

Occupational Stressors of Elementary Teachers as Inputs for Stress Management Program

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ABSTRACT

This study determined the occupational stressors of elementary teachers in the Bacon East District during the school year 2025–2026 as basis for a stress management program. It examined teachers' profile in terms of educational attainment, position, length of service, and grade level taught, and assessed occupational stress across organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface, and environmental factors. Using a descriptive-correlational design, data were gathered from 125 permanent elementary teachers through a modified Occupational Stress Rating Scale and analyzed using frequency, percentage, weighted mean, and chi-square test. Results revealed moderate occupational stress across all domains, with workload, training needs, parent support, financial concerns, and student discipline as major stressors. The findings support the development of the TEACHER CARE Handbook.

INTRODUCTION

Teaching is a demanding profession that requires constant interaction with learners, parents, colleagues, and school administrators. Elementary teachers are especially exposed to multiple responsibilities because they handle young learners who need academic guidance, emotional support, classroom management, and continuous supervision. Aside from instruction, teachers are also expected to prepare lesson plans, accomplish reports, attend meetings, implement school programs, communicate with parents, and respond to changing educational policies. These overlapping duties may create occupational stress when work demands exceed the teachers' time, resources, and coping capacity (Kyriacou, 2001; Skaalvik & Skaalvik, 2017).

Occupational stress in teaching is not only an individual concern but also an institutional issue because it may affect teachers' well-being, work performance, classroom effectiveness, and the quality of learning delivered to pupils. In the school setting, stress may come from organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface, and environmental conditions. These stressors reflect the actual experiences of teachers who must balance instructional duties, administrative tasks, professional expectations, family responsibilities, and the physical and social conditions of the school environment. When such stressors are not properly addressed, they may reduce motivation, weaken productivity, and affect the overall teaching-learning process (Bakker & Demerouti, 2007; Greenhaus & Beutell, 1985; Lazarus & Folkman, 1984).

In the Philippine public elementary school context, teacher stress remains a relevant concern because teachers often work with limited resources, large class sizes, diverse learner needs, and additional non-teaching responsibilities. These conditions are also evident in local school settings where teachers continue to perform their duties despite workload pressure, time limitations, and institutional demands. While previous studies have examined teacher stress in general, there is still a need for localized research that focuses on the actual occupational stressors experienced by elementary teachers in a specific district. This study responds to that need by examining the occupational stressors of elementary teachers in the Bacon East District and by using the findings as basis for a practical stress management output.

The contribution of this paper lies in its focus on a specific and context-based sample of public elementary teachers. By examining teachers from the Bacon East District, the study enriches existing knowledge on occupational stress by presenting localized evidence on how stress is experienced across different domains of teachers' work. It also contributes to practice by developing the TEACHER CARE Handbook, a stress management program designed from the actual findings of the study. Thus, the study does not only describe the level of occupational stress among teachers but also translates the results into a practical intervention that may support teacher well-being and improve the school work environment.

This study aimed to determine the level of occupational stress among elementary teachers in the Bacon East District during the school year 2025–2026.

Specifically, it sought to describe the teachers' profile in terms of educational attainment, position, length of service, and grade level taught; determine their level of occupational stress along organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface, and environmental factors; analyze the relationship between the teachers' profile and their level of occupational stress; and propose a relevant stress management program based on the findings of the study.

THEORETICAL REVIEW

Transactional Theory of Stress and Coping

The Transactional Theory of Stress and Coping explains that stress is produced through the interaction between the person and the environment. According to Lazarus and Folkman (1984), an individual first evaluates whether a situation is threatening, harmful, or challenging. This is called primary appraisal. After this, the individual evaluates whether available resources, abilities, and coping strategies are enough to manage the situation. This is called secondary appraisal. In the context of teaching, elementary teachers may experience stress when they perceive workload, classroom management, administrative tasks, parent communication, and school expectations as difficult to handle. Their level of stress depends not only on the presence of these demands but also on how they interpret and respond to them.

This theory supports the present study because teachers may differ in how they appraise occupational stressors depending on their educational attainment, position, length of service, and grade level taught. For example, teachers with longer experience may perceive classroom demands differently from beginning teachers, while teachers assigned to different grade levels may experience different forms of learner-related stress. Previous studies support the idea that teacher stress is influenced by workload, classroom demands, time pressure, and professional expectations (Kyriacou, 2001; Skaalvik & Skaalvik, 2017). However, some findings also suggest that stress may not always differ strongly according to teacher profile because many stressors are systemic and shared across teaching positions and school settings. In this study, the null hypothesis tested is that there is no significant relationship between the teachers' profile and their level of occupational stress across the identified domains.

H1: There is a significant relationship between the teachers' profile and their level of occupational stress in terms of organizational structure and climate.

Job Demand-Control-Support Theory

The Job Demand-Control-Support Theory explains that occupational stress occurs when job demands are high, but workers have limited control over their tasks and limited support from their workplace. Karasek and Theorell (1990) emphasized that job demands, job control, and social support interact in shaping employees' stress experiences. In the teaching profession, job demands may include heavy workload, large class size, multiple responsibilities, time pressure, administrative tasks, and the need to respond to diverse learner needs. Job control refers to the teacher's freedom to make decisions in performing work,

while support refers to assistance from school heads, colleagues, parents, and other stakeholders.

This theory is relevant to the present study because elementary teachers may experience occupational stress when they are required to perform many duties but have limited time, limited materials, limited participation in decision-making, or insufficient support. Previous research supports this view by showing that high workload, role conflict, limited resources, and weak institutional support contribute to teacher stress (Bakker & Demerouti, 2007; Skaalvik & Skaalvik, 2017). In the uploaded study, organizational structure and climate includes long working hours, multiple responsibilities, lack of instructional materials, large class size, inadequate salary, and limited involvement in decision-making, all of which reflect job demands and workplace support conditions.

H2: There is a significant relationship between the teachers' profile and their level of occupational stress in terms of personal and professional efficiency.

Conservation of Resources Theory

The Conservation of Resources Theory states that people experience stress when their valued resources are threatened, lost, or insufficient to meet demands. Hobfoll (1989) explained that resources may include time, energy, skills, emotional strength, materials, social support, and professional competence. In the teaching profession, teachers may experience stress when they lack enough time to complete tasks, have insufficient teaching materials, receive limited training, or feel emotionally exhausted because of classroom and administrative demands.

This theory supports the present study because elementary teachers rely on personal, professional, and institutional resources to perform their duties effectively. When these resources are limited, stress may increase. For example, teachers may experience stress when they lack professional training, have difficulty implementing new policies, or are unable to complete tasks within a given period. Prior studies concur that lack of training opportunities, difficulty adapting to educational changes, workload pressure, and insufficient support contribute to teachers' occupational stress (Amata, 2022; Quimque, 2020). In the present study, this theory is connected with the domain of personal and professional efficiency, since stress may arise when teachers feel that their skills, preparation, or available resources are not enough to meet work expectations.

H3: There is a significant relationship between the teachers' profile and their level of occupational stress in terms of intra and interpersonal interactions.

Work-Family Conflict Theory

The Work-Family Conflict Theory explains that stress may occur when the demands of work and family roles are incompatible. Greenhaus and Beutell (1985) stated that work responsibilities may interfere with family life, while family concerns may also affect work performance. For teachers, this conflict may happen when school tasks extend beyond working hours, when financial problems affect concentration, or when family responsibilities compete with teaching duties.

This theory is important in the present study because the home-work interface is one of the domains used to measure occupational stress. Elementary teachers may bring schoolwork home, prepare lessons outside official hours, or manage family concerns while fulfilling professional duties. Previous studies support that work-family conflict contributes to stress when professional demands interfere with personal and family responsibilities (Greenhaus & Beutell, 1985; Skaalvik & Skaalvik, 2017). In this study, the home-work interface includes stressors such as financial concerns, family needs, and personal issues that may affect teaching performance.

H4: There is a significant relationship between the teachers' profile and their level of occupational stress in terms of home-work interface.

Environmental Stress Perspective

The environmental stress perspective explains that stress may also come from the physical and social conditions surrounding an individual. In schools, environmental stressors may include student behavior, classroom conditions, safety concerns, lack of recognition, complaints, bullying, and property-related problems. These conditions may affect teachers' emotional well-being and work performance because they influence the atmosphere in which teaching and learning take place.

This perspective supports the present study because elementary teachers work in environments where student discipline, school facilities, safety, recognition, and social respect can affect their stress level. Previous research indicates that environmental and school-based conditions are related to teacher stress, particularly when teachers face student misbehavior, lack of resources, and weak institutional support (Bakker & Demerouti, 2007; Kyriacou, 2001; Nekzada & Tekeste, 2013). In the present study, environmental factors include problems with student indiscipline, complaints, lack of recognition, polluted working environment, theft or damage of property, and lack of respect for teachers.

H5: There is a significant relationship between the teachers' profile and their level of occupational stress in terms of environmental factors.

This quantitative study is guided by a contextual framework showing the relationship between the teachers' profile and their level of occupational stress. The independent variable is the profile of elementary teachers, which includes educational attainment, position, length of service, and grade level taught. These characteristics are considered possible factors that may influence how teachers experience and manage stress in the workplace. The dependent variable is the level of occupational stress, measured in terms of organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface, and environmental factors.

The framework assumes that differences in teachers' profile may be related to variations in their occupational stress levels. Through the chi-square test of independence, the study determines whether significant relationships exist between the profile variables and the stress domains. The results of this

analysis serve as the basis for developing the TEACHER CARE Handbook, a stress management program designed to address the identified stressors of elementary teachers in the Bacon East District.

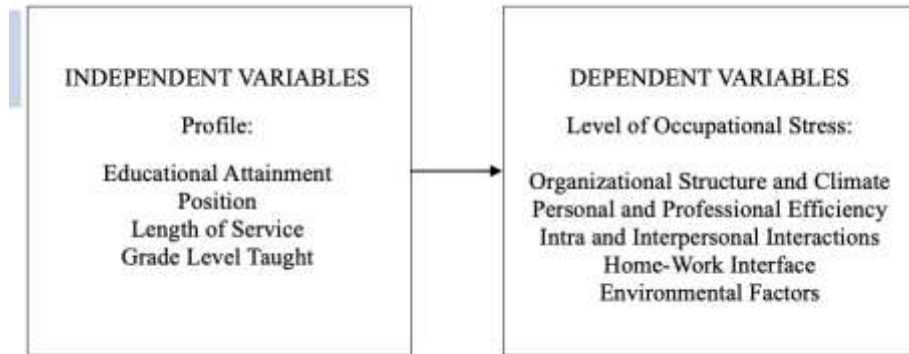


Figure 1. Conceptual Framework

METHODOLOGY

This study employed a descriptive-correlational research design to determine the level of occupational stress among elementary teachers and examine its relationship with selected teacher profile variables. The respondents of the study were permanent elementary teachers from the Bacon East District, Schools Division Office (SDO) of Sorsogon City, during the school year 2025–2026. Out of the total population of 146 permanent teachers, 125 participated in the study. School heads, teachers-in-charge, locally funded teachers, volunteer teachers, and other non-permanent teaching personnel were excluded from the study to maintain uniformity among respondents.

Data were gathered using an adopted and modified Occupational Stress Rating Scale designed to measure teachers' occupational stress in terms of organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface, and environmental factors. The instrument also included items that identified the respondents' profile in terms of educational attainment, position, length of service, and grade level taught. Prior to data gathering, the questionnaire underwent content validation by experts in educational management and research to ensure clarity, relevance, and appropriateness of the items. Necessary revisions were incorporated based on the validators' comments and suggestions.

After securing the necessary permissions, the questionnaires were distributed to the respondents and retrieved upon completion. The gathered data were checked, coded, tabulated, and analyzed using appropriate statistical tools. Frequency count and percentage distribution were used to describe the profile of the respondents. Weighted mean was utilized to determine the level of occupational stress experienced by teachers across the identified domains. The obtained weighted means were interpreted using the established scale for low, moderate, and high occupational stress.

To determine whether significant relationships existed between the teachers' profile variables and their level of occupational stress, the chi-square test of independence was employed at the 0.05 level of significance. This statistical test was used to identify whether variations in teachers' profile

characteristics were associated with differences in their occupational stress levels across the identified domains. The findings of the study served as the basis for the development of the proposed TEACHER CARE Handbook as a stress management program for elementary teachers.

RESULTS

The data analysis was conducted in several steps. First, the completed questionnaires were checked, encoded, and organized according to the variables of the study. Second, the profile of the respondents was summarized using frequency count and percentage distribution. Third, the level of occupational stress was computed using weighted mean and interpreted using the scale for low, moderate, and high stress. Fourth, the chi-square test of independence was used to determine whether the teachers' profile had a significant relationship with their level of occupational stress at the 0.05 level of significance. Finally, the significant and non-significant results were used as bases for developing the TEACHER CARE Handbook.

Profile of the Elementary Teachers

The profiles of the elementary teachers are presented in Table 1. These include educational attainment, position, length of service, and grade level taught. These profile variables were considered relevant in the study because previous research suggests that demographic and professional characteristics may influence teachers' occupational stress experiences, coping abilities, and work adjustment.

Table 1. Teachers' Profile

Categories (n=125)	Frequency (f)	Percentage (%)
1. Educational Attainment		
Bachelor's Degree	109	87
Master's Degree	16	13
2. Position		
Teacher I-III	113	90
Master Teacher I-II	12	10
3. Length of Service (in years)		
8 & below	44	35
9 - 16	29	23
17 - 24	28	22
25 & above	24	19
4. Grade Level Taught		
Primary	62	50
Intermediate	63	50

As shown in Table 1, the majority of the respondents, comprising 109 or 87 percent, held a bachelor's degree, while only 16 or 13 percent had earned a master's degree. This finding indicates that most teachers in the Bacon East District are still in the process of pursuing advanced professional qualifications. This observation is consistent with the findings of Quimque (2020), which

emphasized that many public school teachers continue professional advancement while balancing heavy teaching responsibilities and institutional demands. Advanced educational preparation is often associated with increased professional competence and improved coping strategies in handling occupational challenges.

In terms of position, 113 or 90 percent of the respondents were classified as Teacher I-III, whereas only 12 or 10 percent were Master Teacher I-II. This distribution suggests that the teaching workforce in the district is largely composed of classroom teachers rather than supervisory or senior teaching personnel. The predominance of Teacher I-III positions may imply greater exposure to direct classroom demands, instructional preparation, and learner management responsibilities, which are commonly associated with teacher stress. Similar findings were noted by Skaalvik and Skaalvik (2017), who identified classroom workload and daily instructional demands as significant contributors to occupational stress among teachers.

With respect to length of service, the largest group of respondents, consisting of 44 or 35 percent, had eight years and below teaching experience. This was followed by 29 or 23 percent with 9-16 years of service, 28 or 22 percent with 17-24 years, and 24 or 19 percent with 25 years and above. The results indicate that a considerable portion of the respondents are relatively early in their teaching careers. Beginning and less experienced teachers may still be adjusting to the complexities of classroom management, administrative responsibilities, and professional expectations. According to Kyriacou (2001), teachers in the early stages of their careers are often more vulnerable to occupational stress due to workload pressure, role adjustment, and limited professional experience.

As to grade level taught, 62 or 50 percent of the respondents were assigned to the primary level, while 63 or 50 percent were assigned to the intermediate level. The nearly equal distribution of respondents across grade levels suggests balanced teacher representation in the study. However, teaching assignments at different grade levels may expose teachers to varying learner needs, behavioral concerns, and instructional challenges. Previous studies emphasized that teachers handling younger learners often encounter stress related to classroom management and learner supervision, while intermediate teachers may experience stress associated with academic performance demands and curriculum requirements (Bakker & Demerouti, 2007).

Overall, the profile distribution of the respondents reflects the actual composition of elementary teachers in the district and provides important context in understanding how professional and demographic characteristics may relate to occupational stress experiences.

Teachers' Level of Occupational Stress

Table 2 shows that all identified domains of occupational stress were interpreted as experiencing moderate stress, with overall weighted means ranging from 1.53 to 2.08. These findings indicate that teachers experienced noticeable levels of work-related stress, although such stress remained generally manageable. The results suggest that occupational stress among elementary

teachers is not limited to a single aspect of teaching but is present across organizational, professional, interpersonal, personal, and environmental dimensions. This finding supports the view of Lazarus and Folkman (1984) that stress develops when individuals perceive work demands as exceeding their available coping resources. Similarly, Kyriacou (2001) emphasized that teaching is a profession highly associated with workload pressure, time demands, and emotional responsibilities, which may contribute to occupational stress.

Among the five domains, organizational structure and climate obtained the highest overall weighted mean of 2.08, indicating that teachers were most affected by institutional and workload-related demands. The highest stress indicator under this domain was carrying multiple responsibilities within a short span of time, while the lowest was lack of opportunities for promotion in the school. These findings suggest that teachers were more concerned with daily workload pressures and administrative responsibilities than with career advancement opportunities. The results support the Job Demand-Control-Support Theory of Karasek and Theorell (1990), which explains that occupational stress increases when job demands are high and institutional support or control is limited. Similar findings were reported by Bakker and Demerouti (2007), who noted that excessive workload, multiple responsibilities, and time pressure are among the strongest predictors of occupational stress among educators. The findings further imply that teachers in the Bacon East District frequently manage overlapping instructional and non-instructional tasks, which may contribute to physical and emotional exhaustion.

Table 2. Teachers' Level of Occupational Stress

Stress Domain	Highest Stress Indicator	Lowest Stress Indicator	Overall WM	Desc.
Organizational Structure and Climate	Carrying multiple responsibilities in a short span of time	Lack of opportunities for promotion in the school	2.08	Moderate Stress
Personal and Professional Efficiency	Inadequate training to meet the demands of the profession	Overqualified to perform the job	1.78	Moderate Stress
Intra and Interpersonal Interactions	Stressful interactions with parents and lack of parental support	Difficult to adjust with fellow teachers / Lack of healthy interactions among teachers	1.64	Moderate Stress
Home-Work Interface	Insufficient salary is troubling both family and work environment	Difficult to concentrate in class due to tension with spouse	1.53	Moderate Stress
Environmental Factors	Problems with students' indiscipline	Problems faced with drug abuse by students	1.62	Moderate Stress

In terms of personal and professional efficiency, the overall weighted mean was 1.78, which was likewise interpreted as moderate stress. The highest stress indicator was inadequate training to meet the demands of the profession, whereas the lowest was being overqualified to perform the job. This indicates that teachers may experience stress when they are expected to adapt to new responsibilities, educational reforms, and professional expectations without sufficient preparation or training opportunities. The findings are consistent with the Conservation of Resources Theory of Hobfoll (1989), which states that stress occurs when individuals perceive a lack of necessary resources such as skills, knowledge, time, and professional support. This result also supports the findings of Amata (2022), who emphasized that insufficient training and adjustment to changing educational demands contribute significantly to teachers' stress experiences. The findings imply the need for continuous professional development and institutional support programs that can enhance teachers' competence and confidence in performing their duties.

For intra and interpersonal interactions, the overall weighted mean was 1.64, also interpreted as moderate stress. The highest stress indicator was stressful interactions with parents and lack of parental support, while the lowest indicators were difficulty adjusting with fellow teachers and lack of healthy interactions among teachers. This finding suggests that parent-related concerns caused greater stress among teachers compared to collegial relationships within the school. The results highlight the importance of communication and collaboration between teachers and parents in supporting the teaching-learning process. Similar findings were observed by Skaalvik and Skaalvik (2017), who found that weak social support and demanding interpersonal relationships contribute to teacher stress and emotional exhaustion. Moreover, Nekzada and Tekeste (2013) emphasized that workplace interactions and social expectations significantly influence employees' stress experiences and emotional well-being. The findings suggest that improving parent-teacher communication and strengthening support systems may help reduce occupational stress among teachers.

The home-work interface domain obtained the lowest overall weighted mean of 1.53, although it was still interpreted as moderate stress. The highest stress indicator was insufficient salary affecting both family and work environment, while the lowest was difficulty concentrating in class due to tension with spouse. These findings indicate that financial concerns were more stressful to teachers than marital or family conflicts. The results support the Work-Family Conflict Theory of Greenhaus and Beutell (1985), which explains that stress may occur when work responsibilities and family concerns compete with one another. Teachers often extend work responsibilities beyond official school hours through lesson preparation, checking of outputs, and preparation of reports, which may affect work-life balance and financial stability. Similar observations were noted by Quimque (2020), who found that teachers frequently experience stress related to balancing professional obligations and personal responsibilities. The findings imply that financial security and work-life balance remain important factors in promoting teachers' well-being.

Lastly, environmental factors obtained an overall weighted mean of 1.62, which was also interpreted as moderate stress. The highest stress indicator was problems with students' indiscipline, while the lowest was problems associated with drug abuse by students. This finding suggests that classroom behavior and discipline management remain significant stressors among elementary teachers. The results are consistent with the findings of Kyriacou (2001), who identified student misbehavior and classroom management as major contributors to teacher stress. Similarly, Bakker and Demerouti (2007) explained that stressful working conditions and challenging learner behavior may negatively affect teachers' emotional well-being and work performance. The findings further indicate the importance of effective discipline policies, learner support systems, and positive school environments in minimizing occupational stress among teachers.

Overall, the findings reveal that teachers' occupational stress is multidimensional and influenced by organizational, professional, interpersonal, personal, and environmental factors. Among the domains, organizational structure and climate emerged as the strongest source of stress, followed by personal and professional efficiency, intra and interpersonal interactions, environmental factors, and home-work interface. These findings emphasize the need for comprehensive stress management interventions that address both individual coping strategies and institutional support mechanisms to promote teacher well-being and professional effectiveness.

Relationship Between the Teachers' Profile and Their Level of Occupational Stress

This section reveals the relationship between the profile of the teachers on position, educational attainment, length of service, and grade level taught to their occupational stress. The data are also presented in tables.

Organizational Structure and Climate. Table 7 presents the relationship between teachers' profile variables and occupational stress in terms of organizational structure and climate. The results revealed that all computed chi-square values were lower than their corresponding critical values at the 0.05 level of significance. This indicates that there was no significant relationship between the respondents' profile variables and their occupational stress related to organizational structure and climate. Specifically, the computed chi-square value for position (2.835) was lower than the critical value of 3.841, leading to the non-rejection of the null hypothesis. Similarly, educational attainment, length of service, and grade level taught also showed no significant relationships with this stress domain.

Table 7. Relationship Between the Teachers' Profiles and Their Occupational Stress on Organizational Structure and Climate

Statistical Bases	Position	Educational Attainment	Length of Service	Grade Level Taught
df	1	1	6	1
X ² _{0.05}	3.841	3.841	12.592	3.841

X ² computed	2.835	1.587	3.780	0.003
Decision on H ₀	Do not reject	Do not reject	Do not reject	Do not reject
Conclusion	Not Significant	Not Significant	Not Significant	Not Significant

Note: $\alpha = 0.05$ C-value = < 0.25 (very small correlation)

The findings suggest that teachers experienced similar levels of stress arising from workload, institutional demands, and organizational conditions regardless of their rank, educational background, teaching experience, or grade level assignment. This implies that organizational stressors are systemic in nature and are commonly experienced by teachers across different professional categories. The findings support the Job Demand-Control-Support Theory of Karasek and Theorell (1990), which explains that occupational stress may arise from excessive job demands and institutional pressures that affect employees regardless of demographic characteristics. Similar findings were reported by Bakker and Demerouti (2007), who emphasized that organizational workload and administrative demands are among the most common stressors experienced by teachers across various educational settings. The very small contingency coefficient further indicates that the association between profile variables and organizational stress was weak and lacked practical significance.

Personal and Professional Efficiency. Table 8 shows the relationship between teachers' profiles and occupational stress in terms of personal and professional efficiency. All computed chi-square values were lower than their corresponding critical values at the 0.05 level of significance, indicating that no significant relationship existed between the profile variables and this domain of occupational stress. The computed values for position, educational attainment, length of service, and grade level taught all failed to exceed the required critical values, leading to the non-rejection of the null hypothesis.

Table 8. Relationship Between the Teachers' Profiles and Their Occupational Stress on Personal and Professional Efficiency

Statistical Bases	Position	Educational Attainment	Length of Service	Grade Level Taught
df	1	2	6	2
X ² _{0.05}	3.841	5.991	12.592	5.991
X ² computed	3.485	4.851	3.621	0.672
Decision on H ₀	Do not reject	Do not reject	Do not reject	Do not reject
Conclusion	Not Significant	Not Significant	Not Significant	Not Significant

Note: $\alpha = 0.05$ C-value = < 0.25 (very small correlation)

These findings indicate that teachers experienced similar levels of stress related to professional competence, training demands, adjustment to educational changes, and task performance regardless of their demographic and professional characteristics. The results suggest that challenges associated with professional efficiency are shared experiences among teachers and are not strongly influenced by profile differences. This finding supports the Conservation of Resources

Theory of Hobfoll (1989), which states that stress occurs when individuals perceive limitations in resources such as time, training, skills, and support systems. Similar observations were noted by Amata (2022), who found that teachers commonly experience stress related to professional demands and insufficient preparation regardless of professional background. The findings further imply that the need for professional support and continuous capacity-building programs applies to teachers across all categories.

Intrapersonal and Interpersonal Interactions. Table 9 presents the relationship between teachers' profiles and occupational stress in terms of intrapersonal and interpersonal interactions. The results revealed a statistically significant relationship between position and occupational stress under this domain, as evidenced by the computed chi-square value of 14.968, which exceeded the critical value of 3.841 at 1 degree of freedom and 0.05 level of significance. Similarly, grade level taught also showed a significant relationship with occupational stress in this domain, as indicated by the computed value of 9.008, which exceeded the critical value of 5.991. Consequently, the null hypothesis was rejected for position and grade level taught. However, educational attainment and length of service showed no significant relationships.

Table 9. Relationship Between the Teachers' Profile and Their Occupational Stress on Intrapersonal and Interpersonal Interactions

Statistical Bases	Position	Educational Attainment	Length of Service	Grade Level Taught
df	1	2	6	2
$X^2_{0.05}$	3.841	5.991	12.592	5.991
X^2 computed	14.968*	4.611	3.962	9.008
Decision on H_0	Reject	Do not reject	Do not reject	Reject
Conclusion	Significant	Not Significant	Not Significant	Significant

Note: $\alpha = 0.05$ C-value = < 0.25 (very small correlation) *with moderately small correlation (0.26-0.50)

The findings indicate that teachers' rank and teaching assignment may influence how they experience stress related to communication, emotional regulation, social interaction, and relationships within the school environment. Teachers occupying different positions may experience varying responsibilities and expectations that affect interpersonal dynamics and emotional stress. Likewise, teachers assigned to different grade levels may encounter varying learner behaviors, parent interactions, and classroom communication challenges. These findings are consistent with the work of Skaalvik and Skaalvik (2017), who emphasized that interpersonal relationships, emotional demands, and social support significantly influence teachers' stress experiences and psychological well-being. Moreover, Nekzada and Tekeste (2013) noted that workplace interactions and social expectations are important contributors to occupational stress. Although the contingency coefficient indicated only a moderately small

relationship, the association remains meaningful and suggests that position and grade level taught play important roles in shaping teachers' interpersonal stress experiences.

Home-Work Interface. Table 10 shows the relationship between teachers' profile variables and occupational stress in terms of home-work interface. The findings revealed significant relationships between occupational stress and both position and educational attainment. The computed chi-square value for position (5.872) exceeded the critical value of 3.841, while educational attainment obtained a computed value of 7.229, which exceeded the critical value of 5.991. Thus, the null hypothesis was rejected for these variables. In contrast, length of service and grade level taught did not show significant relationships because their computed values were lower than their corresponding critical values.

Table 10. Relationship Between the Teachers' Profile and Their Occupational Stress on Home-Work Interface

Statistical Bases	Position	Educational Attainment	Length of Service	Grade Level Taught
df	1	2	6	2
$X^2_{0.05}$	3.841	5.991	12.592	5.991
X^2 computed	5.872	7.229	8.358	2.306
Decision on H_0	Reject	Reject	Do not reject	Do not reject
Conclusion	Significant	Significant	Not Significant	Not Significant

Note: $\alpha = 0.05$ C-value = < 0.25 (very small correlation)

These findings suggest that teachers' rank and educational background may influence how they manage stress related to balancing professional responsibilities and personal or family concerns. Teachers occupying higher positions may face additional administrative responsibilities and expectations that affect work-life balance. Similarly, teachers with higher educational attainment may encounter increased professional demands and expectations that contribute to stress associated with home and work responsibilities. The findings support the Work-Family Conflict Theory of Greenhaus and Beutell (1985), which explains that stress occurs when professional and personal roles compete with one another. Similar findings were observed by Quimque (2020), who noted that teachers frequently experience challenges in balancing instructional duties, family obligations, and personal well-being. The results imply that work-life balance concerns are influenced not only by institutional demands but also by teachers' professional roles and educational responsibilities.

Environmental Factors. Table 11 presents the relationship between teachers' profiles and occupational stress in terms of environmental factors. The results showed a significant relationship between position and occupational stress under this domain, as evidenced by the computed chi-square value of 8.899, which exceeded the critical value of 3.841 at 1 degree of freedom. However, educational attainment and length of service did not show significant

relationships because their computed values were lower than the required critical values. It should be noted, however, that the computed chi-square value for grade level taught was 2.538, which is lower than the critical value of 5.991 at 2 degrees of freedom. Therefore, based on statistical interpretation, grade level taught should be interpreted as not significant. This indicates that the decision reflected in the original table requires correction to maintain consistency between the computed and critical values.

Table 11. Relationship Between the Teachers' Profile and Their Occupational Stress on Environmental Factors

Statistical Bases	Position	Educational Attainment	Length of Service	Grade Level Taught
df	1	2	6	2
$X^2_{0.05}$	3.841	5.991	12.592	5.991
X^2 computed	8.899*	5.636	2.422	2.538
Decision on H_0	Reject	Do not reject	Do not reject	Do not Reject
Conclusion	Significant	Not Significant	Not Significant	Not Significant

Note: $\alpha = 0.05$ C-value = < 0.25 (very small correlation) *with moderately small correlation (0.26-0.50)

The findings imply that teachers' position or rank may influence how they experience environmental stressors such as student discipline, school conditions, recognition, and workplace atmosphere. Teachers with higher positions may encounter broader supervisory responsibilities and increased exposure to school-related concerns that contribute to environmental stress. These findings support the studies of Kyriacou (2001) and Bakker and Demerouti (2007), which identified school environment, student behavior, and workplace conditions as important contributors to teacher stress. The results further emphasize the importance of supportive school environments and effective institutional management in reducing occupational stress among teachers.

Table 12 presents the correlational matrix summarizing the relationships between teachers' profile variables and the different dimensions of occupational stress. The findings revealed that position had the greatest number of significant relationships, particularly with intrapersonal and interpersonal interactions, home-work interface, and environmental factors. Educational attainment showed a significant relationship only with home-work interface, while length of service showed no significant relationship with any stress domain. Grade level taught demonstrated significant relationships with intrapersonal and interpersonal interactions but not with organizational structure and climate, personal and professional efficiency, home-work interface, and environmental factors based on corrected statistical interpretation.

Table 12. Correlational Matrix Between Profile and Levels of Occupational Stress

Levels of Occupational Stress	Position	Educational Attainment	Length of Service	Grade Level Taught
1. Organizational Structure and Climate	Not Sig.	Not Sig.	Not Sig.	Not Sig.
2. Personal and Professional Efficiency	Not Sig.	Not Sig.	Not Sig.	Not Sig.
3. Intrapersonal and Interpersonal Interactions	Sig.	Not Sig.	Not Sig.	Sig.
4. Home-work Interface	Sig.	Sig.	Not Sig.	Not Sig.
5. Environmental Factors	Sig.	Not Sig.	Not Sig.	Not Sig.

Legend: Sig. - Significant Not Sig. - Not Significant

These findings suggest that occupational stress among teachers is influenced more by present work roles, responsibilities, and teaching conditions than by years of experience. The absence of significant relationships involving length of service indicates that occupational stress may affect both novice and experienced teachers similarly. This finding is consistent with Desabayla and Digo (2024), who emphasized that teacher stress is often shaped by institutional demands and workplace conditions rather than length of professional experience alone. Overall, the findings highlight the multidimensional nature of occupational stress and the importance of addressing both organizational and interpersonal factors in developing stress management interventions for teachers.

Output based on the findings of the study

The TEACHER CARE Handbook was developed as an evidence-based output of the study to address the identified occupational stressors among elementary teachers. Anchored on the findings that teachers experienced moderate levels of occupational stress along organizational structure and climate with a weighted mean of 1.64, personal and professional efficiency with a weighted mean of 1.78, intrapersonal and interpersonal interactions with a weighted mean of 1.68, home-work interface with a weighted mean of 1.59, and environmental factors with a weighted mean of 1.74, the TEACHER CARE Handbook serves as a practical guide that translates these findings into actionable strategies. These results indicate that while the stress experienced by teachers was not at a high level, it was still noticeable and required appropriate support, coping mechanisms, and responsive interventions to help improve teacher well-being and work effectiveness.

DISCUSSION

The findings show that occupational stress among elementary teachers is present across different areas of their work, but it is generally manageable. The most evident sources of stress are connected to organizational demands, such as multiple responsibilities, time pressure, workload, lack of materials, and the need to attend to diverse learner needs. This suggests that teacher stress is not simply caused by personal weakness or lack of commitment, but by the structure and conditions of the school environment. This supports the Job Demand-Control-Support Theory, which explains that stress increases when work demands are high and teachers have limited control, resources, or support in performing their duties (Karasek & Theorell, 1990). In the teaching context, stress becomes more likely when teachers are expected to perform instructional and non-instructional tasks while also responding to administrative requirements and classroom concerns (Bakker & Demerouti, 2007; Kyriacou, 2001).

The results also indicate that stress related to personal and professional efficiency is linked with teachers' need for training, professional development, task completion, classroom management, and adjustment to new policies. This means that teachers may feel pressured when they are expected to meet professional standards without sufficient preparation, time, or institutional support. This finding agrees with the Conservation of Resources Theory, which states that stress occurs when important resources such as time, energy, skills, and support are limited or threatened (Hobfoll, 1989). In this study, teachers' stress reflects the need for continuous capacity-building, mentoring, and school-based support systems that can strengthen their confidence and effectiveness in performing their roles (Amata, 2022; Quimque, 2020).

The findings on home-work interface show that personal and family-related concerns may also affect teachers' work experiences. Financial concerns, family responsibilities, and the need to balance home and school duties may contribute to stress, especially when teaching tasks extend beyond official working hours. This result supports the Work-Family Conflict Theory, which explains that stress occurs when the demands of work and family roles interfere with each other (Greenhaus & Beutell, 1985). For teachers, the boundary between work and home is often blurred because lesson preparation, checking of outputs, reports, and other responsibilities may continue after school hours.

Environmental factors also emerged as part of teachers' occupational stress, particularly concerns related to student discipline, recognition, school conditions, safety, and the general work environment. These findings imply that a positive and supportive school climate is necessary for teacher well-being. When teachers face behavioral issues, lack of recognition, or unfavorable working conditions, their motivation and emotional stability may be affected. This highlights the importance of school leadership, discipline policies, peer support, and recognition systems in reducing stress and improving teachers' professional experiences (Bakker & Demerouti, 2007; Kyriacou, 2001).

The relationship between teachers' profile and occupational stress further suggests that some teacher characteristics may influence how stress is experienced, while others may not. Position, educational attainment, and grade level taught were related to selected areas of stress, which means that teachers' roles,

qualifications, and classroom assignments may shape the type of pressure they encounter. However, length of service did not show a meaningful relationship with stress, suggesting that occupational stress affects both newer and more experienced teachers. This implies that stress in teaching is largely contextual and systemic rather than purely dependent on years of experience (Desabayla & Digo, 2024; Estinor & Digo, 2021).

The findings emphasize the need for a practical and context-based stress management program for elementary teachers. Since stress was found in several domains of teachers' work, the intervention should not focus only on individual coping strategies but also on workload management, professional support, communication, work-life balance, and improvement of the school environment. The proposed TEACHER CARE Handbook responds to this need by offering organized and usable strategies that can help teachers recognize stress, manage responsibilities, strengthen relationships, balance personal and professional roles, and maintain well-being in the workplace.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the study concludes that elementary teachers in the Bacon East District experience moderate occupational stress across organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, home-work interface, and environmental factors. The most common sources of stress are connected to multiple responsibilities, insufficient training, parent-related concerns, financial difficulties, and student indiscipline. These findings indicate that teacher stress is multidimensional and is influenced not only by personal factors but also by institutional demands, school conditions, and the support systems available to teachers. The study further concludes that some teacher profile variables are related to selected areas of occupational stress. Position, educational attainment, and grade level taught showed significant relationships with certain stress domains, while length of service did not show a significant relationship with any domain. This suggests that stress is not limited to either new or experienced teachers but may be experienced by all teachers depending on their work assignments, responsibilities, and school environment. Therefore, stress management efforts should be inclusive, practical, and responsive to the actual needs of teachers.

In view of these conclusions, it is recommended that the proposed TEACHER CARE Handbook be implemented as a school-based stress management program for elementary teachers. School heads may use the handbook to guide wellness activities, mentoring sessions, workload management practices, and teacher support programs. The handbook may also be integrated into learning action cell sessions, in-service training, and school improvement planning to help teachers manage stress, strengthen professional efficiency, improve communication, balance work and personal responsibilities, and create a more supportive school environment. It is also recommended that school administrators regularly assess teachers' stress levels and provide appropriate interventions based on the results. Professional development activities should focus on classroom management, time management, parent communication,

emotional regulation, and adjustment to new policies. Teachers should also be encouraged to practice self-care, seek peer support, and participate in collaborative activities that promote well-being. Future researchers may conduct similar studies in other districts or include qualitative data to further understand teachers' lived experiences of occupational stress.

FURTHER STUDY

This study was limited to permanent elementary teachers in the Bacon East District; therefore, the findings may not fully represent teachers from other districts, private schools, or other educational levels. The study also relied on self-reported questionnaire responses, which may be influenced by personal perception and response bias. Since the study used a quantitative design, it did not deeply explore the lived experiences and personal narratives of teachers regarding occupational stress.

Future researchers may conduct similar studies in other districts or divisions to compare results across different school contexts. A qualitative or mixed-methods approach may also be used to gain deeper insights into teachers' actual experiences, coping strategies, and support needs. Further studies may also evaluate the effectiveness of the TEACHER CARE Handbook after its implementation as a stress management program.

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