

Teachers' Stress and Management

Rufelia C. Cagatin¹, Wenie Rose D. Canay²

¹Southern de Oro Philippines College, Cagayan de Oro City, Philippines

²Opol Community College, Misamis Oriental, Philippines

ABSTRACT: Teaching is a demanding profession that exposes teachers to various pressures. This study investigated the stress levels of teachers and their stress management. This also investigated the significant relationship between the two variables and distinguished the dimensions of stress that significantly influence the stress management of teachers. Employing correlational and causal research designs, a validated and reliability tested, modified questionnaire was conducted to 120 public elementary school teachers who were selected through stratified random sampling. Data collected were analyzed using frequency distribution, percentage, weighted mean, standard deviation, independent t-test, one-way ANOVA, and simple and multiple linear regression. Results revealed that most of the teachers were aged 31-40 years old, predominantly female, holding Teacher I position. Teachers experience a moderate stress and demonstrate a moderate stress management. Moreover, there is a significant difference in stress and stress management when teachers are grouped according to sex and teaching position. Furthermore, both workload-related stress and family-related stress significantly influence teachers' stress management. In conclusion, differences in stress and stress management based on sex and teaching position suggest that role expectations and professional responsibilities influence teachers' stress experiences. It is recommended that school administrators may lessen excessive workloads and provide support programs that help teachers cope with work and family-related stress.

KEYWORDS: family support, peer support, stress, workload

I. INTRODUCTION

Teaching is widely recognized as a demanding profession that exposes them to various forms of stress. Teachers are not only responsible for imparting knowledge but also for managing classrooms, meeting administrative expectations, adapting to changing educational standards, supporting students' diverse emotional and academic needs.

Recent studies highlighted that teachers frequently experience stress arising from instructional responsibilities, administrative tasks, and emotional labor in the classroom (Smith et al., 2024). As a result, understanding how teachers manage stress has become essential in promoting both teacher well-being and effective educational outcomes. Globally, teaching has been identified as one of the most stressful professions due to increasing demands for accountability, performance standards, and inclusive education. These pressures are further intensified by rapid educational reforms and technological integration, which require teachers to continuously adapt their practices. Across different countries, educators report similar experiences of stress, suggesting that teacher stress is a widespread concern that requires both institutional and systemic interventions.

Moreover, teacher stress is not only influenced by professional responsibilities but also by personal factors such as family obligations, which often create a work-life imbalance. Research indicated that family-related pressures and time constraints significantly contribute to teachers' psychological strain and overall stress levels. These dual demands from work and home environments make stress management a critical concern for teachers (Zhong et al., 2025).

In response to these challenges, effective teacher stress management becomes crucial in addressing stress and maintaining productivity. Teacher management includes strategies such as time management, classroom organization, and the ability to balance professional and personal responsibilities. Support systems such as peer support and family support play a crucial role in mitigating teacher stress and enhancing coping mechanisms. Studies have shown that strong social support networks can reduce burnout and improve emotional well-being among teachers. Peer collaboration, in particular, provides opportunities for shared experiences and mutual encouragement in challenging situations (Cao et al., 2024).

Teachers' Stress and Management

Consequently, the presence of both workload-related and family-related stress has been identified as significant predictors of effective stress management among teachers. Work-family support has been linked to reduced occupational stress and improved psychological resilience, highlighting the importance of supportive environments. These findings emphasized that stress management is not solely an individual effort but also a collective process supported by social relationships (Li & Liu, 2025).

Furthermore, stress management among teachers involves the ability to cope with workload demands and family-related pressures, which directly influence their overall well-being and teaching effectiveness. Understanding these dependent variables provides a clearer picture of how stress manifests and how it can be addressed through both personal and external support systems.

However, despite the prevalence of stress among teachers, not all individuals experience or cope with stress in the same way. Some studies suggested that variations in stress levels may not always be significantly influenced by age, indicating a degree of consistency across different age groups. This suggests that other factors beyond demographics may have a stronger impact on stress experiences (Gonzales, 2024). Additionally, while existing research has explored teacher stress and coping mechanisms, there remains limited focus on the combined influence of workload and family-related stress alongside peer and family support within specific educational contexts. This gap highlights the need for further investigation into how these variables interact to influence teacher stress management.

The researcher's interest in conducting this study was further strengthened by personal observations and lived experiences in the teaching profession. Even before becoming a Department of Education teacher, the researcher had already heard many sentiments from teachers regarding the challenges of stress and the difficulty of managing professional and personal responsibilities. During three substitute teaching experiences, the researcher personally encountered similar pressures, which became even more evident during the first year of service in DepEd. Likewise, classmates, friends, colleagues, and other teachers within the district consistently shared the same experiences, describing public school teaching as highly stressful. Some teachers have even chosen to seek employment abroad in pursuit of better opportunities and a less stressful work environment.

Therefore, this study aimed to examine teacher stress and management by focusing on workload and family-related stress as dimensions of the independent variables, and peer support and family support as dependent variables, while considering demographic factors such as age, sex, and teaching position. By understanding the relationships among these variables, the study sought to provide insights into effective stress management strategies for teachers. Ultimately, the findings may contribute to the development of interventions that promote teacher well-being and sustain quality education.

This study was anchored on Hobfoll's Conservation of Resources (COR) Theory and Lazarus and Folkman's Transactional Model of Stress and Coping as cited by Madigan and Kim (2021). These theories provide a comprehensive understanding of teacher stress and management. These theories collectively explained how teachers respond to occupational stressors, utilized coping strategies, and maintain resilience within their professional and socio-cultural context. Recent studies continue to affirm the relevance of these theories in examining teacher stress, burnout, and coping strategies in educational settings.

According to COR Theory, individuals strive to acquire, maintain, and protect valued resources such as time, energy, emotional stability, and social support. Stress arises when these resources are threatened, lost, or insufficient to meet professional demands (Hobfoll et al., 2020). In the context of this study, teachers in the Opol District, who often face large class sizes, administrative overload, and inadequate institutional support, are at heightened risk of resource loss. Teachers who lack the means to restore or replenish these resources are more susceptible to stress and emotional exhaustion. Effective stress management through time management, problem-solving, and leveraging social support from peers and family allows teachers to conserve or restore resources, thereby reducing burnout and enhancing resilience.

Guided by Richard Lazarus and Susan Folkman, this study proposed that teachers' stress influenced peer support and family support, while demographic variables may create differences in these relationships. Contemporary research supported that teachers' perceptions of workload, classroom behavior, and institutional expectations strongly influence their stress levels and coping responses (Ferguson et al., 2022).

Furthermore, by integrating these theories provide a multidimensional perspective on teacher stress and management. Coping strategies in this study specifically referred to peer support as the primary mechanisms teachers use to manage stress. These forms of support serve as valuable social resources that help teachers cope with occupational and personal pressures. Peer support includes assistance, encouragement, collaboration, and emotional understanding received from co-teachers, school heads, and colleagues within workplace. Family support, on the other hand, refers to emotional encouragement, practical help, and understanding provided by spouses, parents, children, and other family members (Li & Liu, 2025).

This framework posited that teacher well-being depends on the dynamic interplay between personal attributes, workload and family responsibilities, and available social and institutional support. Understanding these relationships within the Philippine context provides a rationale for investigating stress management strategies and designing interventions that promote teacher

Teachers' Stress and Management

resilience, professional satisfaction, and sustainable performance. The conceptual framework visually maps these relationships, illustrating how stressors coping strategies, and support systems interact to influence teachers' stress management outcomes.

II. METHODOLOGY

This study employed correlational and causal research designs. A correlational research design was utilized to examine the relationship between teachers' stress and their stress management. Correlational research is appropriate when the goal is to determine the degree and direction of relationships among variables without manipulating them (Creswell & Creswell, 2022). In this study, it allowed the researcher to analyze how workload and family-related stress are associated with coping mechanisms and support systems among teachers.

Furthermore, correlational design is widely used in educational research because it provides insights into naturally occurring relationships in real-life settings. It enables researchers to identify patterns and predictive relationships among variables such as demographic characteristics, stress levels, and support systems (Cohen et al., 2020). Through this approach, the study was able to determine whether significant relationships exist between teachers' stress and management, while also examining differences based on age, sex, and teaching position.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of respondents in terms of:

- 1.1 age;
- 1.2 sex; and
- 1.3 Teaching position?

Table 1. Profile of the Respondents

Category		Frequency	Percentage
Age	21–30 years old	25	20.83
	31–40 years old	45	37.50
	41–50 years old	30	25.00
	51 years old and above	20	16.67
Sex	Male	18	15
	Female	102	85
Teaching Position			
	Teacher I	50	41.67
	Teacher II	25	20.83
	Teacher III	35	29.17
	Master Teacher	10	8.33
Overall		120	100

Table 1 presents the demographic profile of the respondents in terms of Age, showing that the highest frequency falls within the 31–40-year-old category, comprising 45 respondents at 37.50%. This indicates that most of the participants belong to a relatively experienced and professionally active stage of their careers, which aligns with midlife developmental patterns where individuals are highly engaged in work roles. The significance of this age group aligns with developmental patterns as explained by the study of Herman et. (2020) which emphasized that individuals in their 30's often consolidate their roles in both work and personal life. At this stage, teachers often demonstrate both stability and continued growth in professional competence as they refine their teaching practices and decision-making skills (Schaie, 2024). Teachers within this age range typically show a balance of enthusiasm and professional maturity, allowing them to manage classroom demands more effectively. At this range of age teachers may contribute to a more stable and productive teaching workforce, as individuals in this age group generally possess sufficient experience while maintaining a high level of motivation and adaptability. Their professional maturity may enable them to effectively cope with work-related challenges and responsibilities.

In like manner, the lowest frequency is for those aged 51 years and above, representing 20 at 16.27% of the respondents. This suggests that fewer teachers in the age group participated in the study or are currently part of the institution's workforce. This may indicate that many individuals' approaching retirement ages have transitioned out of active teaching roles. The smaller number of teachers in this age group reflects the natural progression of the teaching profession, where many experienced teachers

Teachers' Stress and Management

are nearing retirement or have already retired from service. Despite their lower representation, these teachers possess valuable knowledge, expertise, and insights gained from years of classroom experience. This finding is consistent with the study of Levinson (2020), which explained that individuals in later career stages shift priorities toward stability, reduced workload, and preparation for retirement. The finding implies the importance of implementing mentoring and knowledge-sharing programs to ensure that the professional experiences of senior teachers are passed on to younger educators before they leave the profession.

Meanwhile, the profile of respondents in terms of Sex shows that the highest frequency falls within the female category, comprising 102 or 85%. This signifies that the teaching workforce in the study area is predominantly composed of female. It suggests that teaching continues to be a female-dominated profession, particularly in basic education settings. This finding supports the study of Drudy (2020), which highlighted the feminization of the teaching profession in many countries. This suggests that the teaching profession remains highly attractive and accessible to women, particularly in elementary and secondary education settings. It also suggests that the perspectives and experiences reflected in the study are largely influenced by female teachers, who often balance professional responsibilities with family and household obligations. Cushman (2022) emphasized that female teachers frequently experience multiple roles demands in both work and home settings.

Consequently, the lowest frequency is for male respondents, representing 18 (15%) of the total participants, indicating that men are underrepresented in the teaching workforce within the study setting. This suggests that teaching, particularly in elementary education, is still commonly perceived as a female-dominated profession. Such a pattern reflects long-standing gendered assumptions regarding nurturing and caregiving roles in schools. This observation supports the study of Cushman (2022), which noted that men remain less represented in basic education because teaching is often socially viewed as female's work. This suggests that the low representation of male teachers may limit the diversity of perspectives and role models available to learners in the school environment. A more balanced gender composition among teachers can enrich classroom interactions and provide learners with a wider range of experiences and approaches to learning. Encouraging greater male participation in the teaching profession may also help challenge traditional gender stereotypes and promote inclusivity within the educational system.

Furthermore, the profile of the respondents in terms of Teaching Position shows that the highest frequency falls within Teacher I category, comprising 50 respondents or 41.67%. This indicates that most of the teaching workforce in the study is composed of entry-level teachers. It suggests that teachers are still in the early stages of their professional growth and adjustment to classroom responsibilities. This finding is consistent with the study of Ingersoll (2022). Which noted that many public-school systems are largely staffed by beginning teachers occupying lower professional ranks. This suggests that the dominance of Teacher I positions may indicate a workforce that is still developing in terms of instructional experience and pedagogical mastery. A school system with many entry-level teachers may face challenges in terms of mentorship, instructional stability, and long-term classroom effectiveness. Strengthening professional development programs and mentoring systems can help support novice teachers as they transition into more advanced roles. Over time, improving career progression pathways may also enhance teacher retention and overall teaching quality within the institution. Teachers in entry-level positions often require guidance, mentoring, and institutional support to strengthen competence and confidence. Such a trend reflects a workforce concentrated in lower professional ranks where professional development is especially important. This observation supports the study of Darling-Hammond (2022), which emphasized that early career teachers need strong support systems to manage workload demands and sustain professional growth.

On the other hand, the lowest frequency is for those in the Master Teacher position, representing 10 or 8.33% of the respondents. This suggests that only a small number of teachers have reached this advanced career stage. It indicates that progression into higher teaching ranks is often limited and highly selective within the school system.

This finding is consistent with the study of Darling-Hammond (2022), which noted that advancement to senior teaching positions commonly depends on qualifications demonstrated competence, and performance standards. This suggests that limited opportunities for promotion may affect teacher motivation and long-term career satisfaction within the school system. A small proportion of Master Teachers may also indicate gaps in structured career advancement pathways or insufficient support for professional upgrading. Strengthening clear and accessible promotion criteria could encourage teachers to pursue higher qualifications and leadership roles. Providing targeted training and scholarship opportunities may also help more teachers qualify for advanced positions. Ultimately, improving career progression systems can enhance instructional leadership and contribute to overall school effectiveness. The data further suggests that career advancement toward Master Teacher positions may be slow and competitive. It also implies that mentoring, instructional leadership, and professional guidance responsibilities may be concentrated among only few senior teachers. As a result, experienced teachers in higher ranks may carry broader supervisory and developmental roles within schools. This observation supports by the study of Ingersoll (2022), which emphasized that senior teachers often assume leadership and mentoring responsibilities because of their expertise and professional experience.

Teachers' Stress and Management

Overall, the respondents' profile shows that most teachers belong to the 31-40 age group, are predominantly female, and largely occupy the Teacher I position. This indicates a workforce mainly composed of mid-career and entry-level teachers who are still developing their professional competences.

Problem 2. What is the teachers' level of stress in terms of:

2.1 workload and

2.2 family?

Table 2. Summary Table on Teachers' Stress

Variables	Mean	SD	Interpretation
Workload Stress	3.00	0.72	Moderate
Family	3.04	0.75	Moderate
Overall	3.02	0.74	Moderate

The moderation of the scores may indicate that teachers have developed basic coping mechanisms or support systems that help maintain balance between work demands and family responsibilities. Additionally, the consistency between workload and family stress scores implies that neither domain disproportionately affects the teachers' overall stress experience. These findings highlight the importance of monitoring stress regularly to prevent escalation into higher, more detrimental levels that may affect well-being and performance. This result aligns with the study of Skaalvik and Skaalvik (2021), which found that teacher stress is effectively managed through coping strategies and supportive school environments, helping maintain moderate and functional stress levels in the teaching profession.

Moreover, the moderate overall stress level among teachers suggests that stressors are present but are not yet at a critical stage that severely affects their functioning. This aligns with the study of Madigan and Kim (2021), which emphasized that teacher stress is commonly associated with continuous workload demands and emotional strain but can remain manageable when coping strategies are available. It also suggests that teachers may still function effectively despite ongoing pressures. Continuous monitoring is still important to prevent stress escalation.

The findings further suggest that both workload and family-related stress contribute almost equally to the overall stress experience of teachers. This balance indicates that stress comes from both professional and personal responsibilities. It implies that teachers are managing multiple roles that require emotional and physical effort. This supports the study of Pressley (2021), which found that teacher stress is strongly influenced by both instructional workload and external personal demands that interact in daily teaching life.

Problem 3. How do teachers manage stress in terms of:

3.1 peer support; and

3. 2 family support?

Table 3. Summary of Teacher Stress Management

Variables	Mean	SD	Interpretation
Peer Support	3.05	0.72	Moderate
Family Support	3.15	0.83	Moderate
Overall	3.01	0.76	Moderate

Table 3 presents the summary of teachers' stress management, It has an overall Mean of 3.01 and SD = 0.76, qualitatively described as Moderate. This implies that while teachers are able to employ coping mechanisms, these strategies may not be fully optimized or consistently applied in managing stress. This is consistent with the study of Voydanoff (2024), which emphasized that the effectiveness of stress management depends on the availability and utilization of support systems, including family and workplace resources that help individuals cope with daily demands. This indicates that teachers may rely on a combination of personal coping strategies and external support, but these are not always sufficient to fully alleviate stress. It reflects the possibility that some stress management practices are used only when stress levels become noticeable rather than as a consistent preventive approach. It also suggests that enhancing awareness and training on effective stress coping strategies could improve overall management outcomes. Strengthening institutional support programs such as wellness initiatives and mentoring systems may further assist teachers in handling stress more effectively. Ultimately, improving the consistency and quality of stress management practices can contribute to better well-being and sustained professional performance.

Teachers' Stress and Management

The relatively balanced scores indicate that teachers rely moderately on social and relational support systems to manage stress, highlighting the need to strengthen these coping mechanisms for greater effectiveness. It also suggests that improving both peer and family support could enhance teachers' resilience in handling professional and personal pressures. These results underscore the importance of developing a more supportive environment that encourages active use of available coping resources. This aligns with the study of Carlson et al. (2022), which explained that both family and work-related support systems play a crucial role in reducing stress and improving overall well-being through better role balance and emotional support.

Moreover, the moderate level of stress management observed among teachers highlights the importance of strengthening both internal coping strategies and external support systems. Studies suggested that social support, particularly from peers and family, plays a significant role in buffering the negative effects of stress and enhancing overall well-being. This indicates that when teachers actively engage with their support networks, they are better able to manage professional and personal challenges. It also suggests that improving collaboration and communication within these support systems can lead to more effective stress management. Therefore, fostering strong and consistent support mechanisms is essential in helping teachers sustain resilience and maintain a healthy work-life balance. This is consistent with the study of Carlson et al. (2022), which emphasized that both family and workplace interactions significantly influence teachers' ability to cope with stress, as effective support systems help reduce work-family conflict and strengthen emotional well-being.

Problem 4. Is there a significant difference between teachers' stress and stress management when the respondents are grouped based on profile?

Table 4. Significant Difference Between Teachers' Stress and Stress Management When Respondents Are Grouped Based on Profile

Characteristic	Statistical Treatment	Teachers' Stress Level	p-value	Significance	Teacher Stress Management	p-value	Significance
Age	One-Way Anova	F=1.87	0.158	NS	F=1.42	0.246	NS
Sex	Independent t-test	T= 2.16	0.033	S	T=2.41	0.018	S
Teaching Position	One-Way Anova	F= 3.08	0.049	S	F=3.27	0.041	S
Note: Significant at $p < 0.05$		S- Significant	NS- Not Significant				

Table 4 presents the simple linear regression analysis of the significant difference in teachers' level of stress and stress management when respondents are grouped according to profile variables such as age, sex, and teaching position. The results revealed that age did not show a significant difference in both teachers' level of stress and stress management, since the p-values were greater than the 0.05 level of significance. This indicates that teachers across different age groups tend to experience similar levels of stress and apply comparable stress management strategies. This finding supports the study of Madigan and Kim (2021), which emphasized that each often has less influence on teacher stress compared with workload and school environment factors. This indicates that stress experiences among teachers are more likely shaped by shared occupational demands rather than age-related differences. It reflects that both younger and older teachers are exposed to similar work conditions that result in comparable stress levels and coping practices. It also suggests that interventions for stress management should be designed to address workplace factors rather than focusing primarily on age-based distinctions.

Meanwhile, sex showed a significant difference in both teachers' level of stress and stress management, as indicated by p-values lower than 0.05. This suggests that male and female teachers differ in how they experience occupational stress and how they manage it. This supports the study of Cushman (2022), which found that gender roles and responsibilities may influence emotional exhaustion and coping mechanisms among teachers.

Similarly, teaching position also showed a significant difference in both stress level and stress management. This means that teachers occupying different ranks or positions vary encounter more administrative responsibilities, while lower-ranked teachers may experience instructional pressures. This finding is consistent with the study of Drudy (2020), which noted that professional roles in education affect stress exposure and coping behavior.

Teachers' Stress and Management

Overall, the null hypothesis stating that there is no significant difference in teachers' stress and stress management when grouped according to profile is partially rejected, since significant differences were found in terms of sex and teaching position but not age.

Problem 5. Which of the dimensions of the independent variable predict the teachers stress management?

Table 5. Simple Linear Regression

Independent Variable	B	Beta	t-value	p-value	Decision	Interpretation
Workload-Related Stress	-0.214	-0.286	-3.142	0.002	Reject Ho	Significant
Family-Related Stress	-0.176	-0.241	-2.768	0.007	Reject Ho	Significant
Constant	4.218	—	8.541	0.000	—	—

Model Summary:

$R^2 = 0.264$; F-value = 36.166; p-value < 0.001; Interpretation = Significant.

As shown in Table 5, the p-value for workload-related stress is 0.002 which is lower than the 0.05 level of significance. Based on this result, the null hypothesis is rejected. This indicates that workload-related stress is a significant predictor of teachers' stress management. The standardized coefficient ($\beta = -0.286$) indicates that workload-related stress has a moderate inverse contribution to the regression model, suggesting that higher levels of workload stress are associated with lower levels of stress management among teachers. Meanwhile, the unstandardized coefficient for workload-related stress ($B = -0.214$) indicates that for every one-unit increase in workload-related stress, teachers' stress management is expected to decrease by 0.214 units, holding other factors constant. The regression constant ($B = 4.218$) indicates that when workload-related stress is zero, the expected level of teachers' stress management is 4.218. This indicates that excessive workload demands may weaken teachers' ability to effectively apply coping strategies, leading to reduced stress management capacity. It reflects the importance of managing task distribution and administrative requirements to prevent the decline of teachers' coping effectiveness. It also suggests that addressing workload concerns is essential in strengthening overall stress management and promoting teacher well-being.

From a practical standpoint, this finding suggests that reducing excessive workloads and improving task distribution may help strengthen teachers' ability to manage stress effectively. This may guide school administrators in creating policies that minimize unnecessary administrative tasks, balance teaching loads, and provide sufficient time for lesson preparation and recovery. In particular, school heads may consider implementing time-management support systems, streamlining paperwork requirements, and ensuring equitable distribution of responsibilities among teachers. Providing opportunities for wellness activities and stress reduction programs may also help teachers maintain emotional balance and resilience in demanding situations. This finding is supported by the study of Madigan and Kim (2021), which emphasized that excessive workload is strongly associated with teacher stress and reduced coping capacity.

Table 6 presents the results of the multiple linear regression analysis examining whether the dimensions of the independent variable, taken together, significantly predict teachers' stress management. Based on the model summary, the regression model is statistically significant as indicated by an F-value of 36.166 with a corresponding p-value less than 0.001. This indicates that the set of predictors, when taken collectively, significantly predicts teachers' stress management. Moreover, the coefficient of determination shows that 25.1% of the variance in teachers' stress management is explained by the predictors included in the model (Adjusted $R^2 = 0.251$), while the remaining 74.9% may be attributed to other factors not included in the regression analysis. This level of explanatory power may be considered moderate, suggesting that the model provides a meaningful explanation of variations in teachers' stress management among the respondents.

This indicates that while the identified predictors significantly contribute to explaining teachers' stress management, there are still other unmeasured factors that may have a stronger or additional influence. It also suggests that future research may consider incorporating additional predictors to further improve the explanatory power of the model and provide a more comprehensive understanding of teachers' stress management.

Table 6. Multiple Linear Regression

Independent Variable	B	Std. Error	Beta (β)	t-value	p-value	Decision	Interpretation
Workload-Related Stress	-0.214	0.068	-0.286	-3.142	0.002	Reject Ho	Significant
Family-Related Stress	-0.176	0.064	-0.241	-2.768	0.007	Reject Ho	Significant
Constant	4.218	0.494	—	8.541	0.000	—	—

Teachers' Stress and Management

Model Summary:

Adjusted $R^2 = 0.251$; F-value = 36.166; p-value < 0.001; Interpretation = Significant.

As to predictors, workload-related stress obtained a p-value of 0.002, which is lower than the 0.05 level of significance, indicating that it is a significant predictor of teachers' stress management. Likewise, family-related stress obtained a p-value of 0.007, which is also lower than the 0.05 level of significance, indicating that it is likewise a significant predictor of teachers' stress management. In terms of relative contribution, workload-related stress registered the highest standardized coefficient ($\beta = -0.286$), indicating that among the predictors, it shows the strongest contribution to the regression model. Meanwhile, family-related stress ($\beta = -0.241$) shows a relatively smaller contribution, indicating a weaker but still significant contribution to the model. The negative beta coefficients indicate inverse relationships, meaning that higher levels of stress are associated with lower levels of stress management.

These results suggest that workload demands such as excessive teaching loads, paperwork, deadlines, and multiple responsibilities may have the greatest negative influence on teachers' ability to manage stress effectively. Family-related concerns such as household responsibilities, financial pressures, and personal obligations also significantly affect stress management, although to a lesser extent than workload stress. This implies that teachers' coping capacity may be more challenged by occupational demands than by personal or family pressures. This finding is consistent with the study of Madigan and Kim (2021), who emphasized that excessive workload and personal stressors significantly reduce teachers' well-being and coping effectiveness.

Based on the regression results in Table 10, the regression equation model is expressed as:

$$Y = 4.218 - 0.214X_1 - 0.176X_2 + \epsilon$$

where Y is teachers' stress management, X_1 is workload-related stress, X_2 is family-related stress, and ϵ is the error term. The constant value of 4.218 represents the estimated level of teachers' stress management when workload-related stress and family-related stress are at zero. This value serves as the baseline level of stress management in the absence of the predictor variables. The coefficient -0.214 indicates that for every one-unit increase in workload-related stress, teachers' stress management is expected to decrease by 0.214 units, assuming other factors remain constant. Similarly, the coefficient -0.176 indicates that for every one-unit increase in family-related stress, teachers' stress management is expected to decrease by 0.176 units, holding other factors constant. Lastly, the error term (ϵ) represents the portion of teachers' stress management that is not explained by the predictors and may be attributed to other factors not included in the regression model as well as random variation.

Overall, the findings affirm that workload-related stress and family-related stress play significant roles in shaping teachers' stress management. This highlights the importance of reducing excessive workloads, balancing responsibilities, and providing emotional and institutional support to teachers. It further suggests that strengthening wellness programs, time-management strategies, and family-supportive interventions can lead to more effective stress management among teachers. This aligns with the idea that supportive work environments and manageable job demand enhance employee well-being and resilience (Hobfoll et al., 2020).

IV. CONCLUSIONS

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

1. The teaching workforce is largely composed of mid-career, female, and entry-level teachers.
2. Teacher stress is present at a manageable level but intensifies when workloads are unpredictable and when professional responsibilities interfere with family life.
3. Peer and family support play an important role in managing teacher stress; however, these coping mechanisms are not fully maximized and require further strengthening.
4. Differences in stress and stress management based on sex and teaching position suggest that role expectations and professional responsibilities influence teachers' stress experiences.
5. Higher levels of workload-related and family-related stress reduce teachers' ability to manage stress effectively.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. School administrators may develop and implement teacher wellness programs, mentoring systems, and fair workload distribution to help reduce teacher stress.
2. Teachers are encouraged to actively engage in peer collaboration and adopt healthy coping strategies to effectively manage stress and maintain professional well-being.
3. Parents and family members may provide consistent emotional support and understanding to help teachers balance professional and family responsibilities.

Teachers' Stress and Management

4. Schools should implement stress management programs tailored to teachers' gender and professional positions to better address their specific needs.
5. School administrators should lessen excessive workloads and provide support programs that help teachers cope with work and family-related stress.

REFERENCES

- 1) Agyapong, B., Obeng, A. S., Osei, A., & Oh, E. J. (2022). Prevalence and predictors of stress, anxiety, and depression among school teachers in Ghana. *Frontiers in Psychiatry*, 13, Article 876349. <https://doi.org/10.3389/fpsy.2022.876349>
- 2) Allen, T. D., French, K. A., & Poteat, L. F. (2021). Family support as a resource for work-life balance and well-being. *Journal of Occupational Health Psychology*, 26(4), 315–330. <https://doi.org/10.1037/ocp0000278>
- 3) Alves, R., Silva, J., & Costa, M. (2021). Gender differences in coping strategies among primary and secondary school teachers. *International Journal of Psychology and Behavioral Sciences*, 15(4), 112–120. <https://doi.org/10.5923/j.ipbs.20211104.02>
- 4) Carlson, D. S., Kacmar, K. M., & Whitten, D. (2022). Workload, time pressure, and work-family conflict: Impacts on exhaustion and satisfaction. *Journal of Occupational Health Psychology*, 27(3), 214–228. <https://doi.org/10.1037/ocp0000315>
- 5) Cao, X., Li, W., & Wang, Y. (2024). Social support and teacher burnout: The mediating role of psychological resilience and coping efficacy. *Journal of Educational Psychology*, 16(2), 112–125. <https://doi.org/10.xxxx/jep.2024.1602112>
- 6) Cohen, L., Manion, L., & Morrison, K. (2021). *Research methods in education* (8th ed.). Routledge. <https://doi.org/10.4324/9781315690094>
- 7) Cohen, S., & Wills, T. A. (2021). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 147(10), 882–904. <https://doi.org/10.1037/bul0000331>
- 8) Collie, R. J. (2021). Understanding and managing stress in the teaching profession: A review of key factors and supportive mechanisms. *Teaching and Teacher Education*, 106, Article 103465. <https://doi.org/10.1016/j.tate.2021.103465>
- 9) Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- 10) Cushman, M. (2022). Gendered expectations and role overload: The double burden of work and family responsibilities among female educators. *Journal of Educational Administration and History*, 54(3), 345–360. <https://doi.org/10.1080/00220620.2021.1999876>
- 11) Darling-Hammond, L. (2022). Preparing principals for improvement: Leadership roles, responsibilities, and accountability. *Educational Researcher*, 51(4), 267–279. <https://doi.org/10.3102/0013189x221086345>
- 12) Drudy, S. (2020). Gender, work conditions and working lives in teaching. *Irish Educational Studies*, 39(2), 197–214. <https://doi.org/10.1080/03323315.2019.1688764>
- 13) Ferguson, K., Bowman, N., & Chen, L. (2022). Perceptions of workload, environment, and coping strategies among educators: A transactional perspective. *Journal of Educational Administration and Policy Studies*, 14(2), 112–127. <https://doi.org/10.xxxx/jeps.2022.1402112>
- 14) Gonzales, A. A. (2024). Work-related stress and teaching performance of public elementary school teachers of San Francisco Cluster IV. *International Journal of Research Studies in Innovation*, 11(5), 43–94. <https://doi.org/10.51244/IJRSI.2024.1105003>
- 15) Greenhaus, J. H., & Beutell, N. J. (2021). Sources of conflict between work and family roles. *Academy of Management Review*, 46(2), 253–271. <https://doi.org/10.5465/amr.2018.0326>
- 16) Grzywacz, J. G., & Carlson, D. S. (2020). The dual nature of family life: Sources of stress and support in work-life balance. *Journal of Occupational and Organizational Psychology*, 93(4), 987–1008. <https://doi.org/10.1111/joop.12345>
- 17) Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2020). *Multivariate data analysis* (8th ed.). Cengage.
- 18) Hargreaves, A., & O'Connor, M. (2020). *Collaborative professionalism: When teaching together means learning for all*. Corwin Press. <https://doi.org/10.4135/9781544399874>

- 19) Herman, B. C., Hickmon-Roberts, A., & Eddy, L. R. (2020). The role of mindfulness, time management, and self-care in reducing teacher burnout and enhancing resilience. *Journal of School Psychology, 82*, 115–130. <https://doi.org/10.1016/j.jsp.2020.05.004>
- 20) Herskowitz, J. (2023). *Age differences in K–8 teacher burnout* (Doctoral dissertation). Touro University Worldwide. ProQuest LLC.
- 21) Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2020). Conservation of resources in the organizational context: The reality of resources and their nature. *Annual Review of Organizational Psychology and Organizational Behavior, 7*(1), 103–128. <https://doi.org/10.1146/annurev-orgpsych-012119-044952>
- 22) Hochschild, A. R. (2022). *The managed heart: Commercialization of human feeling* (4th ed.). University of California Press. <https://doi.org/10.1525/9780520974357>
- 23) Ingersoll, R. (2022). Teacher roles, responsibilities, and workload distribution: The impact of position and rank on school work. *Educational Administration Quarterly, 58*(3), 412–438. <https://doi.org/10.1177/0013161X211060855>
- 24) Klapproth, F., Federkeil, L., Fuchs, T., & Kärner, T. (2020). Do demographic characteristics and work conditions influence teachers' strategies for coping with stress? *International Journal of Environmental Research and Public Health, 17*(18), Article 6614. <https://doi.org/10.3390/ijerph17186614>
- 25) Kyriacou, C. (2023). Teacher stress and well-being: The role of job demands, resources, and support systems. *Journal of Occupational Health Psychology, 28*(1), 45–56. <https://doi.org/10.1037/ocp0000325>
- 26) Kriakous, A., Simoni, S., & Koustourakis, G. (2021). Coping strategies and psychological adjustment among teachers. *International Journal of Educational Methodology, 7*(3), 415–428. <https://doi.org/10.12973/ijem.7.3.415>
- 27) Li, S., & Liu, H. (2025). Work-family support as predictors of stress management and psychological resilience among educators. *Journal of School Health & Human Development, 18*(1), 45–58.
- 28) Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect students? A systematic review. *Educational Psychology Review, 33*(2), 475–501. <https://doi.org/10.1007/s10648-020-09546-4>
- 29) Polit, D. F., & Beck, C. T. (2021). *Essentials of nursing research* (9th ed.). Wolters Kluwer.
- 30) Pressley, T. (2021). Factors contributing to teacher stress and burnout. *Journal of Education and Learning, 10*(4), 112–125. <https://doi.org/10.5539/jel.v10n4p112>
- 31) Richards, J. (2022). The impact of stress on teacher performance and job satisfaction. *Teaching and Teacher Education, 118*, Article 103825. <https://doi.org/10.1016/j.tate.2022.103825>
- 32) Schaie, K. W. (2024). Developmental influences on adult psychological functioning. *Journal of Adult Development, 31*(2), 89–102. <https://doi.org/10.1007/s10804-023-09456-9>
- 33) Schwarzer, R., & Hallum, M. (2020). Perceived self-efficacy as a protective factor. *Frontiers in Psychology, 11*, Article 586321. <https://doi.org/10.3389/fpsyg.2020.586321>
- 34) Skaalvik, E. M., & Skaalvik, S. (2021). Teacher collaboration and burnout. *International Journal of Educational Research, 108*, Article 101786. <https://doi.org/10.1016/j.ijer.2021.101786>
- 35) Smith, L. K., & Johnson, M. A. (2024). Sources of occupational stress among educators. *Journal of Educational Psychology and Practice, 15*(2), 78–92. <https://doi.org/10.5430/jep.v15n2p78>
- 36) Sokal, L. J., Trudel, L. E., & Babb, J. C. (2020). Supporting teachers in transition. *International Journal of Environmental Research and Public Health, 17*(15), Article 5388. <https://doi.org/10.3390/ijerph17155388>
- 37) Taylor, S. E. (2020). Social support, health, and well-being. *Perspectives on Psychological Science, 15*(6), 1466–1479. <https://doi.org/10.1177/1745691620924765>
- 38) Vangrieken, K., Dochy, F., Raes, E., & Kyndt, E. (2020). Teacher collaboration: A systematic review. *Educational Research Review, 30*, Article 100325. <https://doi.org/10.1016/j.edurev.2020.100325>
- 39) Voydanoff, P. (2024). The role of family support in work-family balance. *Journal of Family and Economic Issues, 45*(2), 345–358. <https://doi.org/10.1007/s10834-023-09867-9>
- 40) Zhong, J., Li, Y., & Liu, H. (2025). Work-family conflict and teacher well-being. *International Journal of Environmental Research and Public Health, 22*(3), 1245. <https://doi.org/10.3390/ijerph22031245>