

Teachers' Stress Management: A Study on Emotional Regulation

Romel D. Maculada 

San Enrique National High School, Philippines

romel.maculada@deped.gov.ph

Renith S. Guanzon 

STI West Negros University, Philippines

renithguanzon10@gmail.com

Allan Rogelio Jr. M. Sobrevilla 

Searles Miller Academy, Clark County School District, Las Vegas, Nevada, USA

arms.asps@gmail.com

Alberto A. Rico 

STI West Negros University, Philippines

rico.aa@pnu.edu.ph

John Ray B. Patigayon 

Nabulao National High School, Philippines

jarx2026@gmail.com

Tito P. Millendez, Jr. 

STI West Negros University, Philippines

tmillendezjr@gmail.com

Nieves H. Pepito 

STI West Negros University, Philippines

peptonieves@gmail.com

Gaius Dante II M. Gallaza 

Rangsit University, Thailand

gauisdanteii.m@rsu.ac.th

Publication Date: November 6, 2025

DOI: 10.5281/zenodo.17568050

Abstract

The study sought to explore the levels of stress management among teachers in public schools within a district of a second-class municipality in Southern Negros during the school year 2022–2023. Stress management was examined in three areas: self-care and well-being, supportive relationships, and professional development. It

also aimed to determine differences in teachers' stress management when grouped according to age, sex, civil status, plantilla position, and average monthly family income. Employing a descriptive-comparative design, the study used survey questionnaires and applied the Mann-Whitney U test for statistical analysis. Findings

revealed that teachers effectively counterbalance the effects of stress, exhibiting strong coping abilities and a positive outlook in sustaining health and well-being across all domains. The highest ratings were observed in maintaining supportive relationships, while the lowest were in engaging in personal hobbies outside of work—suggesting that teachers have limited time for recreation. When compared across demographic variables, significant differences were found only in civil status under professional development, where married teachers reported higher levels of stress management than their single counterparts.

The study concludes that teachers successfully manage stress through mindfulness, social support, and professional growth. However, more emphasis should be placed on work-life balance, individualized professional development, and structured team-building activities. It is recommended that schools implement comprehensive wellness and professional development programs that holistically address teachers' physical, emotional, and professional needs to enhance both teacher well-being and instructional effectiveness.

Keywords: *Stress management, Self-care, Supportive relationships, Professional Development, Public School Teachers*

INTRODUCTION

Nature of the Problem

Teacher stress has been one of the longest-standing problems in the field of education. According to Kyriacou (2011), it is one of the most stressful jobs due to heavy workloads, student misbehaviors, and role ambiguity. Similarly, Montgomery and Rupp (2021) pointed out that chronic work stress causes emotional exhaustion and lowers the quality of instruction. The World Health Organization (2020) stated that occupational stress is a major global health risk, and the OECD (2020) reported that almost half of teachers experience a high degree of emotional strain. The above findings underscore the importance of emotional regulation, which Gross (2015) defined as the processes through which individuals influence their own emotions to ensure their mental well-being and professional competence. Teachers who efficiently regulate their emotions are able to maintain positive climates in their classrooms even during stressful events.

Stress in teaching and emotional regulation are emerging concerns in educational research in the Asia-Pacific region. Chan (2021) concluded that in Hong Kong and Singapore, teachers with high emotional regulation abilities reported higher job satisfaction with low levels of burnout. Similarly, Yin, Huang, and Wang (2019) found that Asian teachers utilizing adaptive emotional strategies could keep their well-being intact in the face of institutional pressures. Additionally, Yin and Lee (2022) demonstrated that emotional regulation triggers the effect of work stress on teaching efficacy and that psychological resilience might sometimes mitigate occupational exhaustion. These regional studies suggest that stress management is not entirely about minimizing the workload; it is also about developing the emotional intelligence and coping capabilities of teachers, which enable them to remain engaged in the profession for long periods.

As the colors of the dawn emerge from the void, some researchers reposed in the Philippines about stress experiences concerning Filipino teachers. Bernardo (2020), for instance, puts weight in that Filipino teachers could suffer from extreme stress because of large class sizes, paperwork, and other bureaucratic requirements. De Guzman, Lapid, and Quijano (2022) confirmed that occupational stress and burnout, among other factors, negatively affect teachers' motivation and classroom activities. The Department of

Education (2022) also issued an acknowledgment of such concerns and stated that psychosocial support and stress-management interventions are needed for teachers. During and after the COVID-19 crisis, Malipot (2021) observed emotional strain on the group of teachers as those were adapting to online class modes and looked after student welfare. Such findings shed light on how Filipino teachers need emotional regulation skills to keep their passion for teaching intact when mounting challenges arise in their profession.

The observation that, in the district where the researchers' study is based, teachers tend to be burdened with numerous responsibilities—paperwork, ancillary duties, and constant interactions with their students—is indisputable. The duties of teaching, which entail working nights and days, are associated with the experience of exhaustion and burnout, along with a lack of resources, poor work-life balance, and even personal circumstances, according to the International Labour Organization (2021). There are also substitute shortages, rising student behavior issues, and increasing classroom safety concerns (Philippine News Agency, 2023), which add more hardships for teachers. Experiencing these realities firsthand triggered the researchers to ask: How do teachers survive in this stressful and demanding environment? Inspired by this observation, the present study seeks to explore teachers' coping with occupational stress through emotional regulation, an inquiry that may result in interventions that would foster teacher well-being and professional sustainability.

Current State of Knowledge

In the Philippines, diagnosing teacher stress constitutes a very important factor that affects work efficiency and emotional well-being. Bernardo (2020) surveyed how occupational stress is relieved among Filipino teachers and learned that most cope through emotion-focused techniques, including prayer, reflection, and social support. The study pointed out that stress in teaching arises not only from workload but also from the emotional labor attached to handling student behavior and parental expectations. Bernardo's findings certainly lay the foundation that emotional regulation is one of the most important means for teachers to cope with everyday pressure, thereby supporting the present study with emotional management as a coping strategy for teachers.

De Guzman, Lapiz, and Quijano (2022) further investigated burnout and occupational stress among basic education teachers in various regions throughout the Philippines. Their study reveals that teachers commonly suffer from emotional exhaustion, depersonalization, and personal inefficacy. Teacher stress interventions could be institutionalized by providing mentors and counselors who will work with teachers' emotional regulation and motivation. The above findings necessitate the need for stress management activities that encourage emotional balance, which directly relates to the aim of this study in determining how teachers practice stress management through emotional regulation in their work environment.

Meanwhile, Dela Cruz and Biala (2021) conducted a descriptive study on the coping mechanisms of public secondary school teachers in Central Luzon. It was found that teachers used adaptive-type coping techniques such as problem-solving, writing humor, and emotional reframing to deal with stressors like paperwork and time constraints. It was also found in the study that teachers with strong emotional control experienced less stress and performed better in the classroom. This observation is in line with the concept of the present study that emotional regulation helps buffer workplace stress and sustain both professional productivity and psychological health in teachers.

Furthermore, Garcia and Reyes (2023) investigated the relationship between work-life balance, stress, and teachers' emotional well-being in Negros Occidental. The study stressed that prolonged exposure to occupational stress without proper emotional management leads to greater job dissatisfaction and a higher tendency for burnout. They further concluded that stress management training programs that emphasize emotional awareness and mindfulness could build greater teacher resilience. Linking this to the present study, it becomes clear how imperative it is for the researcher to understand emotional regulation among teachers in his or her own district so as to develop local intervention programs that can empower teacher well-being and enhance school climate. In view of these local studies, it is made clear that stress management through emotion regulation is no longer a personal skill but a professional skill that is necessary for maintaining quality teaching in the Philippine educational system.

Theoretical Underpinnings

The study is premised upon Lazarus and Folkman's (1984) Transactional Model of Stress and Coping, a psychological framework that examines the evaluation and response of people to stressors. Stress occurs due to the imbalance between environmental demands placed upon an individual and his perception of fulfilling those demands. This begins with cognitive appraisal, where the individual assesses whether a situation is harmful or challenging, and proceeds to coping, whereby systems are activated to deal with or alleviate the stressor. The model considers coping not as a fixed trait but rather as a dynamic process dependent on the individual as well as the environment. Stress is, therefore, not so much the product of external pressure but rather of the manner of perception and emotion with which one responds to said pressure.

According to Lazarus and Folkman, there are two main types of coping: problem-focused coping—where one effectively confronts the threat or stressor—and emotion-focused coping—managing the emotional reactions that are aroused by the stressors. Hence, emotional regulation can be termed emotion-focused coping when it entails the capacity to recognize, understand, and manage emotions relative to a stressor in a constructive manner (Gross, 2015). When individuals apply emotional regulation efficiently, emotional distress is reduced and psychological equilibrium is maintained, notwithstanding the inability to remove the stressor. According to recent studies, emotional regulation is considered a primary pathway to resilience and well-being for those practicing high-stakes professions such as teaching (Yin & Lee, 2022).

In connection with this present investigation, the Transactional Model of Stress and Coping provides a suitable theoretical framework to understand how teachers perceive and respond to work-related stressors within their work environment. Teachers may constantly appraise classroom and administrative demands either as challenges or threats, depending on the coping resources they have. Emotional regulation can be seen as an internal coping mechanism aimed at helping teachers adapt to irritating daily stressors while staying motivated and preserving quality teaching. Therefore, tying the present study to this theory aims to investigate how Filipino teachers in the district deal with occupational stress through emotional regulation—thereby providing a broader account of how the coping process affects well-being and job performance within the teaching profession.

Objectives of the Study

The study aimed to determine the levels of teachers' stress management in public schools in a district located in a second-class municipality in Southern Negros during the School Year 2022–2023.

Specifically, it sought to identify the profile of the respondents in terms of age, sex, civil status, plantilla position, and average family monthly income; to assess the level of teachers' stress management in the areas of self-care and well-being, supportive relationships, and professional development; and to determine whether there is a significant difference in teachers' stress management when they are grouped and compared according to the aforementioned demographic variables.

RESEARCH METHODOLOGY

This section presents the research design, data-gathering procedure, other instrumentation, and statistical tools. It also discusses the parameters, especially the statistical tools, the respondents, and the study's locality.

Research Design

This study utilized a descriptive research design, which determines the level of teachers' stress management in one district of a second-class municipality in the Central Philippines during the school year 2022-2023. Descriptive research aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, where, when, and how questions, but not why questions. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when little is known about the topic or problem. Before you can research why something happens, you need to understand how, when, and where it happens (McCombes, 2019). This research design is suited for the study, which aims to describe, explain, and validate findings in order to achieve good results for the data or information.

Study Respondents

A total of one hundred twenty-five (125) teachers from a population of one hundred eighty-three (183) are the respondents of the study. These respondents are elementary and public school teachers in the district of a large division in the Central Philippines. The Cochran formula was used to find the sample size. To get the percentage, the respondents from each school are divided by the total number of respondents and multiplied by the sample size. Since the number of respondents is quite manageable, stratified random sampling was utilized. Stratified sampling is a method of dividing a larger population into distinct subgroups, or strata, and then selecting samples from each stratum using random sampling. This approach ensures that all subgroups are adequately represented in the final sample (Bisht, 2024).

Instrument

The researchers used a self-made questionnaire as a data collection instrument. This enabled the researchers to adequately gather the needed information to complete the study and ensure reliability. The questionnaire was divided into two parts, wherein the first part pertains to the demographic profile of participants, such as age, sex, civil status, plantilla position, and average family monthly income. Part 2 contains the questionnaire proper, consisting of 8 items on each area of self-care and well-being, supportive

relationships, and professional development. Each item was rated on a scale of 1 to 5, using a 5-point Likert scale rating, with 5 as always, 4 as often, 3 as sometimes, 2 as rarely, and 1 as almost never.

Data Gathering and Procedure

After administering the validity and reliability tests, and upon approval from the research office, the school's division superintendent, and the school heads, the questionnaires were administered to the target respondents. The questionnaires were gathered, recorded, and analyzed. The data gathered from the responses of the respondents was tallied and tabulated using the appropriate statistical tools. The encoded data was processed using SPSS.

Data Analysis and Statistical Treatment

Objectives 1 and 2 employed a descriptive analytical scheme, using frequency counts and percentages as statistical tools to assess the profile of respondents and means to assess the level of teachers' stress management across the three areas. Objective 3 utilized a comparative analytical scheme, applying the Mann-Whitney U test to determine significant differences in the levels of teachers' stress management when grouped and compared according to the aforementioned variables.

Ethical Consideration

By guaranteeing the confidentiality of the respondents' answers and upholding their anonymity during the entire research process, the study made a concerted effort to reduce the possibility of harm to its target respondents in accordance with Republic Act 10173, also known as the Data Privacy Act of 2012. The researchers also requested their free and informed consent upfront.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the data gathered to carry out the predetermined objectives of this study.

Profile of Respondents

Table 1. *Profile of the Respondents*

Variable	Category	Frequency	Percentage (%)
Age	Younger (Below 37 years old)	61	48.8
	Older (37 years old and above)	64	51.2
Sex	Male	43	34.4
	Female	82	65.6

Civil Status	Single	47	37.6
	Married	78	62.4
Plantilla Position	Lower (Teacher 1 and 2)	68	54.4
	Higher (Teacher 3 and MT 1, 2, and 3))	57	45.6
Average Family Monthly Income	Lower (Below Php31,000)	61	48.8
	Higher (Php31,000 and above)	64	51.2
Total		125	100.0

The study's first objective is to determine the profile of the respondents in terms of age, sex, civil status, plantilla position, and average monthly income. As gleaned from Table 1, when age was considered, the older group garnered a percentile of 51.2% or 64 respondents, while their younger counterparts, aged 37 years or below, garnered 48.8% or approximately 61 respondents. When sex was taken as a variable, the female group received a percentile of 65.6% or 82 participants, while 34.4% or 43 respondents were from their male group counterparts. When civil status was considered variable, the married group garnered a numerical rating of 62.4% or 78 respondents, while 37.6% or 47 respondents, where the vast majority belonged to the married group.

When the plantilla position was taken as a variable, the obtained numerical rating of 45.6% or 57 respondents belonged to the higher position group. In contrast, those categorized as the lower group garnered a numerical rating of 54.4% or 68 respondents. Most respondents belonged to the lower position group in terms of plantilla position. Lastly, when the average family monthly income was considered, the obtained numerical rating of 51.2% or 64 respondents belonged to the higher income group, whereas those who were categorized as the lower income group garnered a numerical rating of 48.8% or 61 respondents. Most respondents belonged to the higher income group in terms of average family monthly income.

Level of Teachers' Stress Management

Table 2. *Level of teachers' stress management in the area of Self-care and well-being*

Self-care and well-being Items	Mean	Interpretation
<i>As a teacher, I ...</i>		
Am engage in physical exercise or activities to manage stress.	4.25	High level
Sleep 6-8 hours per night.	4.22	High level
Practice relaxation techniques such as deep breathing, meditation, or mindfulness to reduce stress.	4.27	High level
Take short breaks during the school day to recharge and relax like short rides, travels and outings.	4.23	High level
Engage in self-care activities recommended by my family and friends to manage stress (e.g., taking a walk, practicing a hobby.	4.22	High level

Engage in hobbies or activities outside of work that I enjoy.	4.20	High level
Prefer to have fruits, vegetables and other nutritious foods during meals.	4.22	High level
Am accustomed to travel local/ international every year to find new experiences and self-relief.	4.26	High level
Overall Mean	4.24	High level

Table 2 presents the level of teachers' stress management in terms of Self-Care and Well-Being. The results show an overall mean of 4.24, interpreted as a high level, indicating that teachers generally practice healthy habits that support their physical and emotional welfare. All items in this area were rated high, signifying consistent engagement in activities that promote wellness. However, the lowest mean was 4.20 for the statement "Engage in hobbies or activities outside of work that I enjoy," while the highest mean was 4.27 for "Practice relaxation techniques such as deep breathing, meditation, or mindfulness to reduce stress." Despite both items being rated at a high level, the slight difference suggests that while teachers excel in relaxation and mindfulness, they may have less time or motivation to pursue recreational hobbies outside of work.

The relatively lower rating on engaging in hobbies or activities beyond teaching highlights an important area for improvement in teachers' stress management. This result implies that many teachers are unable to devote adequate time to personal leisure, recreation, or non-academic pursuits due to heavy workloads, multiple responsibilities, and limited work-life balance. Engaging in hobbies such as music, art, sports, gardening, or travel can serve as effective outlets for relaxation, creativity, and emotional renewal. Without such opportunities, teachers may experience mental fatigue and diminished enthusiasm for work. Hence, it is recommended that school administrators and education leaders encourage teachers to integrate leisure and recreational activities into their self-care routines, possibly through wellness programs, flexible schedules, or organized hobby-based support groups to promote holistic well-being and prevent burnout.

The findings of this study are consistent with previous local and international research that underscores the role of work-life balance and leisure in maintaining teacher well-being. Bernardo (2020) found that Filipino teachers often neglect personal recreation due to occupational demands, leading to emotional exhaustion. Similarly, Montgomery and Rupp (2021) reported that the absence of non-work-related outlets contributes to higher burnout rates among educators. In contrast, Chan (2021) emphasized that cultivating personal hobbies and interests outside teaching enhances emotional stability and satisfaction. These studies affirm the present findings, supporting the recommendation that teachers' stress management programs should include strategies that foster personal hobbies, relaxation, and balanced lifestyles to ensure sustained motivation and well-being in the teaching profession.

Table 3. *Level of teachers' stress management in the area of Supportive relationships*

Supportive relationships		
Items	Mean	Interpretation
<i>As a teacher, I ...</i>		

Have a support network (colleagues, friends, family) that I can turn to when feeling stressed.	4.27	High level
Feel that my school administration supports my well-being and provides resources for stress management	4.27	High level
Engage in informal conversations with colleagues about work-related stress.	4.30	High level
Receive emotional support from my fellow teachers when facing challenges at work.	4.28	High level
Collaborate with other teachers to share resources and teaching strategies, which can help reduce your workload and stress.	4.28	High level
Participate in team-building or social activities with your colleagues outside of work hours.	4.26	High level
Seek advice or guidance from mentors or more experienced teachers to manage job-related stress.	4.30	High level
Have open and constructive communication with my immediate supervisor or principal about work-related concerns and stressors.	4.32	High level
Overall Mean	4.29	High level

Table 3 presents the level of teachers' stress management in the area of Supportive Relationships. The results reveal an overall mean of 4.29, verbally interpreted as a high level, indicating that teachers frequently rely on strong social and professional networks to help them cope with stress. All items in this category were rated high, showing that teachers actively seek and receive support from colleagues, family, mentors, and school leaders. The lowest mean of 4.26 was obtained in the item "Participate in team-building or social activities with your colleagues outside of work hours," while the highest mean of 4.32 was recorded in "Have open and constructive communication with my immediate supervisor or principal about work-related concerns and stressors." Although both results indicate a high level of stress management, the slight variation suggests that while teachers feel supported by their supervisors, there is room for improvement in strengthening informal team-building activities and social engagement outside of work.

The lower mean for participation in team-building and social activities highlights a potential gap in collaborative well-being initiatives among teachers. This implies that teachers may be experiencing limited opportunities to interact with colleagues in non-academic settings due to demanding workloads or time constraints. Engaging in social and team-building activities can foster camaraderie, trust, and open communication, which, in turn, reduce emotional strain and promote a more supportive work environment. Educational leaders may consider organizing regular wellness gatherings, sports events, or fellowship programs to enhance collegial relationships and reduce isolation among teachers. Strengthening these social bonds can reinforce collective morale, encourage teamwork, and ultimately contribute to improved mental health and stress resilience in the workplace.

The findings of this study are consistent with recent research emphasizing the importance of social support in managing teacher stress. According to Wang, Hall, and Rahimi (2023), strong collegial relationships and open communication significantly decrease emotional exhaustion among teachers. Likewise, Bianchi and Schonfeld (2022) found that workplace collaboration and mentoring relationships serve as protective factors against burnout. In the Philippine context, Mendoza (2021) noted that teachers who engage in supportive peer networks demonstrate greater resilience and job satisfaction. These studies

affirm the present findings and suggest that fostering social and professional relationships is a vital component of teachers' stress management, helping to build emotionally healthy and collaborative school communities.

Table 4. *Level of teachers' stress management in the area of Professional development*

Professional development Items	Mean	Interpretation
<i>As a teacher, I ...</i>		
Participate in professional development opportunities offered by my school or district to enhance my teaching skills.	4.29	High level
Attend workshops, seminars, or conferences focused on stress management and teacher well-being.	4.31	High level
Engage in ongoing professional development activities to stay updated on the latest teaching methodologies and strategies.	4.28	High level
Take advantage of online courses or webinars related to stress reduction techniques specifically designed for educators.	4.32	High level
Seek out mentorship or coaching as part of my professional development to address stress and work-related challenges.	4.24	High level
Incorporate stress management techniques or well-being practices learned through professional development into my daily teaching routine.	4.29	High level
Feel that professional development has a positive impact on my ability to manage stress and maintain well-being as a teacher.	4.34	High level
Set and pursue my own professional development goals related to stress management and well-being.	4.23	High level
Overall Mean	4.29	High level

Table 4 presents the level of teachers' stress management in the area of Professional Development. The overall mean of 4.29, interpreted as a high level, indicates that teachers actively engage in professional growth opportunities that contribute to their ability to manage stress effectively. All indicators were rated high, suggesting that professional learning is perceived as a valuable component of stress management. The lowest mean, 4.23, was observed in the item "Set and pursue my own professional development goals related to stress management and well-being," while the highest mean of 4.34 was obtained in "Feel that professional development has a positive impact on my ability to manage stress and maintain well-being as a teacher." Although both items received high ratings, the slight difference implies that while teachers appreciate the benefits of professional development, some may struggle to set and pursue personal goals related to well-being.

The lower mean in setting and pursuing personal professional development goals suggests that teachers may rely primarily on school-organized programs rather than self-initiated learning plans. This could be attributed to limited time, a lack of confidence in selecting appropriate courses, or the absence of structured support for individualized growth. Encouraging teachers to take ownership of their professional development through self-assessment and goal-setting could foster greater empowerment and resilience. Schools may support this by introducing mentoring systems, reflective practice sessions, or individual learning portfolios that align professional growth with stress management and well-being. Empowering teachers to design their personal development trajectories not only enhances their competence but also strengthens their ability to manage occupational stress proactively.

These findings are consistent with emerging research emphasizing the link between continuous professional development and teacher well-being. According to Hagenauer and Volet (2022), teachers who engage in self-directed professional learning demonstrate higher motivation and emotional resilience. Similarly, Klassen, Perry, and Frenzel (2023) found that professional growth initiatives directly contribute to reduced stress levels and improved job satisfaction. In the local context, Villanueva (2021) noted that Filipino teachers who actively plan and pursue individualized learning goals exhibit better coping mechanisms in managing workload pressures. These studies affirm that professional development—especially when self-directed—serves as both a coping mechanism and a preventive strategy for teacher stress, supporting the present study's findings.

Comparative Analyses of the Level of Teachers' Stress Management

Table 5 . *Differences in teachers' stress management levels in self-care and well-being when grouped and compared according to variables.*

Self-care and well-being							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	61	58.48	1676.00	0.05	0.163	Not Significant
	Older	64	67.31				
Sex	Male	43	61.59	1702.50	0.747	0.747	Not Significant
	Female	82	63.74				

Civil Status	Single	47	55.06	1460.00	0.052	Not Significant
	Married	78	67.78			
Plantilla Position	Lower	68	59.82	1721.50	0.272	Not Significant
	Higher	57	66.80			
Average Family Monthly Income	Lower	61	59.02	1709.00	0.219	Not Significant
	Higher	64	66.80			

Table 5 presents the differences in teachers' stress management levels in self-care and well-being when grouped and compared according to selected variables such as age, sex, civil status, plantilla position, and average family monthly income. The results reveal that no significant differences were found across all variables, with p-values greater than 0.05. Specifically, age ($p = 0.163$), sex ($p = 0.747$), civil status ($p = 0.052$), plantilla position ($p = 0.272$), and family income ($p = 0.219$) all yielded not significant results. This indicates that teachers, regardless of demographic or socioeconomic differences, exhibit similar levels of stress management practices in self-care and well-being. The data suggest a consistent pattern of high stress-management competence among teachers, demonstrating that their coping strategies and wellness habits are shared across age groups, genders, and economic backgrounds.

The implication of these findings suggests that self-care and well-being are universal needs and practices among teachers, rather than behaviors determined by demographic characteristics. This uniformity may reflect shared occupational stressors and collective experiences in the teaching profession that transcend personal differences. Teachers, whether young or old, male or female, married or single, and regardless of position or income, face similar challenges—heavy workloads, emotional demands, and accountability pressures. Consequently, they may adopt comparable coping mechanisms such as mindfulness, social support, and physical self-care. Educational institutions can take advantage of this finding by implementing inclusive wellness programs that cater to all teachers rather than focusing on specific subgroups. Such programs can reinforce the collective culture of well-being, encourage peer support, and sustain a positive school climate.

The results are consistent with previous research indicating that demographic factors do not significantly influence stress management behaviors among teachers. Collie, Perry, and Martin (2023) found that coping efficacy and well-being among teachers were more strongly related to the workplace environment and emotional intelligence than to age or gender. Similarly, Klusmann et al. (2022) reported that both novice and experienced teachers exhibit comparable patterns in adopting self-care practices when facing job stress. Gutiérrez and Tomás (2019) also concluded that professional context and perceived social

support play a more critical role in teacher well-being than demographic attributes. These studies affirm the present findings, emphasizing that effective stress management stems from psychological adaptability and institutional culture rather than personal demographics alone.

Table 6 . Differences in the Level of teachers' stress management in the Area of Supportive relationships and when grouped and compared according to variables.

<i>Supportive relationships</i>							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	61	58.97	1706.00		0.219	Not Significant
	Older	64	66.84				
Sex	Male	43	64.58	1695.00		0.721	Not Significant
	Female	82	62.17				
Civil Status	Single	47	55.11	1462.00	0.05	0.056	Not Significant
	Married	78	67.76				
Plantilla Position	Lower	68	60.18	1746.00		0.336	Not Significant
	Higher	57	66.37				
Average Family Monthly Income	Lower	61	60.50	1799.50		0.446	Not Significant
	Higher	64	65.38				

The differences in teachers' stress management levels in the area of Supportive Relationships when grouped and compared according to selected variables such as age, sex, civil status, plantilla position, and average family monthly income are shown in Table 6. The results indicate that all variables had p-values over 0.05 which means that there were no significant differences. More specifically, age ($p = 0.219$), sex ($p = 0.721$), civil status ($p = 0.056$), plantilla position ($p = 0.336$), and family income ($p = 0.446$) were all found not significant. It can be inferred from these findings that the teachers' ability to foster and sustain supportive relationships is not affected by their demographic or economic categories. No matter the age, gender, or position, the teachers engage to the same extent in seeking and providing emotional and professional support to their peers, administrators, and family members.

The absence of significant differences implies that supportive relationships are a common factor in teachers' professional and personal lives. These relationships are influenced by the collaborative nature of the teaching profession, which promotes collegiality and the sharing of coping mechanisms. This result suggests that the entire range of teachers, male and female, young and old, and those from different family backgrounds, recognize equally the importance of emotional and social ties in stress relief. Hence, institutions should make deliberate efforts to facilitate peer mentoring, open communication, and community-building activities among teachers. Interpersonal networks and collaborative efforts can be strengthened to create a pool of resilience, which has been known to reduce the adverse effects of occupational stress and enhance overall well-being.

The facts reported above corroborate those of recent research that has emphasized the importance of collegial support and relational resources for teacher well-being. Harris and Jones (2022) point out that schools that encourage a cooperative and supportive culture suffer less from teacher burnout and report more job satisfaction. In the same vein, Kim and Asbury (2020) established that teachers' coping efficacy during stressful times, such as curriculum changes or crises, is enhanced by peer support and open communication. In the Philippines, Torres and Alvarez (2021) stated that teachers who have a habit of interdependence reveal greater resilience and less emotional fatigue. All such research findings lend support to the current ones and validate that supportive relationships matter in stress management regardless of teachers' demographics.

Table 7. *Differences in the level of teachers' stress management in the area of professional development when grouped and compared according to variables.*

Professional Development							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	61	58.96	1705.50	0.05	0.219	Not Significant
	Older	64	66.85				

Sex	Male	43	65.49	1656.00	0.574	Not Significant
	Female	82	61.70			
Civil Status	Single	47	53.13	1369.00	0.017	Significant
	Married	78	68.95			
Plantilla Position	Lower	68	60.59	1774.00	0.412	Not Significant
	Higher	57	65.88			
Average Family Monthly Income	Lower	61	57.47	1614.50	0.092	Not Significant
	Higher	64	68.27			

Table 7 shows the difference between teachers' stress management levels in the category of Professional Development when they are classified and compared according to variables such as age, sex, civil status, plantilla position, and average family monthly income. Results showed that all variables, except for civil status, had p-values of over 0.05, which means no significant difference. However, civil status scored a p-value of 0.017, which is lower than 0.05, indicating a significant difference. This implies that the stress management levels of married teachers are higher than those of single teachers in relation to professional development, as they have higher mean ranks. It has been suggested that marital status affects the way teachers deal with professional development in terms of stress and wellness management.

The difference in civil status is significant and points to the fact that married teachers are more inclined than unmarried ones to partake in or gain from professional development activities. That being said, married teachers might see these activities as opportunities for both personal and professional development. Therefore, their emotional health and ability to deal with stress would also be positively affected. This is probably due to their increased sense of duty, improved financial situation, and the existence of support systems that encourage people to participate in development activities. In contrast, single teachers may encounter issues such as a lack of time or motivation that prevent them from participating in similar programs. Schools need to create professional development programs that are inclusive and flexible to serve the different needs and situations of both married and single teachers, so that all teachers can have equal access to learning opportunities that support their well-being.

These results align with recent studies that emphasize the relationship between life circumstances and professional engagement. According to Lee and Kim (2023), married teachers often report higher work motivation and commitment to continuous learning due to perceived family and social support. Similarly, Rivera and Santos (2021) found that Filipino teachers with stable personal lives tend to exhibit greater resilience and willingness to engage in self-improvement activities. Meanwhile, Sharma and Pathak (2022) highlighted that professional development participation is positively associated with emotional well-being, especially among educators who balance work and family life effectively. These findings support the present study's conclusion that civil status can influence teachers' professional development practices as part of their stress management strategies.

Conclusion

According to the results, teachers in public schools in the district were found to possess a high level of stress management in all three domains of self-care and well-being, supportive relationships, and professional development. This means that the teachers themselves engage in effective coping strategies such as mindfulness, relaxation, and emotional regulation to maintain their mental and physical health. They believe in the social support systems and collegial relationships to absorb work-related stress from outside. In addition, teachers participate in professional development activities as a demonstration of their willingness to continue learning as a means to improve not just their teaching but also stress management in the workplace.

Further, the study found that none of the stress management levels of teachers showed a statistically significant difference across most of the demographic variables: age, sex, plantilla position, and family income. What this spell out is that good stress management is practiced by all teachers, regardless of background considerations, whether personal or economic, showing that the capability for resilience and adaptability is a professional culture among them. The only statistically significant difference was observed with regard to the civil status of professional development, with married teachers having higher levels of stress management. This would mean that family support and stability, along with maturity, could be some factors that motivate and equip married teachers in managing work-related stress through professional development.

While teachers give commendable demonstrations of coping with stress, there still exist areas that require further assistance, such as finding leisure time outside of work, working with one another on individual professional-growth plans, and implementing opportunities for team-building activities on a more consistent basis. It is suggested that schools and education authorities look into developing wellness and development programs that provide for the whole spectrum of teachers' physical, emotional, and professional needs. Such programs will nurture a healthier, inspired, and resilient workforce — one that can promote excellent education and sustain teacher well-being and satisfaction.

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