

Teachers' Stress and Resilience

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ABSTRACT: This study aimed to determine the teachers' level of stress and resilience. The objectives of this study were to determine the teachers' level of stress in terms of workload, learners' behavior, and fringe benefits, also resilience, and the significant relationship between the teachers' level of stress and their resilience and to identify which of the independent variables influence singly or in combination the teachers' level of resilience. The respondents of this study were the teachers from the selected schools in the Division of Misamis Oriental. This study used simple random sampling methods in selecting the actual respondents and utilized an adapted questionnaire to gather data from respondents. Statistical tools like, Mean and Standard Deviation, Pearson Product Moment Correlation Coefficient were used in this study. Results showed that the teachers' stress is at Highly Stressed level while their resilience is at Very Highly Resilient level. Workload is significant but negatively correlated and the inverse predictor with the teachers' resilience. The researcher recommends that all stakeholders may collaborate with each other to create programs and activities that will make sure that teachers' level of stress is minimized that they can perform at their best and be able to have better performance and outcome for the school and the learners.

KEYWORDS: behavior, learners, resilience, stress, teachers

I. INTRODUCTION

Most schools struggle with assigning multiple coordinators, especially tiny and distant schools. Instructors take on more work than was necessary, including providing supplementary services on top of their teaching duties. They regularly express concerns about burnout and their inability to effectively manage their time in class due to the long hours and increasing job requirements. They find it difficult to oversee their class and finish the required reports when there are urgent reports.

Being a teacher is wonderful but it is a difficult job. Long hours and a demanding job can lead to teachers' burnout. Teachers run the risk of being overworked and neglecting their own requirements for mental and physical health if they do not receive the right support. There are many different job obligations in the teaching profession, which may add to the sensation of a heavy workload. Other examples of employment pressures include management-generated administrative paperwork, frequent meetings that impede preparation time, and constant reforms and changes that need rearranging tasks and assignments (Jomud et al., 2021).

Because of this, educators are becoming stressed out, which could have an adverse effect on their health. Several educators have expressed a wish to move to another place and launch new businesses. Teachers run the risk of overworking themselves to the bone and neglecting their own requirements for mental and physical health if they do not receive the right support. The purpose of the study is to look at the connection between primary teachers' stress and their workload as teachers.

Saechao (2021) asserted that teachers' stress is a factor in teachers' burnout, which is a genuine issue in education. School systems, administrators, and educators need to take it seriously. If symptoms of teachers' stress is not appropriately addressed, educators may experience overwhelming feelings of anxiety or panic that could force them to permanently leave the industry. While teaching, educators assume multiple roles and develop the ability to adapt to the needs of their students, parents, and the administration. Furthermore, a number of modifications could take place during the day. As a result, educators need to learn how to quickly adjust to changing employment requirements.

Education is a prerequisite for economic prosperity, according to Magalong and Torreon (2021). Planning for education ought to be an integral part of larger plans made for the economy and society to improve living standards. There are several ongoing processes involved. To improve the standard of instruction for all students and boost the status of instructors,

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coordination across the numerous departments that make up the teaching service is essential. The influence of teachers on pupils' ideas is critical. They are the ones who helped students fully develop their abilities.

Furthermore, in accordance with professional education standards, educators need to be flexible and obedient because their duties go beyond the school's walls and encompass community involvement. The following responsibilities are in line with their solemn oath or vow made in front of the state that designates them to carry out their tasks. These assume that an educator will put up their utmost effort to fulfill the duties assigned to them by superiors and other sources, giving the students the knowledge and abilities, they require to understand and survive in the outside world. Most people believe that one of the teachers' duties in the society is to give pupils the information and abilities they need to survive and comprehend the world (Pacaol, 2021).

Department of Education Order 005 series, 2024, The Rationalization of Teachers Workload in Public Schools and Payment of Teaching Overload, pursuant to Republic Act 4670, also known as the Magna Carta for Public School Teachers, provided the basis for the conceptual framework. Section 13 on teaching hours stated that any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom instruction; instead, the schedule shall be such that it gives him time for the preparation and correction of exercises and other incidental to his normal teaching duties. Provided, however, that any teacher may be required to render more hours, but not more than eight hours of actual classroom instruction, where the exigencies of the service so demand.

In accordance with the previously mentioned Republic Act 4670, Section 14 on Additional Compensation stipulated that, in addition to regular compensation, teachers who participate in extracurricular and after-school activities, as well as any other activities outside of their regular duties, will receive an additional payment equal to at least 25% of their regular compensation following the completion of at least six hours of in-class instruction. When other teachers or school officials work longer than eight hours a day without actually teaching in the classroom, they should be paid at least 25% of their usual salary.

Another source, Puteri (2020), was consulted, who stated that one of the most important components of any educational endeavor's success is the instructor. To create skilled human resources and achieve educational achievement, teachers play a crucial role. As a result, reaching academic objectives depends significantly on teacher performance. Moreover, one of the elements influencing instructors' performance is their workload. It turns into one of the primary factors that are linked to stress in a variety of occupations, including teaching. People get apprehensive and feel overwhelmed when they have a lot to do at once, which makes working under time constraint hard. The amount of work that needs to be done has to be decreased to free up more time for teaching or taking on new projects.

A contrasting perspective, referred to as "teacher resilience," has emerged to elucidate the reasons behind teachers' ability to persist despite the challenges they face in their profession. Teacher resilience is more than simply recovering from a setback. It involves the ability to remain composed, stay dedicated, and confront the inevitable problems and challenges that arise in the teaching profession (Peixoto et al., 2020). Valles and Clara (2023) stated that while there is some controversy about the exact meaning of teacher resilience, most authors agree that it refers to a teacher's ability to adapt positively when faced with challenges.

An academic study identified several prevalent obstacles to resilience, including feelings of being overwhelmed, excessive workloads, and inadequate resources. Therefore, it is recommended that schools implement efforts and supportive policies that promote the development of resilience (Dohaney et al., 2020). The researcher was motivated to study whether there is an association between the teachers' stress with regards to their resilience.

II. METHODOLOGY

This study made use of descriptive correlational research design in order to find out the significant relationship between the respondents' level of stress based on workload, learners' behavior, fringe benefits and resilience to the elementary school teachers of Alubijid East and West Districts, Division of Misamis Oriental, during the School Year 2023-2024.

Descriptive correlational research design is a fact-finding study with adequate and accurate interpretation of the findings. This research design accurately and systematically describes, observes, or validates aspects of groups collected through quantifiable information, like the relationship among variables in their natural state (Siedlecki, 2020). This involves describing, recording, analyzing, and interpreting prevailing conditions of the independent and dependent variables.

For in-depth analysis and treatment of the data, the researcher used the following statistical tools: For problems 1 and 2 utilized Mean and Standard Deviation. Problem 3 used Pearson Product Moment Coefficient Correlation or Pearson r . Finally, for problem 4, Multiple Linear Regression was implemented to determine the stressor that has the most effect towards the teachers' resilience.

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III. RESULTS AND DISCUSSION

Problem 1. What is the respondents' level of stress considering:

- 1.1 workload;
- 1.2 learners' behavior; and
- 1.3 fringe benefits.

Table 1 presents the overall teachers' level of stress. It registered an overall Mean of 3.85 with SD= 0.55, described as Often and interpreted as Highly Stressed. Moreover, the variables were rated Highly Stressed respectively. This data imply that there are various factors that could trigger teachers' level of stress. The high Mean suggests that a significant portion of teachers experience a high level of stress. This means that some factors may influence from internal and some external to the teachers. Thus, guidance and understanding from the school co- teachers and parents can create a learning environment that caters diverse needs, foster positive behavior and ultimately promotes effective teaching and learning.

Table 1: Overall Teachers' Level of Stress

Variables	Mean	SD	Description	Interpretation
Workload	4.20	0.53	Often	Highly Stressed
Learners' Behavior	3.62	0.56	Often	Highly Stressed
Fringe Benefits	3.72	0.55	Often	Highly Stressed
Total	3.85	0.55	Often	Highly Stressed
Note: 4.21-5.00 Very Highly Stressed 3.41-4.20 Highly Stressed 2.61-3.40 Moderately Stressed 1.81-2.60 Less Stressed 1.00-1.80 Least Stressed				

To reduce teachers' stress, there is a need to clarify their responsibilities and give them more control over their workload. This means setting clear goals, distributing tasks fairly, and providing support from school leaders. There is also a need to reduce the number of tasks by utilizing resources more effectively and getting help from administrative staff (Arvidsson et al., 2019).

In the same table, the highest rated variable is *Workload* with the Mean score 4.20 with SD=0.53, described as Often and interpreted as Highly Stressed. The data imply that teachers experience a significant amount of stress related to their workload. This likely stems from a combination of factors, such as excessive administrative tasks, demanding curriculum requirements, and limited resources.

The responsibilities that educators hold in the classroom, alongside the various activities and functions assigned to them, collectively form their workload. In many cases, teachers are afforded the opportunity to engage in both instructional and extracurricular roles, facilitating their professional development. Additionally, they are presented with chances to undertake administrative tasks and functions, as well as opportunities to assume leadership positions. However, there are situations where educators struggle to balance their schedules with other commitments. Therefore, it is crucial to frequently assess whether teachers can manage these demands or if they require adjustments to their workload (Hulme et al., 2024).

Meanwhile, the lowest rated variable was *Learners' Behavior* with the Mean of 3.62 with SD=0.56, described as Often and interpreted as Highly Stressed. This data imply that the teachers are stressed with the behavior that is shown and manifested by their pupils. It is important to note that pupils are still minors that the teachers need to establish their good behavior and sometimes it stressed them as there are pupils that seems to be hardheaded. Moreover, the teachers can collaborate with the parents so that the ideal behavior that is taught at school will be reenforced once the pupils are already in their homes.

This subject matter was approached through the establishment of a curriculum meticulously crafted to instill appropriate behaviors and social etiquette. A dedicated time slot of at least thirty minutes each day was allocated for this initiative. From the first grade through to senior high school, discussions concerning values education are systematically woven into the curriculum. This integration aims to reinforce the importance of sound value development. Furthermore, values education is infused into every subject area and is prioritized during lesson planning to underscore the significance of proper conduct and manners in daily life. This can only become more effective if it is done consistently and followed up at home as well (Guanlao, 2022).

Problem 2. What is the teachers' level of resilience for school year 2023 – 2024?

Table 2 presents the teachers' level of resilience for the school year 2023-2024. It registered an overall Mean of 4.22 with SD= 0.52, which indicates a Very Highly Resilient. This data imply that teachers, on average, demonstrate strong resilience in various aspects of their professional and personal lives. The high resilience scores suggest that teachers possess valuable coping

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mechanisms and a strong sense of self-efficacy. This resilience is likely developed through years of experience navigating the demands of the teaching profession, including challenging student populations, demanding workloads, and constant pressure to meet performance expectations. Hascher, et al. (2021) have found that teachers with higher levels of resilience are better equipped to handle stress, maintain a positive attitude, and persevere through challenging situations.

In the same table, the highest rated is indicator number 5, *I have a strong motivation in achieving what I want*, with the Mean of 4.31 with SD=0.51 described as Strongly Agree and interpreted as Very Highly Resilient. This data implies strong evidence of a highly motivated and resilient group of teachers. This is a significant finding with positive implications for both the teachers themselves and the students they serve. Further, research could explore the factors contributing to this high level of motivation and resilience and how it translates into specific teacher behaviors and student outcomes.

As indicated by Mullen et al. (2021), resilient teachers can face these challenges effectively with an open mindset that invites exploration of new approaches. Besides this, resilient teachers also help create resilient environments in schools. Teachers who model resilience inspire and empower their students to face life obstacles, solve problems, and persist in overcoming challenges. All in all, it enhances the learning environment and creates room for collaborative efforts among teachers.

Table 2: Teachers' Resilience

Indicators	Mean	SD	Description	Interpretation
1. I love challenges.	4.14	0.54	Agree	Highly resilient
2. I can identify my long-term goals.	4.25	0.52	Strongly agree	Very highly Resilient
3. I can identify my short-term goals.	4.28	0.51	Strongly agree	Very highly Resilient
4. I know what to do in most situations I face.	4.11	0.55	Agree	Highly Resilient
5. I have a strong motivation in achieving what I want.	4.31	0.51	Strongly agree	Very highly Resilient
6. I always make investigations before solving a problem.	4.23	0.52	Strongly agree	Very highly Resilient
7. I can always rely on myself if I receive less help from others	4.24	0.52	Strongly agree	Very highly Resilient
Overall Mean	4.22	0.52	Strongly agree	Very highly Resilient

Note: 4.21-5.00 Very Highly Resilient 3.41-4.20 Highly Resilient 2.61-3.40 Moderately Resilient 1.81-2.60 Less Resilient 1.00-1.80 Least Resilient

Meanwhile, the lowest rated is indicator number 4, *I know what to do in most situations I face*, with the Mean s of 4.11 with SD=0.55, described as Agree and interpreted as Highly Resilient. This data imply that there is a relatively high level of agreement among teachers that they know how to handle most situations they encounter. This suggests a sense of preparedness and problem-solving ability. This means there's a wider range of agreement among teachers regarding this statement; some teachers felt more strongly about their ability to handle situations than others.

Sencio and Magallanes (2020) stated that teachers can deal with stressful situations brought by high job demands, pupil misbehavior, poor working conditions, poor relationships at work, and other factors. Their high resiliency level enables them to find ways of shielding themselves from unanticipated overwhelming experiences. This ability to bounce back from difficulties makes them balance their lives during difficult or stressful periods and shields them from developing mental health difficulties and issues.

Problem 3. Is there a significant relationship between the teachers' level of stress and their resilience?

Table 3: Test of Correlation Between Teachers' Stress and Resilience

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Workload	-0.522	0.000	Moderate Negative Correlation	Reject Ho	Significant
Learners' Behavior	-0.445	0.001	Low Negative Correlation	Reject Ho	Significant
Fringe Benefits	-0.442	0.001	Low Negative Correlation	Reject Ho	Significant
Note:	0.91 - 1.00 Very High Negative Correlation 0.71 – 0.90 High Negative Correlation				
	0.51 – 0.70 Moderate Negative Correlation 0.31 – 0.50 Low Negative Correlation				
	0.00 – 0.30 Negligible Negative Correlation Significant when computed p-value <0.05				

Table 3 shows the test of correlation between teachers' stress and resilience. For Workload, it registered a computed r-value of -0.522 inversely related with computed p-value of 0.000. The computed p-value is less than the p-critical value of 0.05

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level of significance. This means that as workload increases, resilience of the teachers tends to decrease, but the relationship is not strong. The p-value ($p=0.000p = 0.000$) is less than 0.05, indicating that the correlation is statistically significant and not due to random chance. Thus, the null hypothesis was rejected.

Teachers are constantly facing increasing demands: larger class sizes, more paperwork, new curriculum requirements, standardized testing pressures, and additional responsibilities beyond teaching. This leaves them with less time for planning, preparation, and personal reflection.

Heavier workloads often lead to time constraints. Teachers may feel pressured to complete tasks quickly, leading to feelings of being overwhelmed and rushed. This time pressure can be a significant source of stress. When teachers feel overwhelmed by their workload, their job satisfaction may decrease. This can lead to feelings of frustration, resentment, and ultimately, increased stress. Excessive workload can negatively impact on the quality of teaching. Teachers may feel they cannot adequately prepare lessons, provide individual attention to students, or effectively manage their classrooms, leading to stress and feelings of inadequacy. Thus, it is important to master the implementation of time management as well as goal setting for teachers to minimize stress and be able to perform with their utmost capacity.

Baruani et al. (2021) reported that challenges ranging from workload and interpersonal relations to time management and general life balance have become sources of stress for teachers; such require resilient strategies like social support along with conscious work-life balance for the solutions. Effective and efficient resilience has been identified as a cornerstone that enables the demands of everyday schoolwork: confronting teachers are intermittently enabled to prepare students for favorable educational opportunity over a lifetime.

In the same table, for Learners' Behavior, it registered a computed r-value of -0.445 inversely related with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. The statement indicates a statistically significant low negative correlation between learners' behavior and teachers' resilience. The r-value of -0.445 represents the inverse correlation coefficient. This means that when learners' negative behavior increases and is challenging, teachers' resilience tends to decline or go downward. The magnitude of -0.445 indicates a low correlation; the relationship is not very strong. However, it still needs to be given attention by teachers and school heads considering that it can affect their psyche negatively. Any negative indicators must be minimized if not eradicated as it can affect the positive mindset of the teachers in the long run.

According to Roces et al. (2021), educators face significant challenges in guiding students as they explore and identify their personal values in alignment with foundational principles through engaging activities. This method is crucial as it fosters the development of both interpersonal and intrapersonal skills evidenced by students' exemplary conduct within and outside the classroom.

Improper or disruptive learners' behavior negatively impacts teachers' ability to maintain resilience. Training teachers in behavior management techniques, along with providing mental health support, could help mitigate this impact.

For Fringe Benefits, it registered a computed r-value of 0.442 with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. The r-value of 0.442 shows a low negative correlation between fringe benefits and resilience. This result indicates that as fringe benefits decrease, resilience of the teachers tends to increase or go upward, although the relationship is weak. This indicates that even if the teachers feel low, they strive harder as they know that the benefit they received from work allows them to have an additional income. Thus, when it goes down, the teachers make sure to perform better and efficiently to have productive results and outcomes.

The analysis reveals statistically significant relationships between various factors and teachers' resilience. The significance of these correlations suggests that these factors play a role in influencing the stress experienced by teachers as well as their resilience. Fringe benefits are supplementary compensations offered to employees in addition to their salary or wages. Any property or service provided by an employer to an employee as remuneration for the employee's performance of duties is categorized as fringe benefits.

These benefits enhance the total compensation of employees and may include items such as company vehicles, health insurance, social security contributions, paid vacation, sick leave, meals, housing allowances, and employee discounts. While monetary compensation and salaries are important, employees expect to receive fringe benefits from the organization, as these serve as a strategic retention tool.

Fringe benefits can significantly impact job satisfaction and performance in various ways. The level of job satisfaction varies amongst employees. These benefits represent a crucial element of comprehensive employee compensation packages. It is vital to maintain work-life quality and ensure both financial and non-financial security for employees and their families. Fringe benefits not only improve employee satisfaction but also foster loyalty, commitment and be inspired to perform better for the organization (Vashistha et al, 2020).

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Problem 4. Which of the independent variable/s influenced singly or in combination the teachers' level of resilience?

Table 4: Regression Analysis Between Teachers' Stress and Resilience

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	B				
Constant	0.4612	0.4177	0.3869		5.4965	0.001	
Workload	-0.9587	-0.9843	-0.8786		-5.4796	0.001	Reject Ho
Learners' Behavior	-0.0765	-0.0811	-0.0796		-1.2178	0.521	Accept Ho
Fringe Benefits	-0.2754	-0.1763	-0.1792		-1.8342	0.263	Accept Ho
Model	R	R ²	Adjusted R ²		f-value	Sig. (P-value)	Decision
	-0.38.3	-0.321	-0.396		-7.403	0.001	Reject Ho

Note: UC = Unstandardized Coefficients SC = Standardized Coefficients Dependent Variable = Work Performance
Significant when computed p-value < 0.05.

Table 4 presents regression analysis if independent variables on teachers' stress in terms of workload, learner's behavior and fringe benefits predict their level of resilience. Results show that 39% of the variance is explained by the three (3) predictors, $F = 8.516$, $p < .001$. Specifically, workload ($\beta = 0.8786$, $t\text{-value} = 5.4796$, $p\text{-value} = < .001$) was negatively influenced with the teachers' resilience. Based on the table, workload appears to be the only independent variable that has a significant negative effect on teachers' resilience. This is indicated by the negative t-value (-5.4796) and the low p-value (0.001) for workload. This suggests that workload is a significant influence of teachers' low resilience and that higher workloads are resulting to lower levels of resilience.

The other independent variables, learners' behavior and fringe benefits, do not have a significant effect on teachers' resilience, as indicated by their p-values greater than 0.05. It can be inferred that if the teachers' stress increases, it will also decrease their resilience level by 32%. The remaining 68% is covered by variables, not part of this study. This suggests that teachers' stress on their workload can affect their resilience towards their learning activities, as they tend to complain, gets exhausted and discouraged. But when properly explained as to its purpose as well as the benefits and opportunities that they can get, they usually welcome it with an open arm. Teachers also aspire to become leaders someday and so being assigned to a task indicates that they are trustworthy and has the potentials to lead and help and inspire others.

Ongoing improvement of teachers' instructional effectiveness remains a key priority of instructional supervision and task assignments. This strategy allows schools to enhance teachers' professional development while facilitating effective management of the teaching and learning process. Traditionally, instructional supervision and task assignments were perceived primarily as tools for evaluating and regulating teachers' performance while transferring responsibilities. Any encountered oversights can trigger feelings of insecurity and vulnerability among educators.

Additionally, both the instructional supervision framework and task assignments frequently contribute to elevated stress levels among teachers (Macmod et al., 2019). Thus, it is important that tasks assigned to teachers are well explained and do not have much negative effect or disturbance to their usual workflow. Moreover, teachers should be assisted in developing their skills and mastery in goal setting and time management.

On the other hand, Learners' behavior ($\beta = -0.0796$, $t\text{-value} = -1.2178$, $p\text{-value} = 0.521$), and Fringe benefits ($\beta = 0.1792$, $t\text{-value} = 1.8342$, $p\text{-value} = 0.263$) are not significantly associated with teachers' resilience. This suggests that teachers' stress towards learners' behavior and fringe benefits have no bearing on their level of resilience. This data imply that although the teachers feel stress as to the learners' behavior, their instinct of being a second parent always prevails that they tend to understand and find ways and means in order to win the love and respect of their learners. More so, even if salary or benefits is sometimes not enough to suffice their needs, their feeling that teaching is more of a calling than a profession they tend to give more importance on serving, helping and sacrificing for others. In other words, stress related work or tasks do not have direct impact to their level of resilience. Stress can affect one's resilience based on the findings of this study specifically on the aspect of workload. According to Cayao and Arenga (2021) teaching is more of a calling than being a career. It has a lot of challenges and things to do but its impact to the learners as well as the sense of fulfillment for the teachers is beyond comparing.

IV. CONCLUSIONS

Based on the data presented, the following conclusions were revealed:

1. Teachers' increasing demands like larger class sizes, more paperwork, new curriculum requirements, standardized testing pressures, and additional responsibilities beyond teaching cause stress to teachers.

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2. Teachers' resilience is challenged through the years of experiences on the demands of the teaching profession, including challenging student populations, demanding workloads, and constant pressure to meet performance expectations.
3. Teachers' resilience is compromised by their level of stress.
4. Teachers' stress on workloads contributed to the decline of their resilience.

V. RECOMMENDATIONS

The following are the recommendations formulated based on the findings and conclusions.

1. Reducing teachers' workloads and providing assistance for workload management can improve both teacher and pupils' results.
2. Collaboration and peer support among teachers, set clear boundaries between work and personal life, and attend training on stress management, mindfulness, emotional intelligence and ensuring that they have the time, resources, and recognition they deserve to thrive and provide high-quality education for all students.
3. Teachers and school heads may work together to come up with programs and interventions wherein the teachers will refresh and master their skills in goal setting, planning and even on time management to perform better and accomplish tasks on time.
4. Teachers and school heads may give more attention and focus on implementing programs and activities that will minimize their stress level and always implement work-life balance.

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