the stress associated with communication difficulties, interpersonal conflicts, cooperation, administrative expectations, and the availability of professional support. The data are presented in Table 10.

Table 10

Degree of Job-Related Stress Among Teacher-Respondents in Terms of Workplace Relationships (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. Difficulty communicating openly about work-related concerns.	3.17	Moderate Stress
2. Misunderstandings or conflicts with colleagues.	2.64	Moderate Stress
3. Difficulty obtaining cooperation from others when completing school-related tasks.	3.08	Moderate Stress
4. Limited opportunities to discuss professional concerns with colleagues.	3.12	Moderate Stress
5. Pressure arising from expectations of school administrators.	3.79	High Stress
6. Challenging interactions with parents or guardians.	3.61	High Stress
7. Difficult interactions with learners that affect my work.	3.45	High Stress
8. Lack of sufficient support from colleagues when work demands become difficult.	2.92	Moderate Stress
9. Differences in opinions that affect teamwork or collaboration.	2.85	Moderate Stress
10. Tension arising from interpersonal relationships within the workplace.	2.71	Moderate Stress
Overall Weighted Mean	3.13	Moderate Stress

As presented in Table 10, the degree of job-related stress among teacher-respondents in terms of workplace relationships obtained an overall weighted mean of 3.13, verbally interpreted as Moderate Stress. The highest weighted mean was recorded for pressure arising from the expectations of school administrators (3.79), followed by challenging interactions with parents or guardians (3.61) and difficult interactions with learners (3.45). These indicators were interpreted as High Stress. Meanwhile, misunderstandings or conflicts with colleagues obtained the lowest weighted mean of 2.64, followed by interpersonal tension within the workplace (2.71), both interpreted as Moderate Stress.

The illustrative results suggest that workplace relationships generally present a moderate degree of stress among the respondents. However, interactions involving school administrators, parents, and learners appear to generate greater pressure than relationships among colleagues. This may indicate that teachers experience stress when responding to administrative expectations, addressing parental concerns, and managing challenging learner behaviors. The comparatively lower ratings for colleague-related concerns may suggest that peer relationships are less stressful than other forms of workplace interaction.

These findings may be understood in relation to OECD (2025), which identified maintaining classroom discipline and responding to learner behavior as important factors associated with teacher stress and well-being. The OECD (2020) also identified responsiveness to stakeholders as a source of occupational stress. These findings support the importance of strengthening communication, promoting constructive relationships with parents, and providing administrative assistance in managing challenging

classroom situations. Such interventions may help create a more supportive school environment and reduce stress arising from professional interactions.

Career Development. Presented in this section is the degree of job-related stress among teacher-respondents in terms of career development. This dimension examines stress associated with promotion opportunities, professional qualifications, graduate studies, recognition, professional development requirements, and expectations for career advancement. The data are presented in Table 11.

Table 11

Degree of Job-Related Stress Among Teacher-Respondents in Terms of Career Development (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. Concerns about opportunities for career advancement.	3.76	High Stress
2. Requirements associated with promotion or advancement.	4.03	High Stress
3. Pressure to obtain additional qualifications for professional growth.	3.89	High Stress
4. Limited opportunities to participate in relevant professional development activities.	3.52	High Stress
5. Difficulty balancing graduate studies or professional development with my teaching responsibilities.	3.95	High Stress
6. Expectations to continually acquire new professional competencies.	3.68	High Stress
7. Concerns about whether my professional efforts are adequately recognized.	3.44	High Stress
8. Uncertainty regarding my future career progression.	3.57	High Stress
9. Competition associated with promotion and career advancement.	3.37	Moderate Stress
10. The demands involved in maintaining or improving my professional qualifications.	3.81	High Stress
Overall Weighted Mean	3.70	High Stress

As reflected in Table 11, the degree of job-related stress among teacher-respondents in terms of career development obtained an overall weighted mean of 3.70, verbally interpreted as High Stress. The highest weighted mean was obtained by requirements associated with promotion or advancement (4.03), followed by difficulty balancing graduate studies or professional development with teaching responsibilities (3.95) and pressure to obtain additional qualifications for professional growth (3.89). Meanwhile, competition associated with promotion and career advancement obtained the lowest weighted mean of 3.37, interpreted as Moderate Stress.

The illustrative findings indicate that teachers may experience considerable stress from the requirements associated with professional growth and career advancement. Although pursuing graduate education, attending professional development activities, and obtaining additional qualifications may contribute to professional improvement, these activities may also require additional time, financial resources, and personal commitment. The comparatively higher ratings for promotion requirements and

graduate studies suggest that teachers may experience difficulty meeting career expectations while fulfilling their regular teaching responsibilities.

These findings may be related to OECD (2025), which emphasized the importance of career progression opportunities, employment conditions, and professional satisfaction in influencing teachers' decisions to remain in the profession. The report identified career progression as one of the employment conditions associated with teachers' career intentions. This suggests that opportunities for professional advancement should be accompanied by accessible support mechanisms and reasonable professional expectations. In the context of the present study, providing career guidance, professional development assistance, and manageable training schedules may help address career-related concerns among teachers.

Organizational Structure and Climate. Presented in this section is the degree of job-related stress among teacher-respondents in terms of organizational structure and climate. This dimension focuses on the school policies, administrative procedures, communication practices, decision-making processes, resource availability, and working conditions that may contribute to teachers' occupational stress. The data are presented in Table 12.

Table 12
Degree of Job-Related Stress Among Teacher-Respondents in Terms of Organizational Structure and Climate

(n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. Frequent changes in school policies, procedures, or requirements.	3.84	High Stress
2. Limited participation in decisions that directly affect my work.	3.35	Moderate Stress
3. Insufficient communication regarding changes in school programs or procedures.	3.47	High Stress
4. Limited resources needed to perform my teaching responsibilities effectively.	4.04	High Stress
5. School procedures that add to my workload.	4.16	High Stress
6. Difficulty adjusting to new organizational requirements.	3.61	High Stress
7. Insufficient administrative support when dealing with work-related concerns.	3.29	Moderate Stress
8. Pressure created by monitoring, reporting, and compliance requirements.	4.21	Very High Stress
9. Workplace conditions that make it difficult to perform my responsibilities effectively.	3.73	High Stress
10. Organizational demands that sometimes conflict with my instructional priorities.	3.92	High Stress
Overall Weighted Mean	3.76	High Stress

As shown in Table 12, the degree of job-related stress among teacher-respondents in terms of organizational structure and climate obtained an overall weighted mean of 3.76, verbally interpreted as High Stress. The highest weighted mean was recorded for pressure created by monitoring, reporting, and compliance requirements (4.21), interpreted as Very High Stress. This was followed by school procedures that add to teachers' workload (4.16) and limited resources needed to perform teaching responsibilities effectively (4.04), both interpreted as High Stress. Meanwhile, insufficient administrative support when dealing with work-related concerns obtained the lowest weighted mean of 3.29, followed by limited participation in decisions affecting teachers' work (3.35), both interpreted as Moderate Stress.

The illustrative findings suggest that organizational requirements and administrative procedures contribute considerably to the job-related stress experienced by teachers. The comparatively higher ratings for monitoring, reporting, and compliance requirements indicate that teachers may experience pressure when fulfilling administrative expectations alongside their primary instructional responsibilities. Furthermore, limited instructional resources may create additional difficulties in preparing learning activities, implementing instructional strategies, and addressing learners' needs. These conditions suggest that organizational stress may be associated with the demands of maintaining compliance with school requirements while ensuring the quality of classroom instruction.

The findings are supported by OECD (2020), which reported that 49% of teachers across participating OECD education systems identified excessive administrative work as a major source of stress, while 41% reported stress associated with changing requirements from educational authorities. Similarly, OECD (2025) emphasized that workload and accountability demands were associated with differences in teachers' occupational well-being. These findings highlight the importance of establishing reasonable administrative requirements, providing sufficient instructional resources, and strengthening organizational support. In the context of the present study, reviewing reporting procedures and improving communication between school administrators and teachers may be considered in developing the proposed Teacher Stress Reduction Plan.

Home-Work Interface. Presented in this section is the degree of job-related stress among teacher-respondents in terms of home-work interface. This dimension examines the extent to which teaching responsibilities affect teachers' personal and family lives, particularly in relation to work beyond regular school hours, unfinished school tasks, personal obligations, fatigue, and the difficulty of maintaining a balance between professional and personal responsibilities. The data are presented in Table 13.

Table 13

Degree of Job-Related Stress Among Teacher-Respondents in Terms of Home-Work Interface (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. My work responsibilities reduce the time available for my family or personal life.	4.08	High Stress
2. I bring unfinished schoolwork home.	4.29	Very High Stress
3. School-related responsibilities occupy my time after regular working hours.	4.17	High Stress
4. Work demands make it difficult for me to attend to personal responsibilities.	3.87	High Stress

5. I find it difficult to mentally disconnect from school-related concerns after work.	4.04	High Stress
6. Work-related deadlines interfere with my personal or family activities.	3.92	High Stress
7. I use weekends or rest days to complete school-related responsibilities.	4.35	Very High Stress
8. Fatigue from work affects my activities at home.	4.12	High Stress
9. Personal or family responsibilities sometimes make it difficult to meet work demands.	3.45	High Stress
10. Balancing my teaching responsibilities and personal life becomes stressful.	4.11	High Stress
Overall Weighted Mean	4.04	High Stress

As presented in Table 13, the degree of job-related stress among teacher-respondents in terms of home-work interface obtained an overall weighted mean of 4.04, verbally interpreted as High Stress. The highest weighted mean was obtained by using weekends or rest days to complete school-related responsibilities (4.35), followed by bringing unfinished schoolwork home (4.29), both interpreted as Very High Stress. School-related responsibilities occupying time after regular working hours obtained a weighted mean of 4.17, interpreted as High Stress. Meanwhile, personal or family responsibilities making it difficult to meet work demands obtained the lowest weighted mean of 3.45, followed by work demands interfering with personal responsibilities (3.87), both interpreted as High Stress.

The illustrative findings indicate that teachers experience considerable difficulty separating their professional responsibilities from their personal lives. The higher ratings for completing schoolwork during weekends and bringing unfinished tasks home suggest that teaching-related responsibilities may extend beyond regular working hours. This may reduce the time available for rest, family interaction, and personal activities. Furthermore, the difficulty of mentally disconnecting from school-related concerns suggests that work demands may continue to affect teachers even after leaving the workplace.

These findings may be understood in relation to OECD (2025), which reported that only 11% of teachers, on average across participating education systems, indicated that their work left sufficient time for their personal lives to a great extent. The report emphasized the importance of work-life balance in reducing the negative consequences of occupational stress. Similarly, Skaalvik and Skaalvik (2017) found that time pressure was strongly associated with emotional exhaustion among teachers. These findings suggest that persistent work demands extending into personal time may contribute to occupational strain. In the context of the present study, establishing reasonable deadlines, reducing unnecessary take-home tasks, and protecting teachers' rest periods may be considered as practical components of the proposed Teacher Stress Reduction Plan.

Summary of The Degree of Job-Related Stress

Presented in this section is the summary of the degree of job-related stress among teacher-respondents across the six dimensions. The summary provides an overall description of the sources of occupational stress and identifies the dimensions that may require greater attention in developing the proposed Teacher Stress Reduction Plan. The data are presented in Table 14.

Table 14
Summary of the Degree of Job-Related Stress Among Teacher-Respondents

(n=75)

Dimensions	Overall Weighted Mean	Verbal Interpretation
Job-Related Factors	4.04	High Stress
Role-Related Factors	3.94	High Stress
Workplace Relationships	3.13	Moderate Stress
Career Development	3.70	High Stress
Organizational Structure and Climate	3.76	High Stress
Home-Work Interface	4.04	High Stress
Grand Weighted Mean	3.77	High Stress

As shown in Table 14, the degree of job-related stress among teacher-respondents obtained a grand weighted mean of 3.77, verbally interpreted as High Stress. Among the six dimensions, job-related factors and home-work interface obtained the highest overall weighted means of 4.04 each, followed by role-related factors (3.94), organizational structure and climate (3.76), and career development (3.70), all interpreted as High Stress. Workplace relationships obtained the lowest overall weighted mean of 3.13, interpreted as Moderate Stress.

The illustrative findings suggest that teachers experience greater stress from workload demands, competing professional responsibilities, and the difficulty of balancing work and personal life. The comparatively lower rating for workplace relationships indicates that interpersonal interactions may be a less prominent source of stress than administrative and instructional demands. Nevertheless, the moderate stress level in this dimension suggests that professional relationships and stakeholder expectations remain relevant concerns that should not be overlooked.

These findings are consistent with OECD (2020), which identified excessive administrative responsibilities, accountability expectations, and changing educational requirements as major sources of occupational stress among teachers. Furthermore, OECD (2025) emphasized that workload, classroom demands, and accountability pressures were closely associated with teachers' occupational well-being. Skaalvik and Skaalvik (2017) likewise established that time pressure was strongly related to emotional exhaustion among teachers. These studies provide a basis for understanding how demanding professional responsibilities may affect teachers' experiences of job-related stress.

Level of Teachers' Instructional Quality

Presented in this section is the level of instructional quality among teacher-respondents from the selected public elementary schools in the Schools Division of Tanjay City during School Year 2026–2027. The assessment focuses on two major dimensions: professional behavior and the teaching-learning process, particularly instructional strategies and assessment and results. These dimensions describe teachers' professional conduct, commitment to instructional responsibilities, application of appropriate teaching strategies, and utilization of assessment practices to monitor learners' progress and improve learning outcomes. The data are presented in the succeeding tables using weighted means and their corresponding verbal interpretations.

Professional Behavior. Presented in this section is the level of teachers' instructional quality in terms of professional behavior as perceived by the teacher-respondents. This dimension focuses on teachers' professional commitment, ethical conduct, accountability, collaboration, continuous professional development, and responsiveness to learners' needs. It also considers their ability to maintain positive professional relationships and demonstrate responsibility in performing their instructional duties. The data are presented in Table 15.

Table 15
Level of Teachers' Instructional Quality in Terms of Professional Behavior (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. I perform my teaching responsibilities with commitment and professionalism.	4.48	Very High
2. I observe professional and ethical standards in dealing with learners, colleagues, parents, and other stakeholders.	4.52	Very High
3. I treat learners fairly and respect their individual differences.	4.57	Very High
4. I maintain appropriate professional relationships with my colleagues and school administrators.	4.39	Very High
5. I collaborate with colleagues to improve teaching and learning practices.	4.28	Very High
6. I communicate appropriately with parents or guardians regarding learners' progress and needs.	4.16	High
7. I participate actively in school programs, activities, and professional responsibilities.	4.44	Very High
8. I seek opportunities to improve my knowledge, skills, and teaching practices.	4.21	Very High
9. I reflect on my teaching practices and make necessary improvements.	4.35	Very High
10. I demonstrate accountability for the quality of my professional work.	4.49	Very High
Overall Weighted Mean	4.39	Very High

As shown in Table 15, the level of teachers' instructional quality in terms of professional behavior obtained an overall weighted mean of 4.39, verbally interpreted as Very High. The highest weighted mean was obtained by treating learners fairly and respecting their individual differences (4.57), followed by observing professional and ethical standards (4.52) and demonstrating accountability for the quality of professional work (4.49). Meanwhile, communicating appropriately with parents or guardians regarding learners' progress and needs obtained the lowest weighted mean of 4.16, interpreted as High. Seeking opportunities to improve professional knowledge and teaching practices obtained a weighted mean of 4.21, interpreted as Very High.

The illustrative findings suggest that teachers demonstrate strong professional commitment, ethical responsibility, and respect for learners' individual differences. The comparatively higher ratings in

fairness, ethical conduct, and accountability indicate that teachers place considerable importance on maintaining professional standards in their daily teaching responsibilities. However, the relatively lower rating for communication with parents suggests an area where further improvement may be beneficial. Strengthening home-school communication may help teachers respond more effectively to learners' academic and developmental needs.

These findings may be understood in relation to Klassen and Tze (2015), whose meta-analysis established a positive relationship between teachers' self-efficacy, personality characteristics, and teaching effectiveness. Their findings suggest that teachers' professional characteristics and beliefs about their capabilities are relevant to effective instructional performance. Similarly, Vangrieken et al. (2015) emphasized that teacher collaboration supports professional learning, the exchange of instructional practices, and collective efforts toward school improvement. These studies provide a basis for understanding the importance of professional behavior, collaboration, and continuous improvement in maintaining instructional quality.

Instructional Strategies. Presented in this section is the level of teachers' instructional quality in terms of instructional strategies as perceived by the teacher-respondents. This dimension focuses on the teachers' ability to plan and deliver lessons, employ appropriate teaching approaches, engage learners in classroom activities, integrate learning resources, and adjust instruction according to learners' abilities and needs. The data are presented in Table 16.

Table 16
Level of Teachers' Instructional Quality in Terms of Instructional Strategies (n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. I prepare lessons aligned with prescribed learning competencies and objectives.	4.45	Very High
2. I communicate learning objectives clearly to my learners.	4.39	Very High
3. I use teaching strategies appropriate to the needs and abilities of my learners.	4.17	High
4. I connect lessons with learners' prior knowledge and real-life experiences.	4.32	Very High
5. I use appropriate learning resources and instructional materials to support lesson delivery.	4.08	High
6. I provide opportunities for learners to participate actively in classroom activities.	4.41	Very High
7. I ask questions that encourage learners to explain, analyze, and apply what they have learned.	4.12	High
8. I adjust my teaching strategies when learners experience difficulty understanding the lesson.	4.05	High
9. I maintain a classroom environment that is organized and conducive to learning.	4.36	Very High
10. I use varied instructional approaches to address learners' different learning needs.	3.96	High

Overall Weighted Mean	4.23	Very High
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As shown in Table 16, the level of teachers' instructional quality in terms of instructional strategies obtained an overall weighted mean of 4.23, verbally interpreted as Very High. The highest weighted mean was recorded for preparing lessons aligned with prescribed learning competencies and objectives (4.45), followed by providing opportunities for learners to participate actively in classroom activities (4.41) and clearly communicating learning objectives (4.39). Meanwhile, using varied instructional approaches to address learners' different learning needs obtained the lowest weighted mean of 3.96, followed by adjusting teaching strategies when learners experience difficulty understanding the lesson (4.05). Both indicators were interpreted as High.

The illustrative findings suggest that teachers demonstrate strong instructional practices, particularly in lesson preparation, communication of learning objectives, and promotion of learner participation. These practices are essential in maintaining organized and purposeful classroom instruction. However, the comparatively lower ratings in differentiated instruction and instructional adjustment suggest that teachers may experience challenges in addressing the varied learning abilities, interests, and needs of pupils. This indicates the importance of strengthening instructional flexibility and providing additional support for teachers in managing diverse classroom learning situations.

These findings are supported by Deunk et al. (2018), whose systematic review and meta-analysis examined the effects of differentiated instructional practices on primary school learners' academic performance. The authors found that differentiation implemented within broader instructional programs could positively influence learners' achievement, emphasizing that grouping learners alone does not guarantee effective differentiated instruction. Similarly, Darling-Hammond et al. (2017) established that effective professional development incorporating active learning, collaboration, modeling, and feedback can strengthen teachers' instructional practices and improve student learning outcomes. These studies highlight the importance of providing continuous instructional support that enables teachers to adapt their strategies to learners' needs.

Assessment and Results. Presented in this section is the level of teachers' instructional quality in terms of assessment and results as perceived by the teacher-respondents. This dimension focuses on teachers' assessment practices, monitoring of learner progress, provision of feedback, implementation of learning interventions, and perceived attainment of intended learning outcomes. The data are presented in Table 17.

Table 16

Level of Teachers' Instructional Quality in Terms of Assessment and Results

(n=75)

Indicators	Weighted Mean	Verbal Interpretation
1. I use appropriate assessment strategies to determine learners' understanding of the lesson.	4.36	Very High
2. My learners demonstrate understanding of the concepts and skills taught during lessons.	4.19	High
3. My learners accomplish learning activities aligned with the intended objectives.	4.28	Very High

4. My learners show progress in developing competencies expected at their grade level.	4.08	High
5. My learners apply what they have learned to classroom activities and practical situations.	3.95	High
6. I provide appropriate feedback to help learners improve their performance.	4.32	Very High
7. My learners demonstrate improvement after receiving feedback and intervention.	4.13	High
8. I use assessment results to identify learners who need additional instructional support.	4.25	Very High
9. I adjust instructional activities based on learners' assessment results.	4.04	High
10. My teaching practices contribute to the achievement of intended learning outcomes.	4.21	Very High
Overall Weighted Mean	4.18	High

As presented in Table 17, the level of teachers' instructional quality in terms of assessment and results obtained an overall weighted mean of 4.18, verbally interpreted as High. The highest weighted mean was recorded for using appropriate assessment strategies to determine learners' understanding (4.36), followed by providing feedback to improve learners' performance (4.32) and accomplishing learning activities aligned with the intended objectives (4.28). These indicators were interpreted as Very High. Meanwhile, learners' ability to apply acquired knowledge in classroom activities and practical situations obtained the lowest weighted mean of 3.95, followed by adjusting instructional activities based on assessment results (4.04), both interpreted as High.

The illustrative findings suggest that teachers demonstrate effective assessment practices, particularly in evaluating learners' understanding, providing feedback, and identifying learning needs. However, the comparatively lower ratings for the practical application of learning and instructional adjustment suggest that some challenges may remain in translating assessment findings into appropriate teaching interventions. Although teachers may regularly conduct assessments, the results indicate the need to strengthen the systematic use of assessment information in improving instruction and addressing learning gaps.

These findings are supported by Newman et al. (2021), who conducted a systematic review of the effects of feedback on student attainment. Their review examined evidence on how feedback contributes to learning and emphasized the importance of its design and implementation. Similarly, Collin and Quigley (2021) highlighted that effective feedback should be grounded in high-quality instruction and formative assessment, provided at appropriate times, and used to guide learners toward improved performance. These studies emphasize that assessment should extend beyond measuring learning outcomes and should inform subsequent instructional decisions.

Summary of The Level of Teachers' Instructional Quality

Presented in this section is the summary of the level of teachers' instructional quality across professional behavior and the teaching-learning process, particularly instructional strategies and assessment and results. The data are presented in Table 18.

Table 18
Summary of the Level of Teachers' Instructional Quality

(n=75)

Dimensions	Overall Weighted Mean	Verbal Interpretation
Professional Behavior	4.39	Very High
Teaching-Learning Process: Instructional Strategies	4.23	Very High
Teaching-Learning Process: Assessment and Results	4.18	High
Grand Weighted Mean	4.27	Very High

As shown in Table 18, the level of teachers' instructional quality obtained a grand weighted mean of 4.27, verbally interpreted as Very High. Among the three assessed dimensions, professional behavior obtained the highest overall weighted mean of 4.39, followed by instructional strategies (4.23), both interpreted as Very High. Assessment and results obtained the lowest overall weighted mean of 4.18, interpreted as High.

The illustrative findings suggest that teachers generally demonstrate strong instructional quality, particularly in professional behavior and instructional strategies. The higher rating for professional behavior indicates that teachers place considerable importance on professional commitment, ethical conduct, accountability, and responsibility toward learners. Meanwhile, the comparatively lower rating for assessment and results suggests that further attention may be given to strengthening assessment practices, interpreting learning outcomes, and implementing instructional interventions based on learners' performance.

These findings may be understood in relation to Kim et al. (2019), whose meta-analysis identified associations between teachers' personality characteristics, teaching effectiveness, and burnout. Their findings suggest that teachers' professional characteristics are relevant to instructional performance and occupational well-being. Furthermore, Darling-Hammond et al. (2017) emphasized that sustained, content-focused professional development supported by collaboration, feedback, and reflection can strengthen teaching practices and improve student outcomes. These studies support the importance of maintaining professional competence while providing teachers with adequate instructional and organizational support.

Significance of The Relationship Between Teachers' Instructional Quality and Job-Related Stress

Presented in this section is the significant relationship between teachers' instructional quality and job-related stress among teacher-respondents from the selected public elementary schools in the Schools Division of Tanjay City during School Year 2026–2027. The analysis examines whether teachers' perceived instructional quality, in terms of professional behavior, instructional strategies, and assessment and results, is significantly associated with their degree of job-related stress. Pearson's product-moment correlation coefficient (r) is used to determine the direction and strength of the relationship, while the corresponding probability value (p) is used to test statistical significance at the 0.05 level.

Table 19

Significant Relationship Between Teachers' Instructional Quality and Job-Related Stress

(n = 75)

Variables Correlated	Pearson's r	p-value	Decision on H ₀	Interpretation	Variables Correlated
Professional Behavior and Job-Related Stress	-0.218	0.060	Fail to Reject	Not Significant	Professional Behavior and Job-Related Stress
Instructional Strategies and Job-Related Stress	-0.326	0.004	Reject	Significant	Instructional Strategies and Job-Related Stress
Assessment and Results and Job-Related Stress	-0.371	0.001	Reject	Significant	Assessment and Results and Job-Related Stress
Overall Instructional Quality and Overall Job-Related Stress					Overall Instructional Quality and Overall Job-Related Stress

The illustrative significant negative relationship between overall instructional quality and job-related stress may be explained by the demands placed on teachers in maintaining effective classroom instruction. Teaching requires sustained attention, lesson preparation, instructional adjustment, assessment of learner progress, and the provision of appropriate feedback. When teachers experience excessive workload, time pressure, and competing professional responsibilities, their ability to perform these tasks consistently may become more difficult.

This interpretation is supported by Wong et al. (2017), who examined teacher stress, teaching quality, student engagement, and educational outcomes in special education settings. Their study highlighted the importance of examining teacher stress and burnout in relation to instructional practices and learner outcomes. Similarly, Skaalvik and Skaalvik (2016) found that teacher stressors, including time pressure and insufficient supervisory support, were associated with emotional exhaustion and reduced professional engagement. These studies suggest that occupational stress may be relevant to teachers' capacity to sustain effective instructional practices.

The illustrative stronger negative relationship between assessment and results and job-related stress suggests that assessment-related instructional practices may be particularly sensitive to workplace demands. Teachers are expected to prepare assessments, monitor learner progress, interpret results, provide feedback, and implement appropriate interventions. These responsibilities require sufficient preparation time and sustained professional attention. When teachers experience high levels of stress, accomplishing these activities may become more challenging.

This interpretation may be considered alongside Johnson et al. (2021), who examined relationships between teachers' stressors, workplace supports, and observed classroom quality. Their study found that most associations were weak or statistically nonsignificant, although some economic stressors were associated with poorer instructional outcomes. Their findings demonstrate that the relationship between stress and teaching quality is complex and may depend on the type of stressor, available support, and instructional outcome being examined. Thus, the illustrative findings of the present study should not be interpreted as evidence that stress necessarily reduces instructional quality in every teaching situation.

Furthermore, the illustrative nonsignificant relationship between professional behavior and job-related stress suggests that professional commitment and ethical conduct may not vary systematically with

stress levels in this particular example. Teachers may continue to demonstrate responsibility, fairness, and professionalism despite experiencing demanding working conditions. However, a nonsignificant relationship does not establish that professional behavior is unaffected by stress; it only indicates that the example correlation does not provide sufficient statistical evidence of an association at the selected significance level.

The findings may also be understood in relation to Nwoko et al. (2023), whose systematic review identified personal capabilities, socioemotional competence, responses to working conditions, and professional relationships as important factors associated with teachers' occupational well-being. Their review emphasized that teacher well-being is relevant to teaching quality and the broader learning environment. These findings support the importance of considering both individual and organizational factors when developing interventions intended to address teachers' job-related stress

3. Summary, Findings, Conclusion and Recommendations

This chapter presents the summary, findings, conclusion, and recommendations of the study based on the analysis and interpretation of the data concerning teachers' instructional quality and job-related stress in selected public elementary schools in the Schools Division of Tanjay City.

Summary

This study determined the level of teachers' instructional quality and its relationship with job-related stress among public elementary school teachers in selected schools in the Schools Division of Tanjay City during School Year 2026–2027 as a basis for a proposed Teacher Stress Reduction Plan. Specifically, it described the respondents' profiles in terms of age, gender, civil status, highest educational attainment, position/rank, and relevant trainings attended; assessed the degree of job-related stress in terms of job-related factors, role-related factors, workplace relationships, career development, organizational structure and climate, and home-work interface; determined the level of teachers' instructional quality in terms of professional behavior and teaching-learning processes, particularly instructional strategies and assessment and results; and examined the significant relationship between teachers' instructional quality and job-related stress. The study employed a quantitative descriptive-correlational research design involving 75 teacher-respondents from three selected public elementary schools. Data were analyzed using frequency, percentage, weighted mean, and Pearson Product-Moment Correlation.

Findings

Based on the illustrative data presented in Chapter 2, the findings showed that the largest proportion of teacher-respondents belonged to the 31–35 age group, were predominantly female and married, had earned master's degree units, and held the position of Teacher I. Most respondents had attended one to two relevant professional development trainings, indicating varying levels of participation in continuing professional learning.

In terms of job-related stress, the respondents obtained an overall weighted mean of 3.77, interpreted as High Stress. Job-related factors and home-work interface emerged as the highest-rated dimensions, both obtaining a weighted mean of 4.04, followed by role-related factors (3.94), organizational structure and climate (3.76), and career development (3.70). Workplace relationships obtained the lowest weighted mean of 3.13, interpreted as Moderate Stress. These findings indicate that

workload demands, administrative responsibilities, competing professional expectations, and difficulties balancing work and personal life were the more prominent sources of stress among the respondents.

Meanwhile, the respondents demonstrated a Very High level of self-perceived instructional quality, with a grand weighted mean of 4.27. Professional behavior obtained the highest weighted mean of 4.39, followed by instructional strategies (4.23), both interpreted as Very High. Assessment and results obtained the lowest weighted mean of 4.18, interpreted as High. These findings suggest that teachers maintained strong professional commitment and instructional practices, although assessment utilization and instructional adjustment remained areas for improvement.

Furthermore, the illustrative Pearson correlation analysis revealed a statistically significant negative relationship between teachers' overall instructional quality and job-related stress ($r = -0.342$, $p = 0.003$). Consequently, the null hypothesis was rejected. Significant negative relationships were also indicated for instructional strategies and assessment and results, while professional behavior showed no statistically significant relationship with job-related stress. The results suggest that higher levels of job-related stress tended to be associated with lower levels of self-perceived instructional quality, particularly in instructional delivery and assessment practices.

Conclusion

Based on the illustrative findings, it can be concluded that the teacher-respondents demonstrated a very high level of self-perceived instructional quality despite experiencing a high degree of job-related stress. Professional behavior emerged as their strongest instructional dimension, while job-related factors and home-work interface were the most prominent sources of stress. The significant negative relationship between instructional quality and job-related stress suggests that teachers experiencing greater occupational stress tended to report lower instructional quality, particularly in instructional strategies and assessment practices. These findings highlight the importance of strengthening organizational support, managing teachers' workloads, promoting work-life balance, and providing instructional assistance to sustain quality teaching and improve teachers' professional well-being.

Recommendations

Based on the illustrative findings and conclusion, it is recommended that the Department of Education, school administrators, and school heads strengthen teacher support mechanisms through reasonable workload distribution, streamlined documentation requirements, effective instructional supervision, and accessible professional development opportunities. Particular attention should be given to minimizing work-related responsibilities beyond regular school hours and promoting a healthy balance between teachers' professional and personal lives. Teachers are encouraged to participate in collaborative instructional planning, professional learning activities, and appropriate stress-management practices to sustain their instructional effectiveness and well-being. Furthermore, the proposed Teacher Stress Reduction Plan should be considered for implementation, monitoring, and evaluation to address the identified sources of job-related stress while supporting the continuous improvement of instructional quality. Future researchers may conduct similar studies involving larger samples and additional school settings to further examine the relationship between teachers' occupational stress and instructional practices.

4. Output of The Study

Teacher Stress Reduction Plan for Sustaining Instructional Quality

Rationale

The illustrative findings of this study indicated that teachers in the selected public elementary schools in the Schools Division of Tanjay City demonstrated a very high level of self-perceived instructional quality, particularly in professional behavior and instructional strategies. These results suggest that teachers maintain strong professional commitment, observe ethical standards, and implement appropriate instructional practices despite the demands associated with their profession. However, the study also indicated that teachers experienced a high degree of job-related stress, particularly in job-related factors and home-work interface, followed by role-related factors, organizational structure and climate, and career development. These findings highlight the need to strengthen institutional support mechanisms that address teachers' workload, professional responsibilities, and personal well-being while sustaining instructional quality.

Furthermore, the illustrative significant negative relationship between teachers' instructional quality and job-related stress suggests that higher levels of occupational stress tend to be associated with lower levels of self-perceived instructional quality. Although teachers demonstrated strong professional behavior, the findings indicated that instructional strategies and assessment and results were significantly associated with job-related stress. This emphasizes the importance of addressing workplace demands that may affect teachers' instructional preparation, assessment practices, and ability to respond effectively to learners' needs. Reducing unnecessary administrative responsibilities, improving task distribution, and providing sufficient instructional support may help teachers manage professional demands more effectively.

Moreover, the demands of public elementary school teaching require teachers to perform multiple responsibilities beyond classroom instruction. These include preparing instructional materials, assessing learners' performance, accomplishing school reports, participating in school programs, and responding to administrative requirements. When these responsibilities extend beyond regular working hours, teachers may experience difficulty maintaining a healthy balance between professional and personal obligations. The findings concerning the home-work interface emphasize the need for practical school-based interventions that promote reasonable workloads, adequate rest, supportive working conditions, and effective time management. Strengthening these areas may contribute to improving teachers' occupational well-being while allowing them to focus on their primary instructional responsibilities.

In response to these findings, the Teacher Stress Reduction Plan for Sustaining Instructional Quality was developed as the primary output of the study. The plan provides a systematic approach to addressing the identified sources of job-related stress through workload management, wellness and stress-management activities, supportive school leadership, collaborative instructional planning, professional development, and strengthened workplace relationships. It also seeks to provide teachers with appropriate instructional assistance, particularly in differentiated teaching, assessment practices, and the use of assessment results to improve learning outcomes.

Ultimately, the proposed plan aims to establish a supportive school environment that promotes teachers' professional well-being while sustaining instructional quality. Its implementation is consistent with the principles of Republic Act No. 4670, otherwise known as the Magna Carta for Public School Teachers, which recognizes the importance of protecting teachers' welfare and improving their working conditions. It is likewise aligned with DepEd Order No. 42, s. 2017, which established the Philippine

Professional Standards for Teachers (PPST), and DepEd Order No. 005, s. 2024, which provides guidelines on the rationalization of teachers' workload and the payment of teaching overload. These policies emphasize the importance of reasonable professional responsibilities, continuing professional development, and quality basic education.

Objectives

The proposed Teacher Stress Reduction Plan generally aims to reduce job-related stress among public elementary school teachers by strengthening organizational support, promoting work-life balance, and sustaining instructional quality.

Specifically, it seeks to achieve the following objectives:

1. To reduce job-related stress arising from excessive workloads, administrative requirements, competing professional responsibilities, and tasks extending beyond regular working hours through improved workload distribution, task prioritization, and streamlined documentation procedures.
2. To promote teachers' physical, emotional, and psychological well-being through accessible stress-management activities, wellness programs, peer support, and practical work-life balance initiatives.
3. To strengthen organizational support and workplace relationships by promoting effective communication, collaborative leadership, participatory decision-making, and the timely provision of instructional resources and professional assistance.
4. To sustain and improve teachers' instructional quality through school-based mentoring, collaborative lesson planning, instructional coaching, and professional development focused on differentiated instruction, learner assessment, and the effective use of assessment results.
5. To establish a monitoring and evaluation mechanism that regularly assesses the implementation of stress-reduction initiatives, identifies continuing workplace concerns, and determines areas for improvement in teachers' professional well-being and instructional practices.

Target Participants

The primary participants of the proposed Teacher Stress Reduction Plan shall be the public elementary school teachers from the selected schools in the Schools Division of Tanjay City. Particular attention shall be given to teachers experiencing difficulties related to instructional workload, competing school responsibilities, administrative documentation, career development, and the balance between professional and personal obligations. School heads, master teachers, school-based learning and development coordinators, and designated personnel responsible for teacher welfare and professional development shall also participate as implementers, facilitators, and monitoring personnel. Their involvement is intended to strengthen collaboration, ensure the appropriate implementation of interventions, and establish a supportive working environment for teachers.

Scheme of Implementation

The implementation of the Teacher Stress Reduction Plan for Sustaining Instructional Quality shall follow a systematic and collaborative process beginning with the initiation phase, during which the proposed plan will be presented to the concerned Schools Division Office personnel, school heads, teachers, and other relevant stakeholders. The purpose of this phase is to communicate the findings of the

study, identify priority areas for intervention, secure administrative support, and establish a school-based implementation team responsible for coordinating and monitoring the proposed activities.

The planning phase shall involve identifying specific activities, implementation schedules, available resources, responsible personnel, and measurable success indicators. School heads and designated coordinators shall review existing school programs and administrative practices to determine how the proposed interventions may be integrated into regular school activities without creating additional burdens for teachers. Priority shall be given to workload management, reduction of unnecessary documentation, work-life balance, instructional support, and practical stress-management activities. The planning process shall also consider the availability of school resources and opportunities for collaboration with relevant school and community partners.

During the implementation phase, the identified interventions shall be carried out according to the approved schedule. These shall include workload review and task redistribution, school-based wellness and stress-management sessions, peer support activities, collaborative instructional planning, mentoring, and professional development activities. School heads shall facilitate the review of administrative requirements and encourage reasonable deadlines, while master teachers and instructional coordinators shall provide appropriate instructional assistance. Wellness activities may be integrated into existing Learning Action Cell sessions, faculty meetings, and school-based professional development programs to minimize additional demands on teachers' time and resources.

The monitoring phase shall involve regular assessment of program implementation through attendance records, activity accomplishment reports, teacher feedback, workload monitoring, and documentation of instructional support activities. School heads and designated coordinators shall review the progress of the interventions, identify implementation difficulties, and recommend appropriate adjustments. Particular attention shall be given to whether the activities are helping teachers manage professional responsibilities more effectively without compromising instructional preparation, classroom instruction, and learner assessment.

Finally, the evaluation and continuous improvement phase shall determine the effectiveness of the Teacher Stress Reduction Plan through follow-up assessments of job-related stress, teacher feedback, and appropriate indicators of instructional quality. The results shall be compared with the initial assessment to identify changes in teachers' perceived stress levels and instructional practices. Findings from the evaluation shall serve as the basis for refining interventions, sustaining effective activities, and integrating appropriate teacher well-being initiatives into succeeding school improvement and professional development plans. Through this continuous process, the proposed plan seeks to promote a supportive school environment where teachers can manage occupational demands while maintaining quality instruction.

Area of Concern	Objectives	Strategies / Activities	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome
1. Job-Related Factors	Reduce stress associated with excessive	Review ancillary assignments ; establish equitable	School Heads, Master Teachers, Teachers	₱3,000	School MOOE, subject to	1st Quarter	Documented workload review; reduced duplication of

	workload and administrative requirements.	task distribution; streamline reporting procedures and deadlines.			approval		tasks; improved workload management.
2. Role-Related Factors	Clarify teachers' responsibilities and minimize competing work demands.	Conduct duty-orientation sessions; prepare a clear task-assignment matrix; review overlapping responsibilities.	School Heads, School Coordinators, Teachers	₱1,500	School MOOE, subject to approval	1st Quarter	Clearer work assignments and fewer overlapping responsibilities.
3. Workplace Relationships	Strengthen positive professional relationships and communication.	Conduct peer-support discussions and team-building activities integrated into existing faculty meetings; establish feedback mechanisms.	School Heads, Guidance Designates, Teachers	₱2,500	School MOOE, subject to approval	Quarterly	Improved collegiality, communication, and access to peer support.
4. Career Development	Support teachers' professional growth without creating unnecessary stress.	Conduct career guidance sessions; provide mentoring on promotion requirement	School Heads, Master Teachers, L&D Coordinators	₱2,000	School MOOE or approved HRD resources	2nd–3rd Quarter	Teachers receive career guidance and prepare achievable professional development plans.

		s; integrate professional development planning into existing LAC activities.					
5. Organizational Structure and Climate	Strengthen administrative support and improve school working conditions.	Conduct consultation meetings; review documentation processes; establish a mechanism for raising work-related concerns.	School Heads, School Planning Team, Teachers	₱1,500	School MOOE, subject to approval	Quarterly	Improved communication, clearer procedures, and more responsive administrative support.
6. Home-Work Interface	Promote work-life balance and reduce work responsibilities beyond regular hours.	Review take-home documentation; coordinate reasonable deadlines; conduct stress-management and wellness sessions within existing school schedules.	School Heads, Wellness Coordinators, Teachers	₱3,000	School MOOE or authorized partner support	Semiannual	Reduced unnecessary take-home tasks and improved awareness of work-life balance practices.
7. Professional Behavior	Sustain teachers' very high level of professionalism	Integrate professional ethics, reflection, and	School Heads, Master Teachers, Teachers	₱1,500	School MOOE, subject to	Quarterly	Sustained professional behavior, accountability, and

	sm and ethical conduct.	recognition of good practices into LAC sessions and faculty meetings.			approval		collaborative teaching practices.
8. Instructional Strategies	Strengthen differentiated instruction and learner-centered teaching.	Conduct peer coaching, collaborative lesson planning, and LAC sessions on differentiated instruction and classroom strategies.	School Heads, Master Teachers, Teachers	₱3,000	School MOOE, subject to approval	Quarterly	Improved instructional flexibility and wider use of appropriate teaching strategies.
9. Assessment and Results	Improve the use of assessment results in instructional planning and intervention.	Conduct school-based workshops on formative assessment, feedback, learner progress monitoring, and targeted remediation.	Master Teachers, School Heads, Teachers	₱3,000	School MOOE, subject to approval	2nd–3rd Quarter	Improved assessment practices and documented instructional adjustments based on learner results.
10. Monitoring and Continuous Improvement	Evaluate the effectiveness and sustainability of the Teacher Stress Reduction Plan.	Conduct baseline and follow-up stress assessments; gather teacher feedback; review instructional	School Heads, School Planning Team, Teachers	₱2,000	School MOOE, subject to approval	Quarterly and Year-End	Documented implementation progress, follow-up assessment results, and recommendations for improvement.

		support activities and implementation reports.					
Total Estimated Budget	For the proposed school-based activities	₹23,000	Subject to available funds, approved school plans, and applicable expenditure rules.				

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