
Influence of Stress Management Strategies on Teachers' Well-Being

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ABSTRACT: Teaching is widely recognized as a demanding profession that exposes educators to various sources of stress. This study examined teachers' profiles, stress management strategies, and well-being. It also tested differences in well-being when grouped by their profile. In addition, the study determined the influence of stress management strategies on teachers' well-being. A quantitative causal research design was used, involving 116 public elementary school teachers in the Division of El Salvador City. Data were collected using a validated and reliable adapted questionnaire. Data were analyzed using frequency counts, percentages, means, standard deviations, the Mann-Whitney and Kruskal-Wallis tests, and simple and multiple linear regression analysis. Results showed that most respondents were female, taught Grade 6, had 5–10 years of teaching experience, and had attended relevant training. Among the stress management strategies, exercise obtained the highest mean and was qualitatively described as strong. Teachers' well-being was qualitatively described as good. Findings revealed that stress management strategies significantly influenced teachers' well-being, with meditation identified as the only significant predictor. In conclusion, stress management strategies, particularly meditation, helped improve teachers' well-being. Teachers are therefore encouraged to continue practicing stress management strategies to enhance their well-being.

KEYWORDS: exercise, meditation, social support, stress management, well-being

I. INTRODUCTION

Teachers are central to every educational system, shaping not only learners' academic progress but also the school's overall climate. Their ability to guide, motivate, and engage learners is closely tied to their mental, emotional, and physical well-being. These dimensions collectively influence classroom interactions, instructional quality, and long-term professional performance. When teachers feel healthy, supported, and balanced, they are more patient, creative, and effective in delivering instructions. However, when their well-being declines, the negative effect extends to learners, colleagues, and school productivity. As schools continue to face increasing demands, understanding what supports or undermines teachers' well-being has become more urgent than ever (Avola et al., 2025).

Recent studies highlight that teachers' well-being is not merely an individual concern but a systemic issue with far-reaching educational implications. Scholars such as Acton and Glasgow (2021) and Liu et al. (2023) emphasized that teacher well-being encompasses emotional stability, mental health, physical vitality, and a sense of professional fulfilment. High levels of well-being promote stronger resilience, greater job satisfaction, and improved learner outcomes. Conversely, persistent stress, unmanaged workloads, and limited support systems heighten the risk of burnout, attrition, and emotional exhaustion, issues that continue to rise globally. These realities highlight the need to examine the personal and environmental factors that shape teachers' well-being, including their profile, grade level taught, years of teaching experience, and attendance at stress management training.

Teaching remains one of the most demanding professions, requiring the ability to balance instructional responsibilities, behavioral challenges, administrative tasks, and community expectations. Recent studies consistently showed that teachers are among the professionals most vulnerable to chronic stress (Hascher et al, 2021). Stress, as defined by the American Psychological Association (2023), is a natural response triggered by everyday pressures; it cannot be completely avoided, especially in high-demand fields like education. What becomes essential, therefore, is not the absence of stress but the strategies teachers use to navigate and manage it.

The effectiveness of a teacher's stress management practices, whether through exercise, meditation, social support, or participation in stress management training, directly shapes their capacity to stay productive, motivated, and emotionally

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grounded. Evidence shows that teachers who engage in regular physical activity report improved mood and reduced strain (Kim & Jung, 2022). Mindfulness and meditation practices have also been linked to lower anxiety and improved emotional balance. Meanwhile, strong social support systems within the school help teachers feel valued and less isolated, contributing to greater resilience and job satisfaction. These strategies, however, differ in effectiveness depending on individual characteristics such as sex, years of teaching experience, grade level taught, and prior exposure to stress management training, making it necessary to investigate their influence in a local context.

Despite the growing body of global literature on teacher stress, there remains a need to deepen understanding of how specific stress management strategies influence teachers' well-being. In the Philippine context, studies by Canoy et al. (2025) pointed out that many educators continue to experience declining mental and emotional well-being, yet not all have access to or awareness of coping strategies. This gap highlights the pressing need to examine which strategies teachers actually use, how consistently they apply them, and how these strategies relate to their mental, emotional, and physical well-being.

This study is essential because supporting teacher well-being is no longer optional; it is a crucial investment in the quality, sustainability, and human dimension of the teaching profession. By exploring the influence of stress management strategies on teachers' well-being, this research aimed to provide evidence-based insights that may guide schools, administrators, and policymakers in developing programs that strengthen teacher resilience, reduce burnout, and foster healthier learning environments for all.

This study was anchored in the Transactional Model of Stress and Coping by Lazarus and Folkman (1984). The model explained that stress was not simply caused by external situations, but by how individuals interpreted and responded to them. In this study, teachers experienced various work-related demands, including heavy workloads, diverse learner needs, classroom instruction, administrative tasks, and documentation requirements. These demands were first evaluated by teachers based on whether they were perceived as stressful or manageable (primary appraisal). They then assessed their available coping resources and strategies to handle these demands (secondary appraisal).

In this process, stress management strategies referred to the coping responses teachers used to manage work-related stress, including both problem-focused and emotion-focused approaches. These strategies were considered important because they influenced how effectively teachers managed stress in their daily work. When appropriate and consistent coping strategies were used, they contributed to improved teacher well-being across mental, emotional, and physical health. Thus, the model helped explain how stress management strategies influence teachers' well-being in the school setting.

The study focused on the influence of teachers' profiles, stress management strategies, and their well-being. The respondents' profile included sex, grade level taught, years of teaching experience, and prior exposure to stress management training. These dimensions were examined as independent variables, as each may influence how teachers perceive stress and select coping strategies. Research indicates that personal and demographic characteristics such as sex can affect stress perception and coping mechanisms (Kim & Jung, 2022).

Similarly, the grade level taught could affect workload complexity and classroom dynamics, which in turn influence stress levels. Years of teaching experience may also impact resilience and coping skills, with more experienced teachers potentially applying more effective strategies. Participation in stress management training provides knowledge and techniques that can strengthen teachers' ability to manage occupational stress (Liu et al., 2023).

Stress management strategies also serve as independent variables. These strategies included exercise, meditation, and social support. These factors served as behavioral mechanisms for managing stress. Exercise has been shown to improve physical health, reduce anxiety, and enhance mood (Kim & Jung, 2022).

Meditation or mindfulness practices contributed to emotional regulation and mental clarity, helping teachers cope with occupational demands. Social support from colleagues, administrators, and peers fosters emotional reassurance and reduces perceived stress (Collie, 2022). The study examined how these strategies help teachers manage stress effectively and maintain balance in their professional and personal lives.

Teachers' well-being served as the dependent variable in this study and was conceptualized as mental, emotional, and physical health. Mental well-being encompasses cognitive clarity, stress tolerance, and sustained focus, all of which are essential for effective teaching. Emotional well-being involves stability, resilience, and the ability to manage workplace pressures. Physical well-being focuses on overall health condition, fatigue management, and the ability to perform daily teaching tasks without excessive physical strain (Liu et al., 2023).

Regarding the study variables, teachers' well-being was influenced by the stress management strategies they employed in response to work-related demands. When teachers used effective coping strategies, they were more likely to maintain better mental clarity, emotional stability, and physical endurance despite occupational stress. On the other hand, ineffective or inconsistent coping may contribute to reduced well-being across these dimensions. The Transactional Model of Stress and Coping

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supports this relationship by explaining that individuals experience different levels of well-being because their appraisal of stressors and use of coping strategies vary, even under similar working conditions. Thus, differences in stress management strategies help explain the variations in teachers' well-being.

By applying this model, the study examined how teachers' profiles and stress management strategies influenced their overall well-being. The framework provided a basis for understanding the dynamic interaction between individual factors, coping strategies, and mental, emotional, and physical health outcomes. The findings provide insights that may help school administrators, policymakers, and educational stakeholders in developing programs that strengthen teachers' ability to manage stress, enhance resilience, and support sustained professional and personal well-being.

II. METHODOLOGY

A quantitative and causal research design was used to determine how one variable affected another. This design focuses on identifying cause-and-effect patterns using numerical data and statistical analysis. It allowed the researcher to test whether changes in an independent variable led to significant changes in the dependent variable. As noted by Steiner and Kim (2024), causal research designs were appropriate for examining how variations in one factor contributed to outcomes in another within real-world settings.

This design was appropriate for the study because it aimed to determine the influence of stress management strategies on teachers' well-being. The study not only identified the stress management strategies commonly used by teachers but also examined whether strategies such as exercise, social support, and meditation influenced their mental, emotional, and physical well-being. Through this approach, the study provided a better understanding of how these strategies contributed to teachers' overall well-being. The use of regression analysis further supported this approach by helping identify whether stress management strategies predicted improvements in well-being. According to Cham (2024), statistical methods can be used to estimate causal influence even in non-experimental research.

III. RESULTS AND DISCUSSION

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

- 1.1 sex;
- 1.2 grade level taught;
- 1.3 years of teaching experience; and
- 1.4 stress management training?

Table 1. Profile of the Respondents

Category	Frequency	Percentage
Sex		
Male	14	12.1
Female	102	87.9
Total	116	100
Grade Level Taught		
Kindergarten	13	11.2
Grade 1	15	12.9
Grade 2	14	12.1
Grade 3	15	12.9
Grade 4	19	16.4
Grade 5	19	16.4
Grade 6	21	18.1
Total	116	100
Years of Teaching Experience	28	24.1
Below 5 years	46	39.7
5-10 years	28	24.1
11-20 years	14	12.1
Above 20 years	116	100

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Total		
Attended to Stress Management Training		
Yes	78	67.2
No	38	32.8
Total	116	100

Table 1 presents the respondents' profile, which shows that, by sex, the majority were female (102, 87.9%), while only 14 (12.1%) were male. This indicated that the findings largely reflected the perspectives of female elementary school teachers. The results suggested that the teaching workforce in elementary schools was predominantly female.

In terms of grade level taught, Grade 6 had the highest number of respondents, with 21 (18.1%), indicating that Grade 6 teachers comprised the largest respondent group. On the other hand, Kindergarten had the lowest frequency, with 13 or 11.2%, implying that their experiences were underrepresented in the study.

Regarding years of teaching experience, the largest group was those with 5–10 years of service, comprising 46 respondents (39.7%). This indicated that most participants were in the early-to mid-career stage. This result was supported by Liu et al. (2024), who explained that teachers' experience influences their ability to adjust to classroom demands and manage various responsibilities in the teaching profession. In contrast, teachers with more than 20 years of experience had the lowest representation, at 14 or 12.1%, suggesting that the perspectives of more experienced teachers were underrepresented in the study.

Lastly, regarding stress management training, the majority of respondents (78, 67.2%) reported having attended such training, while 38 (32.8%) had not. This indicated that many teachers had been exposed to strategies that helped them manage stress in their work. Such training was considered important in helping educators develop better coping skills and emotional control. It also helped improve their ability to handle daily teaching demands and responsibilities. Overall, the result showed the value of providing continuous support and training for teachers' well-being.

Furthermore, the distribution of respondents across grade levels and years of teaching experience suggested that the data gathered in the study were shaped by teachers who were actively engaged in classroom instruction and daily school responsibilities. The higher number of Grade 6 teachers and those with 5–10 years of teaching experience implied that the responses mainly came from this group. This observation was consistent with Pressley (2021), who noted that teachers experience varying levels of workload and instructional demands depending on their teaching context and career stage. At the same time, the lower number of highly experienced teachers suggested that long-term perspectives on teaching and stress management were less represented in the study.

Overall, the data suggested that the study's findings were largely influenced by female, mid-career teachers who mostly taught Grade 6 and had undergone stress management training. However, groups such as male teachers, subject teachers, and highly experienced educators were less represented, which may be considered a limitation of the study and should be taken into account when interpreting the results.

Problem 2. How do the respondents assess their stress management strategies in terms of:

- 2.1 exercise;
- 2.2 meditation; and
- 2.3 social support?

Table 2 presents a summary table of stress management strategies, showing the overall Mean of 3.97 (SD = 0.78), qualitatively described as *Strong*. This indicates that teachers are generally engaged in a high level of stress-management practices, reflecting awareness and active implementation of strategies to cope with occupational stress. According to Zhao et al. (2022), consistent engagement in stress-management practices such as mindfulness, exercise, and social support was positively associated with higher job satisfaction and lower stress levels, suggesting that respondents were effectively using multiple strategies to maintain their well-being.

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Table 2. Summary Table of Stress Management Strategies

Variable	Mean	SD	Qualitative Description
Exercise	4.03	0.78	Strong
Meditation	4.00	0.79	Strong
Social Support	3.89	0.78	Strong
Overall	3.97	0.78	Strong

Note: 4.21-5.00 Very Strong; 3.41-4.20 Strong; 2.61-3.40 Moderate; 1.81-2.60 Weak; 1.00-1.80 Very Weak

Among the strategies, exercise received the highest mean score of 4.03 (SD = 0.78), with a qualitative description of *Strong*. This suggests that respondents perceived physical activity as a particularly effective mechanism for coping with stress. Lee and Kim (2022) emphasized that regular physical activity enhances teachers' emotional and psychological well-being by reducing stress levels and improving overall well-being. This supported the idea that exercise not only mitigates stress but also improves teachers' effectiveness and performance, making it a preferred stress-management strategy.

In contrast, Social Support obtained the lowest Mean score of 3.89 (SD = 0.78), but is still qualitatively described as *Strong*. This indicates that respondents generally agreed with the social support indicators included in the study. The result suggests that social support remained an important component of teachers' stress management practices. According to Li et al. (2022), social support raised awareness about mental health concerns, reduced stigma, and encouraged individuals to seek help, thereby supporting effective stress management among teachers.

The difference between the highest- and lowest-rated dimensions provided insights into how respondents viewed stress management strategies included in the study. Although Exercise obtained the highest mean score and Social Support obtained the lowest, both dimensions were still described as *Strong*. This suggests that respondents valued both strategies as important ways of managing stress, even if their levels of use or reliance varied slightly. According to Zhao et al. (2022), combining different stress-management practices, such as exercise and social support, is associated with lower stress levels and better well-being, emphasizing the importance of using multiple coping strategies to support teachers' well-being.

Overall, the findings show that respondents rated all stress management strategies positively. Exercise obtained the highest Mean score, while Social Support also received a Strong rating, indicating that both strategies were consistently used and valued by the respondents. This suggests that teachers engaged in a combination of personal and interpersonal coping mechanisms to manage stress. It further implies that maintaining both physical activity and supportive relationships may contribute to better stress management and overall well-being among teachers

Problem 3. How do the respondents assess their well-being in terms of:

- 3.1 mental;
- 3.2 emotional; and
- 3.3 physical well-being?

Table 3. Summary Table of Teachers' Well-being

Variable	Mean	SD	Qualitatively Description
Mental	3.90	0.78	Good
Emotional	4.12	0.79	Good
Physical	3.80	0.79	Good
Overall	3.94	0.79	Good

Note: 4.21-5.00 Very Good; 3.41-4.20 Good; 2.61-3.40 Moderate; 1.81-2.60 Poor; 1.00-1.80 Very Poor

Table 3 presents the summary table of teachers' well-being with an overall Mean of 3.94 (SD = 0.79), qualitatively described as *Good*. Results reveal that teachers perceived themselves as maintaining a reasonable level of well-being across multiple domains. According to Burić et al. (2020), teachers' well-being was closely linked to their ability to cope with occupational demands, which contributed to better working efficiency and reduced the risk of burnout.

Among the domains, Emotional well-being received the highest Mean of 4.12 (SD = 0.79), qualitatively described as *Good*. This indicates that respondents have a strong ability to manage emotions and experience positive emotions in the workplace. Similarly, Emeljanovas et al. (2023) found that work-related resources such as support and recognition were associated with

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improved emotions among teachers, highlighting the importance of a supportive work environment in sustaining emotional well-being.

In contrast, Physical well-being received the lowest-rated Mean of 3.80 (SD = 0.79) and was still described as *Good*. While still acceptable, this suggests that teachers perceived their physical condition as slightly less strong compared to other domains. Teachers may still experience physical strain and fatigue despite coping with stress. This goes to show that teachers still need continued attention to physical health and recovery (Collie, 2021).

The comparison between the highest and lowest domains offered valuable insights. Specifically, it suggests that teachers experienced stronger emotional well-being compared to physical well-being. While both domains are rated as good, physical well-being appeared to require greater attention. Emeljanovas et al. (2023) emphasized that both emotional support and workplace resources were important in sustaining overall well-being among teachers. The role of stress management strategies in improving both emotional and physical functioning is imperative.

Therefore, the findings imply that strengthening both emotional support systems and physical health practices is important in enhancing overall teacher well-being. A balanced approach addressing both psychological and physical aspects could help sustain teachers' resilience and improve their capacity to manage occupational demands.

Problem 4. Is there a significant difference in respondents' well-being when grouped based on their profile?

Table 4 presents the significant difference in teachers' well-being when grouped according to sex, grade level taught, years of teaching experience, and attendance at stress management strategies. Non-parametric tests were used since the normality assumption was not met, as shown in Appendix D. The Mann-Whitney test was used for sex and attendance to stress management strategies, while the Kruskal-Wallis test was used for grade level taught and years of teaching experience.

For sex, the Mann-Whitney test yielded a U value of 418.5 with a p-value of 0.008, which was less than the 0.05 level of significance. This led to the rejection of the null hypothesis, indicating that there was a significant difference in teachers' well-being when grouped according to sex. Male teachers obtained a higher Mean rank (79.61) compared to female teachers (55.60), suggesting that male teachers reported higher levels of well-being.

This result implied that female teachers encountered greater challenges in maintaining well-being amid teaching demands. It also reflected differences in how teachers appraised and responded to stressors in the workplace. According to the Transactional Model of Stress and Coping by Lazarus and Folkman, stress depends on how individuals evaluate (appraise) stressful situations and the coping strategies they use. Thus, the difference in well-being may be linked to variations in cognitive appraisal and coping processes between male and female teachers.

Table 4. Significant Differences in Well-being

Profile	Category	Mean Rank	Test Statistic	p-value	Decision	Interpretation
Sex	Male	79.61	U=418.5	0.008	Reject H_{01}	Significant
	Female	55.60				
Grade Level Taught	Kindergarten	55.77	H=9.103	0.168	Do not reject H_{01}	Not Significant
	Grade 1	50.30				
	Grade 2	59.71				
	Grade 3	42.60				
	Grade 4	58.34				
	Grade 5	71.97				
	Grade 6	64.55				
Years of Teaching	Below 5 years	47.61	H=4.379	0.223	Do not reject H_{01}	Not Significant
	5-10 years	61.59				
	11-20 years	62.52				
	Above 20 years	62.18				
Attended Stress Management Strategies	Yes	61.74	U=1229	0.114	Do not reject H_{01}	Not Significant
	No	51.84				

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This finding was consistent with OECD (2023), which reported that gender differences influenced stress perception, emotional labor, and coping experiences among teachers. Similarly, UNESCO (2021) emphasized that teacher well-being was shaped not only by professional demands but also by socio-cultural expectations, which may explain differences in stress experiences between male and female educators.

In terms of grade level taught, years of teaching experience, and attendance to stress management strategies, all p-values were greater than 0.05. Therefore, the null hypothesis was not rejected. This implied that there were no significant differences in teachers' well-being across these variables. It suggested that teachers generally experienced similar levels of well-being regardless of assignment, experience, or training exposure.

This finding is aligned with Hascher and Waber (2021), who explained that teacher well-being was more strongly influenced by workplace conditions and school environment than demographic characteristics. It also suggested that teachers shared similar occupational demands, leading to comparable stress appraisal and coping patterns, consistent with the Transactional Model of Stress and Coping (Lazarus & Folkman).

The non-significant result for stress management training further suggested that attendance alone did not guarantee improved well-being. This implied that the effectiveness of stress management depended on how teachers applied coping strategies in real situations. Zhao et al. (2022) emphasized that mindfulness and coping interventions improved well-being only when consistently practiced and integrated into daily routines.

Overall, the findings indicated that teacher well-being was significantly influenced by sex but not by grade level taught, years of teaching experience, or attendance at stress management strategies. This suggested that differences in well-being were more closely related to individual differences in stress appraisal and coping processes. Based on the Transactional Model of Stress and Coping (Lazarus & Folkman), variations in well-being occurred when teachers differed in how they evaluated stressors and applied coping strategies. Therefore, strengthening coping skills and improving stress appraisal awareness may help promote more consistent teacher well-being.

Problem 5. Is there a significant influence of stress management strategies on teachers' well-being?

Table 5 presents the simple linear regression analysis of whether the independent variable significantly predicted teachers' well-being. Based on the model summary, the regression model was statistically significant, as indicated by an F-value of 8.037 and a p-value of 0.005. In addition, the coefficient of determination showed that 6.6% of the differences in teachers' well-being were explained by the regression model ($R^2 = 0.066$). Although the model was significant, the explanatory power was considered low, suggesting that stress management strategies accounted for only a small portion of the variation in teachers' well-being.

Table 5. Simple Linear Regression

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Decision	Interpretation
(Constant)	1.921	-----	2.803	0.006	----	-----
Stress Management Strategies	0.491	0.257	2.835	0.005	Reject H_{02}	Significant

Model Summary:
 $R^2 = 0.066$; $F\text{-value} = 8.037$; $p\text{-value} = 0.005$; *Interpretation* = Significant

Moreover, the p-value for stress management strategies was 0.005, which was less than the 0.05 level of significance. Based on this result, the null hypothesis (H_{02}) was rejected. This indicated that stress management strategies significantly predicted teachers' well-being. However, the standardized coefficient ($\beta = 0.257$) showed a positive but relatively weak predictive contribution of stress management strategies to teachers' well-being. Similarly, the unstandardized coefficient ($B = 0.491$) indicated that for every one-unit increase in stress management strategies, teachers' well-being increased by 0.491 units. This suggested that teachers who demonstrated greater engagement in stress management strategies tended to report better levels of well-being. Meanwhile, the constant value ($B = 1.921$) represented the baseline level of teachers' well-being when stress management strategies were not included in the model.

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Overall, the findings indicated that stress management strategies served as a positive predictor of teachers' well-being, although the strength of the relationship was relatively weak. This suggests that while the use of coping strategies can enhance well-being, their impact may not be strong or consistent across all individuals. Virgil et al. (2022) noted that teachers who consistently applied stress management strategies tended to experience better well-being outcomes. However, the effectiveness of these strategies varied depending on individual differences and contextual factors within the work environment.

In the context of the study, the findings suggested that teachers who engaged more in stress management strategies tended to experience better well-being; however, the weak predictive influence indicated that stress management strategies alone were not sufficient to fully explain variations in teachers' well-being. This implied that teachers' well-being may also have been influenced by other personal, organizational, and contextual factors (Agyapong et al., 2022; Dreer, 2023). Hence, schools may need to implement more holistic and sustained well-being initiatives that complement stress management practices in supporting teachers' mental, emotional, and physical well-being (World Health Organization, 2020).

Table 12 on the next page presents the multiple linear regression analysis examining whether the predictors significantly predicted teachers' well-being. Based on the model summary, the regression model was statistically significant, as indicated by an F-value of 3.475 and a p-value of 0.018. Moreover, the adjusted coefficient of determination showed that 6.1% of the variance in teachers' well-being was explained by the combined predictors in the model (Adjusted $R^2 = 0.061$). Although the model was significant, the explanatory power was considered low, indicating that the predictors explained only a small portion of the variation in teachers' well-being. This suggests that other factors outside the model may also influence teachers' well-being.

As to the predictors, the exercise dimension obtained a p-value of 0.949, while the social support dimension registered a p-value of 0.269. Since both p-values were greater than the 0.05 level of significance, these dimensions were not significant predictors of teachers' well-being. In contrast, the meditation dimension had a p-value of 0.009, which was below the 0.05 significance level, indicating it was a significant predictor of teachers' well-being. In terms of relative contribution, the meditation dimension had the highest standardized coefficient ($\beta = 0.263$), indicating that, among the stress management strategy dimensions, it made the strongest contribution to the regression model. Meanwhile, the social support dimension ($\beta = 0.102$) showed a relatively smaller contribution, while the exercise dimension ($\beta = -0.006$) demonstrated a negligible contribution to the model.

The findings suggested that not all dimensions of stress management strategies equally influenced teachers' well-being, with meditation emerging as the only significant predictor. This result was consistent with the findings of Harris et al. (2022), who reported that mindfulness-based meditation significantly improved emotional regulation and reduced stress among educators. Similarly, Frontiers in Education (2021) emphasized that meditation-based wellness programs reduced emotional exhaustion and improved resilience among teachers. In addition, Zhao et al. (2022) reported that stress management practices, such as mindfulness, contributed to improved psychological well-being and reduced occupational stress.

Table 6. Multiple Linear Regression

Predictors	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Interpretation
(Constant)	1.812	-----	1.992	0.049	-----
Exercise	-0.008	-0.006	-0.064	0.949	Not Significant
Social Support	0.216	0.102	1.110	0.269	Not Significant
Meditation	0.293	0.263	2.651	0.009	Significant

Model Summary:

Adjusted $R^2 = 0.061$; F-value = 3.475; p-value = 0.018; Interpretation = Significant

The results were further explained by Lazarus and Folkman's Transactional Model of Stress and Coping, which posits that individuals manage stress through cognitive appraisal and coping strategies. In this study, meditation may have served as an effective emotion-focused coping strategy, helping teachers regulate stress, restore emotional balance, and maintain psychological well-being. However, the low explanatory power of the model indicated that teachers' well-being was influenced by multiple other factors beyond stress management strategies, such as workload, school environment, and organizational support.

Based on the regression results in Table 12, the regression equation model was expressed as:

$$Y = 1.812 + 0.293X + \epsilon$$

where Y represented teachers' well-being, X represented meditation as a stress management strategy, and ϵ represented the error term. The constant value of 1.812 indicated the baseline level of teachers' well-being when meditation was not considered.

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Meanwhile, the coefficient value of 0.293 indicated that for every one-unit increase in meditation practices, teachers' well-being increased by 0.293 units. This suggested that greater engagement in meditation-related strategies was associated with improved teacher well-being. Transactional Model of Stress and Coping (Lazarus and Folkman), which emphasizes that well-being depends on how individuals appraise and cope with stress.

Meditation likely helped teachers manage stress by improving their well-being. Lazarus and Folkman suggest that we may strengthen wellness programs by combining meditation with exercise and social support to promote holistic teacher well-being.

IV. CONCLUSIONS

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

1. The teaching profession in this study is largely dominated by female teachers and had attended stress management training.
2. Teachers demonstrated a strong engagement in stress management
3. Teachers generally maintained a good level of well-being.
4. Teachers' well-being varied significantly according to sex but did not vary significantly according to grade level taught, years of teaching experience, or attendance in stress management training.
5. Among the dimensions of stress management strategies, only meditation showed a significant influence on teachers' well-being.

V. RECOMMENDATIONS

Based on the results of the study, the following recommendations were drawn:

1. Male professionals may be encouraged to appreciate and take up a teaching career.
2. Teachers may continue engaging in stress management strategies.
3. Teachers may sustain or even improve their good level of well-being to a higher level.
4. School heads may provide supportive work environments and mental well-being initiatives regardless of grade level, teaching experience, or training attended.
5. Schools may strengthen mindfulness and meditation-based programs since meditation was found to significantly influence teachers' well-being.

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