



Level of Stress and Coping Mechanisms of Teachers and Administrators

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Abstract

This study examined the level of stress and coping mechanisms of teachers and administrators in District 10, Surigao City Division during the school year 2024–2025. Using a quantitative-descriptive design, data were gathered from 150 respondents through standardized instruments, namely the Common Sources of Stress Questionnaire and the Filipino Coping Strategies Scale. Results revealed that overall stress was at a low level, with organizational structure and climate identified as the highest stressor. Coping mechanisms were practiced to a high extent, with religiosity, problem solving, and cognitive reappraisal as the most common strategies, while maladaptive coping such as substance use was minimal. Significant differences in stress and coping were observed by sex, but not by other demographic variables. A weak yet significant positive correlation was found between stress levels and coping mechanisms, indicating that increased stress led to greater use of coping strategies. The study concluded that while teachers and administrators demonstrate resilience, systemic and organizational factors remain critical in shaping their stress experiences. Based on these findings, a stress management and wellness program was proposed to strengthen institutional support and enhance adaptive coping among educators.

Keywords: Stress, Coping Mechanisms, Teachers, Administrators, Surigao City Division, Wellness Program, Educational Management

1. Introduction

Background of the Study

Stress has become a pervasive challenge in the teaching profession, affecting both classroom teachers and school administrators. Globally, teaching is regarded as one of the most stressful occupations due to increasing workloads, diverse student needs, curriculum reforms, and administrative responsibilities (Kyriacou, 2018). High levels of occupational stress negatively influence teachers' physical health, emotional well-being, and professional performance, often leading to burnout and attrition (Greenberg et al., 2021). Recent studies reveal that prolonged stress in educators contributes to poor sleep, reduced job satisfaction, and strained social relationships (Cavallari, 2024).

In the Philippine context, the problem is compounded by systemic issues such as resource shortages, policy reforms, and accountability pressures (Alsong, 2019). Filipino teachers often handle large class sizes, administrative duties, and additional community roles, all of which exacerbate occupational stress (Bonghanoy et al., 2020). Administrators likewise face significant demands, including staff supervision, school management, and policy implementation, yet their stress levels remain understudied compared to teachers. The COVID-19 pandemic

further intensified these pressures, with many educators struggling to adapt to remote or hybrid learning modalities, a challenge that persists in the post-pandemic transition (Dangle & Sumaoang, 2020).

Stress has far-reaching consequences not only for educators but also for students and school systems. When teachers and administrators are emotionally drained, their ability to foster positive learning environments declines, resulting in reduced instructional effectiveness and diminished student motivation (Ramberg, 2020). To counter these effects, coping mechanisms play a vital role. Filipino educators commonly employ adaptive strategies such as religious coping, problem solving, and cognitive reappraisal, although some also resort to maladaptive methods such as avoidance or overactivity (Rilveria, 2018).

Rationale of the Study

Despite the growing body of literature, gaps remain in understanding stress and coping within localized and role-inclusive contexts. Many Philippine studies focus primarily on teachers, leaving administrators underrepresented, even though they face unique organizational and policy-related stressors (Jimenez, 2021). Furthermore, most research aggregates data across broad regions, limiting the applicability of findings to specific divisions such as Surigao City. District-level analyses, such as for District 10, provide a clearer, context-specific picture of occupational stress.

Another gap lies in exploring the interplay between demographic characteristics and stress experiences. Variables such as sex, age, grade level taught, years in service, and educational attainment may significantly shape stress perceptions and coping styles, yet these are often reported descriptively rather than analyzed for their influence (von der Embse et al., 2019). In addition, while stress and coping are frequently examined separately, few studies investigate their relationship within a unified framework. Finally, there is a lack of post-pandemic analyses that account for the ongoing adjustments in educational delivery and workplace climate.

This study, therefore, is timely and relevant. By examining both teachers and administrators in District 10, Surigao City Division provides localized evidence on the stressors they face and the coping mechanisms they employ. It also highlights the influence of demographic variables and investigates the connection between stress and coping strategies. Grounded in Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, the study contributes to a deeper understanding of educator well-being. The findings are expected to inform the design of responsive wellness programs, gender-sensitive policies, and institutional support systems that promote resilience and professional sustainability among educators.

Aim of the Study

The study aimed to assess the level of stress experienced by teachers and administrators in District 10, Surigao City Division, and to identify the coping mechanisms they employed in response to workplace challenges.

Research Questions

The study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Sex
 - c. Position
 - d. Years in service
 - e. Grade level taught
 - f. Highest educational attainment

2. What is the level of stress experienced by teachers and administrators in District 10 of Surigao City Division in terms of:

- g. Organizational structure and climate
 - h. Personal and professional efficiency
 - i. Intra- and interpersonal interactions
 - j. Home-work interface
 - k. Environmental factors
3. What is the extent of practice of coping strategies as employed by the respondents in terms of:
- l. Cognitive reappraisal
 - m. Social support
 - n. Problem solving
 - o. Religiosity
 - p. Tolerance
 - q. Emotional release
 - r. Overactivity
 - s. Relaxation/recreation
 - t. Substance use
4. Is there a significant difference in the stress levels of the respondents when grouped according to their demographic profile?
5. Is there a significant difference in the coping mechanisms employed by the respondents when grouped according to their demographic profile?
6. Is there a significant relationship between the level of stress and coping mechanisms employed by the respondents?
7. Based on the findings, what stress management and wellness program can be proposed?

Hypotheses

At the 0.05 level of significance, the study tested the following null hypotheses:

- **Ho1:** There is no significant difference in the stress levels of the respondents when grouped according to their demographic profile.
- **Ho2:** There is no significant difference in the coping mechanisms employed by the respondents when grouped according to their demographic profile.
- **Ho3:** There is no significant relationship between the level of stress and the coping mechanisms employed by the respondents.

Theoretical Framework

This study is anchored in Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, which conceptualizes stress as a dynamic interaction between the individual and the environment. According to this model, stress arises when individuals perceive that the demands of a situation exceed their available resources. The process involves two stages of appraisal: primary appraisal, where an individual evaluates whether a situation is threatening, harmful, or challenging; and secondary appraisal, where one assesses the resources and options available to manage the situation. Based on these appraisals, individuals employ coping strategies that are either problem-focused, aimed at addressing the stressor, or emotion-focused, aimed at regulating emotional responses. To operationalize stress within this framework, the study adopts Lokanadha and Anuradha's (2013) classification of stressors into five domains: organizational structure and climate, personal and professional efficiency, intra- and interpersonal interactions, home-work interface, and environmental factors. These domains capture the multifaceted stressors commonly encountered by educators, ranging from workload distribution to classroom

management and institutional climate. Such categorization allows for a systematic and context-sensitive measurement of stress among teachers and administrators.

Coping mechanisms are examined using Rilveria's (2018) Filipino Coping Strategies Scale, which identifies nine coping domains: cognitive reappraisal, social support, problem solving, religiosity, tolerance, emotional release, overactivity, relaxation/recreation, and substance use. This framework was selected because of its cultural relevance to the Philippine setting, where religious beliefs, social bonds, and collective resilience significantly influence coping behaviors. By employing this localized scale, the study ensures that the coping strategies assessed are aligned with the socio-cultural realities of Filipino educators. Demographic factors such as age, sex, position, years in service, grade level taught, and educational attainment are considered as moderating variables. These variables are important because they influence how stress is perceived and how coping mechanisms are mobilized. For example, prior research shows that female teachers often report higher stress levels in balancing work and family responsibilities, while experienced educators may adopt more adaptive coping strategies compared to their younger counterparts (von der Embse et al., 2019).

This theoretical framework provides a solid foundation for the study, as it integrates stress, coping, and demographic characteristics within a single analytical lens. It allows the research to move beyond descriptive accounts toward an explanatory understanding of how stress and coping interact in the context of District 10, Surigao City Division. Furthermore, it ensures that the study contributes not only to academic discourse but also to the development of evidence-based wellness programs tailored to the needs of educators.

Conceptual Framework

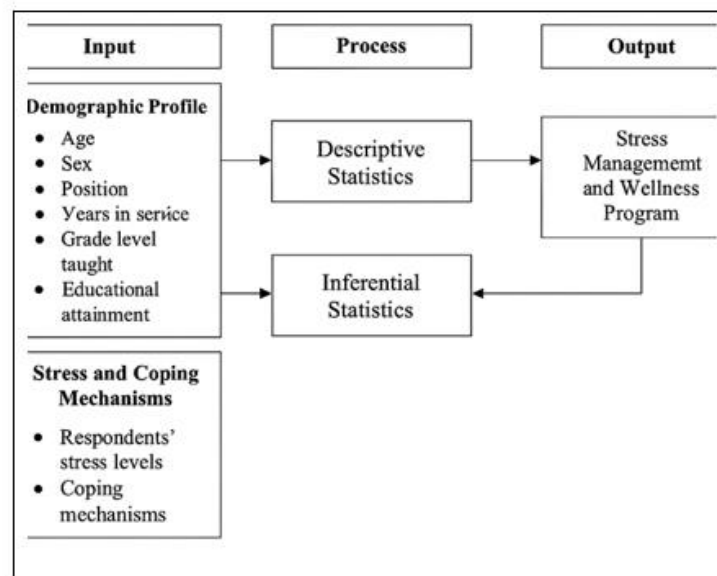


Figure 1. Schematic Diagram of Conceptual Framework

Figure 1 illustrates the conceptual framework of the study using the Input–Process–Output (IPO) model. The **Input** consists of the demographic profile of respondents (age, sex, position, years in service, grade level taught, and educational attainment) as well as their reported stress levels and coping mechanisms. The **Process** involves the application of descriptive and inferential statistics to analyze the data, highlighting patterns, differences, and relationships between stress and coping strategies. The **Output** presents the proposed Stress Management and Wellness Program, which is developed based on the findings of the study. This framework demonstrates the systematic flow from data gathering to the generation of evidence-based interventions.

2. Literature Review

Teacher stress has long been recognized as a pervasive challenge in the education sector, with global studies identifying teaching as one of the most stressful professions (Kyriacou, 2018). Stress arises from multiple sources, including excessive workloads, administrative demands, curriculum changes, and classroom management challenges. Greenberg et al. (2021) emphasized that such stressors compromise not only teachers' health and well-being but also the quality of their instructional performance. In the Philippine setting, overcrowded classrooms, resource shortages, and shifting policy reforms further exacerbate the problem (Bonghanoy et al., 2020). The COVID-19 pandemic intensified these challenges, requiring educators to adapt to remote or hybrid learning while maintaining educational quality, thereby amplifying stress levels (Dangle & Sumaoang, 2020).

Coping strategies are crucial in mitigating the negative effects of occupational stress. According to Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, individuals employ problem-focused or emotion-focused strategies depending on their appraisal of stressful situations. Filipino teachers often rely on culturally grounded mechanisms such as religiosity, social support, and tolerance, reflecting the influence of communal values and spiritual beliefs in stress management (Rilveria, 2018). More recent research highlights the integration of digital support groups, online counseling, and professional learning communities as emerging coping strategies in the post-pandemic era (Mendoza, 2022). These findings suggest that effective coping requires a blend of traditional and modern approaches, shaped by cultural and contextual realities.

Institutional and systemic support also plays a vital role in shaping how educators manage stress. Studies in the Philippine context show that administrators and teachers who receive strong organizational backing—through mentoring programs, professional development, and stress management workshops—report higher resilience and job satisfaction (Santos & Reyes, 2021). Conversely, unsupportive environments and rigid administrative structures exacerbate stress and hinder effective coping. This highlights the need for schools to adopt holistic well-being programs that address both individual coping strategies and organizational conditions. As Lontoc (2022) argues, sustainable stress management requires systemic reforms alongside personal resilience-building efforts. Together, these perspectives provide a foundation for examining stress and coping among teachers and administrators in District 10, Surigao City Division.

3. Methodology

Research Design

This study employed a quantitative-descriptive research design to assess the stress levels and coping mechanisms of teachers and administrators in District 10, Surigao City Division. A quantitative approach was appropriate as it allowed the collection of numerical data that could be subjected to statistical analysis, thereby providing a clear picture of the extent and variation of stress and coping strategies among respondents. The descriptive component facilitated the identification of current conditions, while inferential statistics enabled the testing of relationships and differences between variables such as stress, coping mechanisms, and demographic characteristics. This design ensured that the study could generate both descriptive insights and statistically valid conclusions.

Respondents

The respondents of this study consisted of 150 teachers and school administrators from both elementary and secondary schools within District 10, Surigao City Division. To avoid bias and ensure inclusivity, a universal sampling technique was adopted, whereby all eligible teachers and administrators in the district were included as participants. This approach ensured that the results reflected the diversity of the district's teaching workforce across demographic categories such as age, sex, position, years in service, grade level taught, and educational attainment. The inclusion of both teachers and administrators provided a broader perspective on stress and coping within the educational system, recognizing that administrators face different but equally significant stressors compared to classroom teachers.

Research Instruments

Two standardized instruments were utilized in this study. The first was the Common Sources of Stress Questionnaire, adapted from Reddy and Anuradha (2013), which measured occupational stress across five domains: organizational structure and climate, personal and professional efficiency, intra- and interpersonal interactions, home-work interface, and environmental factors. Responses were rated on a four-point Likert scale to capture the frequency of stress experiences. The second instrument was the Filipino Coping Strategies Scale, developed by Rilveria (2018), which assessed coping mechanisms across nine domains: cognitive reappraisal, social support, problem solving, religiosity, tolerance, emotional release, overactivity, relaxation/recreation, and substance use. Both instruments were validated by experts to ensure reliability, cultural appropriateness, and accuracy for use with Filipino educators.

Data Gathering Procedure

Data collection was conducted during the school year 2024–2025. The researcher coordinated with school heads to schedule the administration of the questionnaires at convenient times to minimize disruption of classes. Prior to data collection, the researcher explained the purpose of the study to participants and secured their informed consent. Respondents were assured that participation was voluntary and that their responses would be treated with strict confidentiality. The completed questionnaires were retrieved promptly to ensure a high response rate.

Ethical Considerations

The study adhered to established ethical standards in educational research. Participants were informed of their right to withdraw from the study at any point without penalty. Anonymity was maintained by avoiding the collection of personally identifiable information. Data were stored securely and used solely for research purposes. The researcher also obtained permission from the Division Office of Surigao City and the respective school administrators before conducting the survey, ensuring that institutional protocols were observed.

Data Analysis

The collected data were analyzed using appropriate statistical tools. Frequency counts and percentages were employed to describe the demographic profile of the respondents. Mean and standard deviation were calculated to assess stress levels and the extent of coping mechanisms. To examine group differences, independent samples t-tests were applied for comparisons between two groups (e.g., male vs. female, teacher vs. administrator), while one-way ANOVA was used for comparisons among three or more groups (e.g., across age categories, years in service, or educational attainment). Lastly, Pearson *r* correlation was utilized to determine the relationship between stress levels and coping mechanisms. The use of these statistical techniques ensured that the findings were not only descriptive but also analytically robust, providing a comprehensive understanding of the research objectives.

4. Results and Discussion

Table 1. Distribution of Research Respondents by School in District 10, Surigao City Division

Name of School	Teachers	Administrators	Total
Manjagao ES	6	1	7
Cagutsan ES	3	1	4
Bitaugan ES	7	1	8
Sugbay ES	4	1	5
Calderon Village ES	9	1	10
Kaningag ES	7	1	8
Lope Ruiz Memorial ES	4	1	5
Mat-I Central ES	22	2	24
Tugonan ES	7	1	8
JR Pecho Annex	3	1	4
Mat-I NHS	40	2	42
Patricio Bernaldez Memorial NHS	13	1	14
Manjagao NHS	10	1	11
Total	135	15	150

As presented in Table 1, the respondents included 135 teachers (90%) and 15 administrators (10%), representing all elementary and secondary schools in District 10. The largest group came from Mat-I National High School with 42 participants, followed by Mat-I Central Elementary School with 24. Smaller schools, such as Cagutsan Elementary and JR Pecho Annex, had only four participants each. This distribution ensured representation across schools of varying sizes, thereby reflecting both classroom realities and administrative perspectives within the division. The majority composition of teachers highlights the instructional workforce as the primary respondent group, though the inclusion of administrators provided complementary insights into management-level stressors.

Table 2. Demographic Profile of Respondents in District 10, Surigao City Division

Profile Category	Sub-category	Frequency	Percentage (%)
Age	20–29 years old	37	24.67
	30–39 years old	67	44.67
	40–49 years old	30	20.00
	50–59 years old	16	10.67
Sex	Male	38	25.17
	Female	112	74.83
Position	Teacher	135	90.00
	Administrator	15	10.00
Years in Service	3 years and below	49	32.67
	4–6 years	30	20.00
	7–9 years	34	22.67
	10–12 years	18	12.00
	13–15 years	5	3.33
	16–18 years	3	2.00
	19–21 years	3	2.00
	22–24 years	1	0.67
	25–27 years	1	0.67
	28–30 years	5	3.33
	31–33 years	1	0.67
Grade Level Taught	Kindergarten	11	4.64

Profile Category	Sub-category	Frequency	Percentage (%)
	Grades 1–6 (each level 12–15)	86	36.96
	Grade 7	24	10.13
	Grade 8	24	10.13
	Grade 9	17	7.17
	Grade 10	16	6.75
	Grade 11	25	10.55
	Grade 12	19	8.02
	Office/Non-classroom role	15	6.33
Highest Educational Attainment	Bachelor's Degree	55	36.67
	MA/MS Units	65	43.33
	MA/MS Degree	24	16.00
	PhD/EdD Units	6	4.00

Table 1 shows that most respondents were in the 30–39 age group (44.67%), indicating a workforce in their mid-career stage. The teaching force was predominantly female (74.83%), consistent with trends in the education sector. A large majority of respondents were teachers (90%), while administrators accounted for only 10%, reflecting actual workforce distribution in schools. In terms of years in service, almost one-third (32.67%) had less than three years in their current position, suggesting frequent movement due to transfers or promotions. Representation was observed across all grade levels, with the highest proportion teaching senior high school (Grade 11, 10.55%). Regarding educational attainment, a majority had pursued graduate studies, with 43.33% holding MA/MS units and 16% already completing their master's degree, demonstrating strong professional development efforts among educators in the district.

Table 3. Level of Stress Experienced by Teachers and Administrators across Five Domains

Stress Domain	Mean	SD	Verbal Interpretation	Qualitative Description
Organizational Structure & Climate	2.39	0.57	Sometimes	Moderate Stress
Personal & Professional Efficiency	2.06	0.55	Sometimes	Low Stress
Intra- and Interpersonal Interactions	1.88	0.62	Sometimes	Low Stress
Home-Work Interface	1.82	0.72	Sometimes	Low Stress
Environmental Factors	1.79	0.63	Sometimes	Low Stress
Overall	1.99	0.62	Sometimes	Low Stress

As presented in Table 3, the overall mean stress level was 1.99 (Low Stress), indicating that respondents generally experienced manageable levels of occupational stress. Among the domains, Organizational Structure and Climate ($M = 2.39$) was identified as the highest stressor, reflecting issues such as workload, multiple responsibilities, and limited resources. This finding suggests that systemic and institutional factors exert the greatest strain on educators. On the other hand, Environmental Factors ($M = 1.79$) registered the lowest stress levels, implying that physical conditions, student behavior, and community-related issues were relatively manageable. The results emphasize that while stress is present across all domains, organizational and structural challenges remain the most pressing concern for teachers and administrators in the division.

Table 4. Extent of Practice of Coping Mechanisms among Teachers and Administrators

Coping Mechanism	Mean	SD	Verbal Interpretation	Qualitative Description
Cognitive Reappraisal	3.31	0.65	Always	Very High Extent
Social Support	2.97	0.81	Most of the time	High Extent

Coping Mechanism	Mean	SD	Verbal Interpretation	Qualitative Description
Problem Solving	3.62	0.54	Always	Very High Extent
Religiosity	3.83	0.45	Always	Very High Extent
Tolerance	3.19	0.79	Most of the time	High Extent
Emotional Release	2.60	0.74	Most of the time	High Extent
Overactivity	2.32	0.77	Sometimes	Very Low Extent
Relaxation/Recreation	3.28	0.81	Always	Very High Extent
Substance Use	1.50	0.60	Never	Low Extent
Overall	2.95	0.67	Most of the time	High Extent

As shown in Table 4, the respondents practiced coping mechanisms to a generally high extent ($M = 2.95$). The most prevalent strategies were Religiosity ($M = 3.83$), Problem Solving ($M = 3.62$), and Cognitive Reappraisal ($M = 3.31$), all of which were rated at a very high extent. These results highlight the strong role of faith, proactive problem-solving, and positive reframing in stress management among Filipino educators. Relaxation and recreation ($M = 3.28$) also ranked highly, reflecting the value of leisure activities in maintaining well-being. Conversely, Overactivity ($M = 2.32$) and Substance Use ($M = 1.50$) were among the least practiced coping mechanisms, indicating that maladaptive strategies were minimally used. The findings suggest that teachers and administrators rely heavily on adaptive and culturally grounded coping styles, which help them manage occupational stress effectively.

Table 5. Differences in Stress Levels of Respondents when Grouped According to Demographic Profile

Demographic Variable	Statistical Test	p-value	Interpretation
Age	ANOVA	> 0.05	Not Significant
Sex	t-test	< 0.05	Significant
Position (Teacher/Admin)	t-test	> 0.05	Not Significant
Years in Service	ANOVA	> 0.05	Not Significant
Grade Level Taught	ANOVA	> 0.05	Not Significant
Educational Attainment	ANOVA	> 0.05	Not Significant

As shown in Table 5, a significant difference was found in stress levels according to sex ($p < 0.05$), with female respondents reporting higher stress in organizational structure and climate compared to males. This reflects gender-based disparities in workload perception and role expectations, consistent with findings in prior studies that female educators often carry heavier domestic responsibilities alongside professional duties. For other demographic variables such as age, position, years in service, grade level taught, and educational attainment, no significant differences were found ($p > 0.05$). This suggests that stress levels are relatively uniform across these groups, implying that institutional and structural stressors are experienced broadly by all educators regardless of their demographic classification.

Table 6. Differences in Coping Mechanisms of Respondents when Grouped According to Demographic Profile

Demographic Variable	Statistical Test	p-value	Interpretation
Age	ANOVA	> 0.05	Not Significant
Sex	t-test	< 0.05	Significant
Position (Teacher/Admin)	t-test	> 0.05	Not Significant
Years in Service	ANOVA	> 0.05	Not Significant
Grade Level Taught	ANOVA	> 0.05	Not Significant
Educational Attainment	ANOVA	> 0.05	Not Significant

As reflected in Table 6, there was a significant difference in coping mechanisms according to sex ($p < 0.05$). Female respondents were more likely to use social support and religiosity as coping strategies, while male respondents reported slightly higher use of substance-related coping, though at a minimal level. This finding supports the view

that coping behaviors are influenced by gendered social roles and expectations. For other demographic variables, including age, position, years in service, grade level taught, and educational attainment, no significant differences were observed ($p > 0.05$). This suggests that coping strategies were generally consistent across these groups, highlighting that cultural and personal factors such as faith and resilience may play a stronger role in shaping coping behaviors than demographic attributes.

Table 7. Relationship between Stress Levels and Coping Mechanisms of Respondents

Variables	Statistical Test	r-value	p-value	Interpretation
Stress Levels × Coping Mechanisms	Pearson r	0.18	0.030	Significant, Weak Positive Correlation

As presented in Table 7, a weak but statistically significant positive correlation ($r = 0.18$, $p = 0.030$) was found between stress levels and coping mechanisms. This result suggests that as stress increases, respondents tend to use more coping strategies, although the strength of the relationship is relatively low. The findings imply that coping is responsive to stress but not in a strongly proportional manner, indicating that some educators may adopt coping strategies regardless of stress intensity, while others may not fully mobilize coping resources even under higher stress. This aligns with Lazarus and Folkman's (1984) model, which posits that coping varies according to individual appraisal and available resources.

5. Implications of the Results

The findings of this study have important implications for the professional well-being of teachers and administrators in District 10, Surigao City Division. The results showed that overall stress levels were low to moderate, with organizational structure and climate emerging as the highest source of stress. This highlights the need for systemic interventions at the institutional level, such as streamlining administrative procedures, reducing unnecessary paperwork, and ensuring equitable workload distribution. School leaders and policymakers must recognize that while individual coping strategies are important, organizational reforms are equally necessary to prevent stress from escalating into burnout and attrition.

The study also revealed that coping mechanisms were practiced to a high extent, with religiosity, problem solving, and cognitive reappraisal being the most dominant strategies. These findings reflect the strong influence of cultural and spiritual values in Filipino society, suggesting that wellness programs designed for educators should integrate faith-based support, reflective practices, and problem-solving workshops. However, the minimal use of maladaptive strategies, such as substance use, indicates that most educators rely on healthier coping methods, which can be further strengthened through training in stress management, resilience building, and peer support groups.

Another important implication lies in the differences by sex. Female respondents reported significantly higher stress levels and greater reliance on adaptive coping mechanisms such as social support and religiosity compared to their male counterparts. This suggests that stress management initiatives should be gender-sensitive, acknowledging the dual demands placed on female educators both at work and at home. The weak but significant correlation between stress and coping indicates that while stress triggers coping responses, educators may not always be equipped with effective or diverse strategies. Thus, professional development programs should include structured workshops on coping techniques, mentorship arrangements, and institutional support systems to ensure that both teachers and administrators are better prepared to handle occupational stress.

6. Conclusion and Recommendations

Conclusion

The study concluded that teachers and administrators in District 10, Surigao City Division generally experienced low to moderate stress levels, with organizational structure and climate as the most prominent stressor. Coping mechanisms were practiced to a high extent, particularly religiosity, problem solving, and cognitive reappraisal, which reflect culturally embedded and adaptive strategies. Significant differences in stress and coping were found according to sex, while other demographic variables showed no statistical impact. A weak but significant positive correlation between stress and coping indicates that as stress increases, respondents employ more coping strategies, though the relationship is not strong. These findings affirm that while educators are resilient and resourceful, systemic reforms and targeted support remain essential to sustaining their well-being and professional effectiveness.

Recommendations

Based on the findings, it is recommended that the Surigao City Division and school administrators implement a comprehensive stress management and wellness program tailored to both teachers and administrators. This program should focus on reducing organizational stressors through streamlined administrative processes, workload balancing, and improved communication channels. Capacity-building workshops on adaptive coping strategies, such as problem-solving, cognitive reappraisal, and resilience training, should be conducted regularly, alongside faith-based and peer support initiatives that align with Filipino cultural values. Moreover, policies should be gender-sensitive, recognizing the heightened stress reported by female educators. Finally, continuous monitoring and evaluation mechanisms should be established to ensure that interventions effectively address both systemic and individual factors influencing educator well-being.

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