

Work attitude and job-related stress among teachers in kindergarten

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Abstract - This study determined the work attitude and job-related stress among kindergarten teachers in the identified schools in Cebu. The quantitative research method using an adapted survey questionnaire was employed for Kindergarten teachers who were selected using convenience sampling to determine the demographic profile of the respondents in terms of age and gender, civil status, health history, role in the family, number of hours per week, combined monthly family income, highest educational attainment, and distance from residence to work; degree of job-related stress encountered by the participants; degree of work-related attitude of the respondents, and a correlational analysis between respondents' profile and the job-related stress and respondents' profile and work-related attitude. Gathered data were treated using frequency count, percentage, weighted mean, t-test, and chi-square. Findings revealed that teachers were very satisfied with their relationships and experienced minimal job-related stress. Moreover, they were satisfied and experienced occasional stress in their job, roles, career development, and organization. On the contrary, they experienced high levels of job-related stress in the home/work interface. In addition, findings indicate that teachers exhibit positive attitudes toward their work. A correlation analysis revealed that age, role, and educational attainment have a significant relationship with job-related stress, while the degree of sufficiency of the family income has a significant relationship with job and role. Consequently, the home/work interface showed no significant relationship between work attitude and job-related stress. Hence, it is recommended that a crafted action plan be adopted for implementation to address the work-related stress among Kindergarten Teachers.

Keywords: Early Childhood Education, work attitude, job-related stress, quantitative research, Cebu, Philippines

I. INTRODUCTION

Early childhood education lays the foundation for lifelong learning and development. (Haslip & Gullo, 2018). As frontline educators, kindergarten teachers are instrumental in nurturing young minds during their formative years. (Cheung et al., 2022). Despite the rewarding nature of their work, kindergarten teachers often encounter numerous stressors that can adversely affect their professional attitudes and overall job satisfaction (Lambert et al., 2019).

Being a teacher is one of the loveliest jobs. However, it is also an upsetting activity, a reality demonstrated by the various studies showing that teaching is considered an exceptionally distressing

occupation. There is a decline in teachers' productivity at work because of job-related stress, which influences psychological well-being (George & K.A., 2018). Burnout is an adverse reaction due to interminable work pressure (Ackon, 2020). This issue is not considered much, even by the educators themselves. While they spend restless evenings checking test papers, recording the scores, and, among others, for them to earn their month-to-month pay, their well-being is being neglected. Well-being is not just physical. It includes the individual's physical, social, and mental. Some existing research indicates that kindergarten teachers across cultures have consistently faced high work stress that may influence their well-being. (Byun et al., 2022; Talbot & Mercer, 2018). In particular, public-school teachers must prepare plenty of activities for the learners since most public schools have larger class sizes than their private school counterparts.

Based on the researchers' personal experience regarding the kindergarten curriculum, a kindergarten class must follow Blocks of Time, wherein activities should be done in independent practice and teacher-supervised activities. Kindergarten teachers express both positive and negative opinions about their jobs, the tasks they must complete, the workplace culture, their employers, work-life balance, sustainability, and health. Understanding the dynamics of these factors is crucial, as they affect the well-being and job performance of teachers and the quality of education and care provided to the learners. Kindergarten teachers are frequently exposed to high demands, including managing diverse classroom behaviors, meeting educational standards, and engaging with parents, all of which can contribute to elevated stress levels (Zinsser et al., 2019). Consequently, these stressors can influence their attitudes toward their profession, potentially leading to burnout, reduced job satisfaction, and higher turnover rates. (Scanlan & Still, 2019)

With the foregoing in mind, this research determined the work attitude and job-related stress among kindergarten teachers in the identified schools in Cebu, Philippines, as the basis for crafting an action plan to address issues about job-related stress among kindergarten teachers.

Related Literature and Studies

This study is anchored on the Person-Environment Fit Theory, Job Demand-Control (Support), and Lazarus Theory. Two legal bases further support this: Republic Act No. 4670, The Magna Carta for Public School Teachers, and DepEd Memorandum No. 22 S. 2015, the Annual Physical Examination of DepEd Employees.

The Person-Environment (P-E) Fit Theory is a framework in organizational psychology that examines the alignment or compatibility between an individual and their work environment. This theory posits that the congruence between personal characteristics (such as skills, values, and needs) and environmental factors (such as job demands, organizational culture, and rewards) is crucial for positive work outcomes. According to Vleugels et al. (2018), the P-E Fit Theory remains a dynamic and influential framework for understanding individuals' interactions and work environments.

Another theory is the Job Demand-Control (Support) Theory, also known as the Job Demand-Control (JDC) Model or the Job Demand-Control-Support (JDSC) Model. This framework in occupational health psychology explains how job characteristics impact employee stress and well-being. (Asif et al., 2018)

Another is the Lazarus Theory, also known as the Lazarus Stress and Coping Theory, which is a psychological framework developed by Richard Lazarus that focuses on the cognitive processes involved in stress and coping. This theory emphasizes the role of cognitive appraisal in determining how individuals experience and respond to stressors. Thompson et al. (2020) posited that how people evaluate and interpret potential stressors plays a crucial role in their emotional and physiological reactions to those stressors.

The first legal basis supporting this study is Section 3 of Republic Act No. 4670, The Magna Carta for Public School Teachers, which states that any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him for the preparation and correction of exercises and other work incidental to his regular teaching duty provided, however, that where the exigencies of the service so require, any teacher may be required to render more than six hours but not exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular numeration plus at least twenty –five percent of his basic pay.

Teaching is one of the most demanding occupations in the world, and it has high levels of stress (R. Richards et al., 2018), which affects the teacher's health and well-being, causing burnout, lack of engagement, job dissatisfaction, terrible performance, and some of the best possible turnover rates. Many work-related stressors have caused elementary teachers to quit work, change careers, early retirement, and even suicide, and many of these teachers have difficulty dealing with stress at work because of the demands coming from higher authority. Lashway (2018) proclaimed that the stress associated with the superintendency forced many qualified leaders to step down and deterred many qualified candidates from applying. Monetary rewards sometimes

motivate some teachers to lead a school, but they do not have the passion to help the country's educational system.

Second is the DepEd Memorandum No. 22, s. 2019, Annual Physical Examination of DepEd Employees teaching and non-teaching Personnel. The Philippines has been closely observed in terms of the stress experienced by teachers and their coping mechanisms to reduce the impact on their professional performance. According to Alson (2021), secondary faculty teachers experienced reasonable degrees of work-related and emotional Stressors while experiencing little personal stressors, and the feeling of being overworked under strict monitoring by school administrators and financial inadequacy affected their performance as professionals.

It has been observed in the region that elementary teachers have different coping strategies to survive in the workplace. The most common stressors of elementary teachers are having excessive documents to submit every month while holding the salary when submission is delayed, an uncomfortable classroom, a lack of time management skills, a demanding immediate supervisor, and a low salary for teachers.

According to Al-Dubai et al. (2016), coping strategies are classified into active and avoidant. Active coping strategies are either behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it. In contrast, avoidant coping strategies lead people into activities or mental states that keep them from directly addressing stressful events. Active coping is considered a better way to deal with stress, while avoidant coping is considered a psychological risk factor for adverse responses to stressful life events.

Hence, the body of literature and empirical studies on work-related attitudes and job-related stress among kindergarten teachers underscores the multifaceted nature of these issues. Theories such as the Person-Environment Fit Theory, Lazarus theory, and the Job Demand-Control (Support) Theory provide valuable frameworks for understanding how various factors within the work environment impact teachers' well-being and job performance. Furthermore, the provisions of legislative acts like the Magna Carta for Public School Teachers and the Annual Physical Examination of DepEd Employees highlight the importance of institutional support and fair practices in mitigating stress and fostering positive work attitudes.

Statement of the Problem

This study aimed to determine the work attitude and job-related stress among kindergarten teachers in the identified public schools in Cebu as the basis for the action plans. Specifically, it sought to answer questions related to the demographic profile, degree of job-related stress, degree of work-related attitude, and correlation analysis between the profile and job-related stress, profile, and degree of work-related attitude, and degree of job-related stress and degree of work-related attitude.

II. METHOD

This study employed quantitative research design, which used a descriptive method to determine the demographic profile of the respondents in terms of age and gender, civil status, health history, role in the family, number of hours per week, combined monthly family income, highest educational attainment; and distance from residence to work; degree of job-related stress of the respondents; degree of work-related attitude of the respondents, significant relationship between the profile of the respondents and their job-related stress; and their profile and their degree of work-related attitude. Data gathered were summarized, organized, and treated statistically.

Moreover, the study's respondents were 30 kindergarten teachers from the District of Sibonga Province of Cebu, 30 kindergarten teachers from the East District of Mandaue City, and 30 kindergarten teachers from North District 4 of Cebu City, for a total of 90 kindergarten teachers who were selected using convenience sampling.

The instrument used in this was an adapted survey questionnaire from the Cumbria Country Council on the Model 'Whole School' stress to determine the degree of job-related stress encountered in school regarding job, role, relationships, career development, organizational structure, and home/work interface.

With regard to the collection of data, the researchers secured written approval from the District Supervisors of the identified Division offices where the selected schools belong. After the approval to conduct the study, they notify the school principal of the data-gathering schedule. The researchers personally explain to the respondents the intention or purpose of the study and the contents or items in the questionnaires for clarity and understanding. The data gathered, or the output, was retrieved, classified, tallied, and presented in a tabular form to facilitate the statistical presentation. The data gathered from the respondents were analyzed using statistical tools such as frequency count and percentage distribution, weighted mean, t-test, and chi-square.

III. RESULT AND DISCUSSION

A. Result

2.1 Profile of the Respondents

Table 1 presents the respondents' profiles in terms of age, gender, civil status, role, and hours worked per week.

Table 1
Profile of the Respondents

Profiles	Sibonga District (n=30)		Cebu City Division (n=30)		Mandaue City Division (n=30)		Overall (N=90)	
	f	%	f	%	f	%	f	%
A. Age(in years)								
21-25	5	16.67	10	33.33	2	6.67	17	18.89
28-30	14	46.67	8	26.67	8	26.67	30	33.33
31-35	6	20.00	6	20.00	6	20.00	18	20.00
36-40	5	16.67	6	20.00	9	30	20	22.22
More than 40	-	-	-	-	5	16.67	5	5.56
	Mean:	30.37		29.17		33.77		31.1
	StDev:	5.15		5.34		5.61		5.66
B. Gender								
Female	29	96.67	28	93.33	28	93.33	85	94.44
Male	1	3.33	2	6.67	2	6.67	5	5.56
C. Civil Status								
Married	18	60.00	15	50.00	20	66.67	53	58.89
Single	12	40.00	15	50.00	10	33.33	37	41.11
D. Role in the Family								
Mother	15	50.00	15	50.00	15	50.00	45	50.00
Others	15	50.00	15	50.00	15	50.00	45	50.00
E. Hours Work per Week								
40-42	15	50.00	27	90	30	100.00	72	80.00
43-45	15	50.00	3	10	-	-	18	20.00
	Mean:	42.43		40.50		40.00		40.98
	StDev:	2.33		1.53		0.00		1.91

Age. As reflected in Table 1, the majority of the respondents belong to the age bracket of 26-30 years of age (30, 33.33%), followed by those who belong to 36-40 years of age (20,22.22%), and other respondents belong to the age of 31- 35 years (18, 20%). The next respondents are 21-25 years of age (17,18.89 %), and the lowest belongs to 40 years and above (5,5.66%). The mean age is 31, with a standard deviation of 5.66. Age was a valuable resource influencing attitudes, work expectations, and responsibilities within communities and cultures. It reflected societal standards, individual variances, and experiences. Age also shapes a person's worldview, attitudes, and coping strategies, promoting psychological development and resilience.

Gender. Regarding gender, most of the respondents are female (85,94.44%), while only five, or 5.56%, are males. Gender is a complex concept influenced by social relations, inequality, and individual identities. Understanding and addressing its impact was crucial for promoting inclusivity and creating fair work environments for all genders.

Civil Status. Most were married (53,8.89 %), and others were singles (37, 41.11 %). Civil status, a legal status related to marital status and personal relationships, impacts family dynamics and could have been significantly influenced by societal changes. Regardless of their civil status, teachers often experience increased stress, which could negatively affect students' learning and job performance.

Role in the Family. Data showed that 45 (50%) respondents reported that they stand as “mothers” as their role in their families, while another 45(50%) respondents belong to others. Roles were socially constructed actions, responsibilities, and standards within a social group. Teachers relied on family for emotional support and comprehensive support networks needed to address work-related stress, promoting a balanced and positive workplace culture.

Hours Per Work. The results revealed that 72(80%) respondents reported working 40-42 hours per week, and only 18(20%) respondents reported working 43-45 hours per week; the mean value is 40, with a standard deviation of 1.91. The average manhour was the average work per hour, and understanding and addressing these impacts was crucial for a sustainable teaching profession. Long-term work-related responsibilities could prevent stress and burnout, requiring fair hours and flexible scheduling.

Table 2
Profile of the Respondents

Profiles	Sibonga District (n=30)		Cebu City Division (n=30)		Mandaue City Division (n=30)		Overall (N=90)	
	f	%	f	%	f	%	f	%
F. Educational Attainment								
Masters Graduate	3	10.00	4	13.33	5	16.67	12	13.33
College Graduate	15	50.00	23	76.67	21	70	59	65.56
Others	12	40.00	3	10.00	4	13.33	19	21.11
G. Combined Monthly Family Income (in PhP)								
7,890 - 15,780	2	6.67	5	16.67	-	-	7	7.78
15,780 - 31,560	27	90.00	25	83.33	28	93.33	80	88.89
31,560 - 78,900	1	3.33	-	-	2	6.67	3	3.33
H. Degree of Sufficiency of the Family Income								
Sufficient	20	66.67	14	46.67	11	36.67	45	50
Moderately Sufficient	8	26.67	11	38.67	18	60.00	40	44.44
Insufficient	2	6.67	5	16.67	1	3.33	5	5.58
Mean:	3.6		3.40		3.33		3.44	
StDev:	0.62		0.60		0.55		0.60	
I. Distance from Residence to Work								
1-5 kms	12	40.00	14	46.67	19	63.33	45	50.00
6-10kms	5	16.67	7	23.33	3	10.00	15	16.67
More than 10 kms	13	43.33	9	30.00	8	26.67	30	33.33
Mean:	10.2		8.30		7.10		8.53	
StDev:	9.81		6.87		7.44		8.15	
J. Rate								
Sufficient	20	66.67	25	83.33	11	6.67	56	62.22
Moderately Sufficient	8	26.67	5	16.67	18	26.67	31	34.33
Insufficient	2	6.67	-	-	1	20	3	3.33
Mean:	3.60		3.40		3.33		3.44	
StDev:	0.62		0.62		0.55		5.96	

K. Health History

Appendicitis	1	3.34	0	0	0	0	1	1.11
Diabetic	1	3.34	0	0	0	0	1	1.11
Mayoma	1	3.34	0	0	0	0	1	1.11
Previous CS	1	3.34	0	0	1	3.34	2	2.22
Allergy rhinitis	0	0	0	0	1	3.34	1	1.11
High blood	0	0	0	0	1	3.34	1	1.11
Kidney problem	0	0	0	0	1	3.34	1	1.11
Mean:	13.33		0		3.33		8.33	
StDev:	10.33		0		0.33		5.33	

Highest Educational Attainment. In terms of educational attainment, the majority, or 59 (65.56%) of the respondents, hold bachelor's degrees, while 12(3.33%) respondents hold a master's degree, and 19 (21.11%) respondents hold doctorate units. Educational attainment is crucial for personal and societal progress, impacting policymakers, educators, and researchers. Teachers' backgrounds influence teaching practice, career prospects, leadership, and specialized assignments.

Combined Monthly Family Income. The majority, or 80 (88.89%) of the respondents, reported that they have PhP 15,780- PhP 31,560 range monthly family and remarked that this is sufficient for their family, three (3.33%) respondents reported that their monthly income is moderately sufficient. Only seven (7.78%) respondents reported that it is not sufficient for their family. Family income significantly impacts job-related stress, with higher salaries alleviating financial anxieties but causing increased responsibilities and demands. Lowered incomes could cause stress due to financial insecurity. Teachers could better understand their monthly earnings.

Distance from Residence to Work. The data showed that 45 (50%) respondents reported that their distance from residence to their workplace ranged from 1-5 km, followed by 30 (33.33%) respondents who said that they reside more than 10km from their place of work and only 15 (16%) belongs to 6-10kms of distance from residence to their place of work. Distance from residence to workplace can lead to job-related stress, affecting work attitudes and job satisfaction. Longer commutes can affect work-life balance, and organizational rules and culture can influence commute distance. Firms promoting adaptability remote work or telecommuting can mitigate these effects.

Rate. The majority, or 56 (62.22%) of the respondents, reported that their rate is sufficient, 31 (34.44%) respondents reported that their rate is moderately sufficient, and only 30 (3.33 %) respondents reported that their rate is not sufficient. Employers can foster a welcoming workplace, promoting employee well-being and reducing job-related stress through fair compensation, career growth, and work-life balance, thereby boosting job satisfaction.

Health History. Most respondents reported that their health history is more important; only two (2.22%) got a Caesarian Section. Other health history includes appendicitis, diabetes, mayoma, allergy rhinitis, high blood, and kidney problems. Assessing job-related stress requires comprehensive physical, mental, and emotional health assessment, while schools must proactively address teachers' health histories to promote equity and optimal learning environments.

2.2 Degree of job-related stress of the respondents

Table 3
Respondents' Related Stress on their Job

Indicators	Sibonga		Cebu City		Mandaue City Division		Overall	
	District (n = 30)		Division (n = 30)		(n = 30)		(N = 90)	
	x	Desc	x	Desc	x	Desc	x	Desc
A. Job								
1 I am satisfied with my job.	3.3	SA	3.27	SA	3.3	SA	3.29	SA
2 I have skills, knowledge and experience of my job.	3.27	SA	3.47	SA	3.23	A	3.32	SA
3 I have skills, knowledge and experience being used as much as I would like them to be.	3.27	SA	3.37	SA	3.13	A	3.26	SA
4 The class preparation time is adequate.	2.9	A	3.1	A	3	A	3	A
5 I have adequate resources to be able to do my job.	3.2	A	3.07	A	3.07	A	3.11	A
6 My workload is just about right.	3.1	A	3.1	A	3.2	A	3.13	A
7 The deadlines/targets that are given are reasonable and achievable.	3	A	2.97	A	3	A	2.99	A
8 The health, safety and welfare of staff are a priority within the school/unit.	2.9	A	3.1	A	3.23	A	3.08	A
9 I am satisfied with my physical working environment (heating, lighting, space, equipment etc.).	2.83	A	3.13	A	3	A	2.99	A
10 I am satisfied with the facilities available for food and drinks / rest periods.	2.87	A	2.87	A	2.9	A	2.88	A
11 I have opportunities within my working day for rest and relaxation or exercise.	2.8	A	2.8	A	2.77	A	2.79	A
12 I am satisfied with the services available to staff for counselling.	2.9	A	3.03	A	2.93	A	2.96	A
13 I am satisfied with the services available to staff for health advice and information.	2.9	A	3.03	A	2.93	A	2.96	A
14 I am satisfied with the services available to staff for safety advice and information.	2.9	A	3.03	A	2.93	A	2.96	A
Aggregate Mean	3.01	A	3.1	A	3.04	A	3.05	A

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
 1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

As reflected in Table 3, out of the 14 indicators of related stress on their job, results showed that the teachers perceived the three indicators as Strongly Agree. These are indicators number 1, "I am satisfied with my job," Indicator number 2, "I have skills, knowledge, and experience of my job," and indicator number 3, "I have skills, knowledge, and experience being used as much as I would like them to be." The rest of the indicators were perceived as Agree. Overall, the respondents' related stress on their job has a degree of Agree with an aggregate mean of 3.05. This could mean that the respondents were satisfied with their job and that they were generally happy and satisfied with their job. Employment was essential to society's development since it brought happiness, money, and a sense of belonging. Policymakers, companies, and individuals must thoroughly understand the labor market's dynamics and future potential.

Table 4

Indicators	Sibonga		Cebu City		Mandaue City Division (n = 30)		Overall (N = 90)	
	District (n = 30)		Division (n = 30)					
	x	Desc	x	Desc	X	Desc	x	Desc
B. Role								
1 I am satisfied with my level of involvement in the decision-making processes.	3.1	A	3.1	A	3.1	A	3.1	A
2 My work is appreciated and seen as valuable.	3	A	3.3	SA	3.1	A	3.2	A
3 I have a clearly defined job description and duties.	3.2	A	3.4	SA	3.3	SA	3.3	SA
Aggregate Mean	3.1	A	3.3	SA	3.2	A	3.2	A

Respondents' Job-Related Stress in Terms of Role

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

Table 4 shows respondents' job-related stress in terms of role. The data revealed that they strongly agree with the indicator "I have a clearly defined job description and duties." The other two indicators were perceived as agreeing. Overall, the degree of role as the respondent's job-related stress was only Agree. This means that they were satisfied with their role in their job and that they find it fulfilling. However, they may feel pressure and may encounter occasional stress managing their workload or meeting job expectations. Many educators struggle with managing work pressure due to significant role authority demands that encompass the responsibilities, duties, and expectations associated with a specific job.

Table 5
Respondents' Job-Related Stress on Relationship

Indicators	Sibonga		Cebu City		Mandaue City Division (n = 30)		Overall (N = 90)	
	District (n = 30)		Division (n = 30)					
	x	Desc	x	Desc	x	Desc	x	Desc
C. Relationship								
1 I am satisfied that my colleagues and me assist and support one another.	3.1	A	3.3	SA	3.3	SA	3.2	A
2 I am satisfied with the way staff at work relates to each other.	3.1	A	3.3	SA	3.2	A	3.2	A
3 I am satisfied that I am not being bullied or harassed at work in any way.	3.1	A	3.3	SA	3.2	A	3.2	A
4 I am satisfied with the opportunities I have of receiving and giving feedback amongst my colleagues.	3.2	A	3.3	SA	3.2	A	3.2	A
5 I am satisfied with the way I relate to pupils/students.	3.3	SA	3.4	SA	3.3	SA	3.3	SA
6 I am satisfied with the way pupils/students relate to me.	3.2	A	3.3	SA	3.2	A	3.3	SA
Aggregate Mean	3.2	A	3.3	SA	3.2	A	3.3	SA

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

As shown in Table 5, the respondents were very satisfied with their relationships with students, colleagues, and others. The aggregate mean of 3.3 was described as Strongly Agree. Of the six indicators, the respondents expressed that they were very satisfied with indicator 5, “I am satisfied with the way I relate to pupils/students,” and indicator 6, “I am satisfied with the way pupils/students relate to me.” The results indicate that they were delighted working with their colleagues and handling the learners and found their job highly fulfilling and rewarding. Job-related stress could negatively impact relationships, so individuals should take proactive measures to manage their stress. This included seeking help from friends and family, setting boundaries, engaging in stress-reduced activities, and seeking professional help. Mutual support could also help lessen the impact.

Table 6
Respondents’ Job-Related Stress on Career Development

Indicators	Sibonga		Cebu City		Mandaue City		Overall	
	District		Division		Division		(N = 90)	
	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(N = 90)	(N = 90)
	x	Desc	x	Desc	x	Desc	x	Desc
D. Career Development								
1 I am satisfied with the amount of training available to me at work.	3.03	A	3.07	A	3.07	A	3.06	A
2 I am satisfied with the quality of training that I receive.	3.03	A	3.07	A	3.03	A	3.04	A
3 The opportunities to progress and develop through training are fair to everyone.	3.1	A	3.13	A	3.07	A	3.1	A
4 I am satisfied with the staff induction program.	3.17	A	3.2	A	3.17	A	3.18	A
5 I am satisfied with the appraisal and review system.	3.13	A	3.13	A	3.1	A	3.12	A
6 I feel there are opportunities in the school to enable me to progress in my career.	3.2	A	3.2	A	3.1	A	3.17	A
7 I am encouraged to progress in my career.	3.3	SA	3.33	SA	3.17	A	3.27	SA
Aggregate Mean	3.14	A	3.16	A	3.17	A	3.13	A

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

Table 6 shows the respondents' job-related stress regarding career development. The result revealed that with the computed aggregate mean of 3.13 described as Agree, the respondents agree that they were satisfied and happy with the training, the quality of training, the appraisal and review system, and the opportunities afforded them to progress in their careers. Career development could impact workplace stress and offer opportunities for progress and fulfillment. Employers and individuals should balance resilience with career growth and offer tools, flexibility, and support to mitigate the negative impact of career advancement on work stress.

Table 7

Respondents' Job-Related Stress on Organizational Structure and Climate

Indicators	Sibonga		Cebu City		Mandaue City		Overall		
	District		Division		Division		(N = 90)		
	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	
	x	Desc	x	Desc	x	Desc	x	Desc	
E. Organizational Structure and Climate									
1	I am satisfied with the communication methods in the school/unit.	3	A	3.27	SA	3.13	A	3.13	A
2	I am treated as an individual.	3.17	A	3.37	SA	3.3	SA	3.28	SA
3	I am satisfied with the overall management structure of the school/unit.	3.1	A	3.07	A	3.17	A	3.11	A
Aggregate Mean		3.09	A	3.24	A	3.2	A	3.17	A

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

Table 7 shows the organizational structure and climate as the respondents' job-related stress. Result showed that the respondents agree that they are satisfied with the communication methods in their school and satisfied with the overall management structure of their school. Moreover, they are very satisfied with how they are treated as individuals. Overall, with the aggregate mean of 3.17, the respondents agree that they are satisfied.

Organizational structure and climate significantly impact working attitudes, fostering trust and transparency. Adapting structures to employees' values could improve productivity and create a healthier work environment by managing job-related stress.

Table 8
Respondents' Job-Related Stress on Home/Work Interface

Indicators	Sibonga		Cebu City		Mandaue City		Overall		
	District		Division		Division		(N = 90)		
	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	(n = 30)	
	x	Desc	x	Desc	x	Desc	x	Desc	
F. Home/Work Interface									
1	My home or social life is affected detrimentally by the events that happen at work.	2.83	A	2.9	A	2.97	A	2.9	A
2	My work is affected detrimentally by the events at home or in my social life.	2.67	A	2.8	A	2.77	A	2.74	A
3	During the last year, I had time off work because of ill health, which I think was caused by stress at work.	2.47	D	2.17	D	2.7	A	2.44	D
4	My physical health is being affected by my work.	2.6	A	2.37	D	2.87	A	2.61	A
5	My mental health is being affected by my work.	2.6	A	2.37	D	2.87	A	2.61	A
6	I find smoking or drinking alcohol more, or using drugs to help me cope with problems at work.	1.97	D	1.27	SD	1.6	SD	1.61	SD
Aggregate Mean		2.52	A	2.31	D	2.63	A	2.49	D

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

Table 8 presents the job-related stress in terms of the home/work interface. The data revealed they are dissatisfied and generally unhappy with their home/workplace. The aggregate mean of 2.49 was described as Disagree. They agree that their life was affected detrimentally by the events at work and vice versa. Their

physical health was being affected by my work and vice versa. They strongly disagree that smoking, drinking alcohol more, or using drugs helps cope with problems at work. The results suggest that the relationship between home and work life significantly impacts individuals and organizations, affecting well-being, productivity, and organizational effectiveness.

2.3 Degree of Work-Related Attitude of the Respondents

Table 9
Degree of Work-Related Attitude of the Respondents

	Indicators	Sibonga District (n = 30)		Cebu City Division (n = 30)		Mandaue City Division (n = 30)		Overall (N = 90)	
		x	Desc	x	Desc	x	Desc	x	Desc
		1	As far as I know now, plan to be working at another job next year.	2.53	A	2.33	D	2.3	D
2	I am satisfied with the amount of job security I have.	2.97	A	3.07	A	2.97	A	3	A
3	I am satisfied with the respect I receive from the people I work with.	3.07	A	3.13	A	3.2	A	3.13	A
4	I have confidence and trust in my colleagues.	3.13	A	3.07	A	3.1	A	3.1	A
5	In general, I like working here.	3.07	A	3.13	A	3	A	3.07	A
6	What happens to this department is really important to me.	3.03	A	3.27	SA	3.33	SA	3.21	A
7	I work hard on my job.	3.4	SA	3.63	SA	3.43	SA	3.49	SA
8	The work I do is important to my department.	3.4	SA	3.5	SA	3.33	SA	3.41	SA
9	My work is generally interesting.	3.27	SA	3.33	SA	3.17	A	3.26	SA
10	I understand the performance appraisal system being used in my department .	3.1	A	3.23	A	3.13	A	3.16	A
11	My superior and I agree on what good job performance means .	3.17	A	3.2	A	3.07	A	3.14	A
12	My performance is carefully evaluated by my superior.	3.23	A	3.3	SA	3.13	A	3.22	A
13	The standards used to evaluate my performance are fair and objective.	3.23	A	3.2	A	3.07	A	3.17	A
14	I always receive feedback from my superior that helps me to improve my job performance.	3.1	A	3.23	A	3.1	A	3.14	A
15	In my school, high standards of performance are demanded by my superior.	3.2	A	3.3	SA	3	A	3.17	A
16	This department could be improved if I had another superior.	2.93	A	2.8	A	2.43	D	2.72	A
17	My superior takes the time to help workers improve their performance.	3.13	A	3.1	A	3.03	A	3.08	A
18	My superior and I jointly set my performance objectives.	2.93	A	3.17	A	3	A	3.03	A
19	My superior is flexible enough to make changes when necessary.	3.1	A	3.1	A	3.03	A	3.08	A
20	I feel that my superior is competent.	3	A	3.2	A	3.23	A	3.14	A
21	My superior encourages me to express my ideas and opinions about important aspects of my job .	3.17	A	3.17	A	3.13	A	3.16	A

22	My job duties are clearly defined by my superior.	3.17	A	3.1	A	3.1	A	3.12	A
23	I am satisfied with my chances for getting a promotion.	3.17	A	2.97	A	3	A	3.04	A
24	At school, I receive recognition for the work I do.	3.13	A	3.03	A	2.87	A	3.01	A
25	Hard work gains respect from co-workers.	3.23	A	3.23	A	3.2	A	3.22	A
26	I will be reprimanded if I perform poorly.	2.73	A	3	A	2.87	A	2.87	A
Aggregate Mean		3.1	A	3.15	A	3.05	A	3.1	A

Legend: 4.3-5.0 Strongly Agree (SA); 3.5 -4.2 Agree (A); 2.7-3.4 Neutral (N)
1.9-2.6 Disagree (D); 1.0-1.8 Strongly Disagree (SD)

As presented in Table 9, the result shows that the respondents have positive attitudes toward their work exhibited in the computed aggregate mean of 3.1 described as Agree. Of the 26 indicators about work-related attitudes, the respondents responded strongly agree to three indicators (items 7,8, and 9) that they strongly agree that they have to work hard for their job, their job is important to them, and they see their work as generally interesting. It can be noted that workplace attitude significantly influences stress perception and reaction. Employers can reduce stress by encouraging motivation, contentment, engagement, work-life balance, and organizational support.

2.4. Test of Significance of the Relationship

Table 10
Relationship Between Profile of the Respondents and Related Stress on their Job

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
A. Job					
Age	21.262	8	15.507	Significant	Ho Rejected
Gender	1.817	2	5.991	Not Significant	Ho Accepted
Civil Status	2.293	2	5.991	Not Significant	Ho Accepted
Role	6.588	2	5.991	Significant	Ho Rejected
Educational Attainment	10.972	4	9.488	Significant	Ho Rejected
Family Income	0.521	4	9.488	Not Significant	Ho Accepted
Degree of Sufficiency of the Family Income	10.326	4	9.488	Significant	Ho Rejected
Distance from Residence	1.73	4	9.488	Not Significant	Ho Accepted

As shown in Table 10, data revealed that age, role, educational attainment, and degree of sufficiency of the family income have a significant relationship to related stress on the job, having computed chi-squares of more than the critical values. On the contrary, gender, civil status, family income, and distance from residence showed no significant relationship to their job stressors. Different age groups may experience stress differently due to varying life stages, health conditions, and work experiences. Furthermore, employees in different roles may face unique stressors related to their job responsibilities. Also, organizations should offer training programs that enhance skills and knowledge, catering to employees at different educational levels.

Table 11
Relationship Between Profile of the Respondents and Related Stress on their Role

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
B. Role					
Age	8.831	8	15.507	Not Significant	Ho Accepted
Gender	1.696	2	5.991	Not Significant	Ho Accepted
Civil Status	1.21	2	5.991	Not Significant	Ho Accepted
Role	0.813	2	5.991	Not Significant	Ho Accepted
Educational Attainment	2.202	4	9.488	Not Significant	Ho Accepted
Family Income	3.765	4	9.488	Not Significant	Ho Accepted
Degree of Sufficiency of the Family Income	14.493	4	9.488	Significant	Ho Rejected
Distance from Residence	3.25	4	9.488	Not Significant	Ho Accepted

Table 11 shows that only the degree of sufficiency of the family income has a significant relationship with the related stress on their role with a computed chi-square of 14.493, which is greater than its critical value. The significant relationship between the sufficiency of family income and role-related stress highlights the importance of financial stability in employees' ability to perform their roles effectively and without undue stress.

Table 12
Relationship Between Profile of the Respondents and Related Stress on their Relationship

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
C. Relationship					
Age	7.918	8	15.507	Not Significant	Ho Accepted
Gender	3.529	2	5.991	Not Significant	Ho Accepted
Civil Status	4.321	2	5.991	Not Significant	Ho Accepted
Role	1.103	2	5.991	Not Significant	Ho Accepted
Educational Attainment	1.739	4	9.488	Not Significant	Ho Accepted
Family Income	2.245	4	9.488	Not Significant	Ho Accepted
Degree of Sufficiency of the Family Income	2.805	4	9.488	Not Significant	Ho Accepted
Distance from Residence	2.656	4	9.488	Not Significant	Ho Accepted

As presented in Table 12, the data showed that the respondents' profiles have no significant relationship to the stress related to their relationships. These findings imply that teachers do not have problems or issues with their relationships and can work freely without job-related stress; this could also suggest that teachers are pressured to do better in their jobs because of the expectations of higher authority.

Table 13
Relationship Between Profile of the Respondents and Related Stress on Career Development

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
D. Career Development					
Age	8.761	8	15.507	Not Significant	Ho Accepted
Gender	2.139	2	5.991	Not Significant	Ho Accepted
Civil Status	1.014	2	5.991	Not Significant	Ho Accepted
Role	1.467	2	5.991	Not Significant	Ho Accepted
Educational Attainment	2.649	4	9.488	Not Significant	Ho Accepted
Family Income	1.312	4	9.488	Not Significant	Ho Accepted
Degree of Sufficiency of the Family Income	1.133	4	9.488	Not Significant	Ho Accepted

Distance from Residence	1.483	4	9.488	Not Significant	Ho Accepted
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Table 13 shows the relationship between the respondents' profiles and related stress on their career development; all profile variables had no significant relationship with the respondents' job-related stress on their career development, therefore accepting the study's null hypothesis.

Table 14**Relationship Between Profile of the Respondents and Related Stress on Organizational Structure**

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
E. Organizational Structure					
Age	5.389	8	15.507	Not Significant	Ho Accepted
Gender	4.271	2	5.991	Not Significant	Ho Accepted
Civil Status	1.782	2	5.991	Not Significant	Ho Accepted
Role	2.319	2	5.991	Not Significant	Ho Accepted
Educational Attainment	3.852	4	9.488	Not Significant	Ho Accepted
Family Income	1.641	4	9.488	Not Significant	Ho Accepted
Degree of Sufficiency of the Family Income	1.45	4	9.488	Not Significant	Ho Accepted
Distance from Residence	0.688	4	9.488	Not Significant	Ho Accepted

Table 14 shows the relationship between the respondents' profiles and related stress on their organizational structure; all profile variables were found to have no significant relationship with the respondents' job-related stress on their organizational structure, therefore accepting the study's null hypothesis.

Table 15**Relationship Between Profile of the Respondents and Related Stress on Home/Work Interface**

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
F. Home/Work Interface					
Age	9.418	12	21.026	Not Significant	Ho Accepted
Gender	7.191	3	7.815	Not Significant	Ho Accepted
Civil Status	1.552	3	7.815	Not Significant	Ho Accepted
Role	2.048	3	7.815	Not Significant	Ho Accepted
Educational Attainment	10.018	6	12.592	Not Significant	Ho Accepted
Family Income	8.64	6	12.592	Not Significant	Ho Accepted
Degree of Sufficiency of the Family Income	10.463	6	12.592	Not Significant	Ho Accepted
Distance from Residence	6.823	6	12.592	Not Significant	Ho Accepted

Table 15 shows the relationship between the respondents' profiles and related stress on their home/work interface. All profile variables were found to have no significant relationship with the respondents' job-related stress on their home/work interface, therefore accepting the study's null hypothesis.

Table 16
Relationship Between Degree of Work Attitude
and the Job-Related Stress

Variable	Computed Chi-Square	df	Critical Value	Significance	Result
Work Attitude and					
Job	37.123	4	9.488	Significant	Ho Rejected
Role	63.582	4	9.488	Significant	Ho Rejected
Relationship	20.721	4	9.488	Significant	Ho Rejected
Career Development	34.467	4	9.488	Significant	Ho Rejected
Organizational Structure	17.282	4	9.488	Significant	Ho Rejected
Home/Work Interface	4.73	6	12.592	Not Significant	Ho Accepted

Table 16 shows the relationship between the degree of work attitude and job-related stress. All variables related to job-related stress were found to have a significant relationship with the respondents' work attitude except for the home/work interface, which is not significant. The results imply that the significance of job, role, relationship, career development, and organizational structure indicates that these are key areas where employees experience stress. Stress-related to job roles suggests that employees may lack clarity about their responsibilities or feel their roles are too demanding. The significance of career development in contributing to job-related stress indicates that employees may feel stressed about their professional growth prospects. On the other hand, the insignificance of the home/work interface implies that factors outside the workplace, such as work-life balance and home responsibilities, are not significant contributors to job-related stress for these employees.

B. Discussion

According to the study by Shah and Udgaonkar (2018) have found that positive and negative views have been associated with age, gender, civil status, and teaching experience. Generally, as age advances and designations are promoted, teachers' teaching enthusiasm deteriorates. Conversely, age and experience go hand in hand in terms of how they respond to stress-related situations like civil status (Stefaniak et al., 2022). Herman et al. (2018) stated that most schools in the division considered female teachers as more reflective and efficient in delivering teaching standards. Hence, this advantage is managed effectively to support students' learning needs, and teachers' stress levels are lesser. In connection with this, the result of the study of (Solanki & Mandaviya, 2021) indicate that job stress and work-life balance are significantly stronger for females. Additionally, male respondents scored higher in managing anger at work than female respondents, revealing a stronger detachment from work.

The findings of the study of Toropova et al. (2021) revealed that teacher workload, cooperation, and teacher perceptions of student discipline were closely related to teacher job satisfaction. They added that as to the characteristics, female teachers, teachers with more exposure to professional development, and more efficacious teachers tended to have higher levels of job satisfaction. Similarly, Baluyos et al. (2019) stated that job satisfaction is a requirement for teacher work performance. They found that teachers' satisfaction with school heads' supervision and job security inversely affect their work performance. Schools must have a faculty lounge so teachers can talk freely about their well-being.

On the other hand, Kemunto et al. (2018) established that marital status influenced job satisfaction where the married were happier in their jobs than the single. It can also be gleaned that as teachers elevate their educational attainment, they will receive higher performance and motivational turnover. This aspect is a phenomenon that must be addressed in any educational system, as they only want to have quality teachers. This is supported by the findings of Räsänen et al. (2020) stating that lack of professional commitment and factors related to the school system and workload were the main reasons for teacher turnover intention. The results suggest several factors that should be improved simultaneously in the teaching profession to increase teacher job satisfaction and retention.

Otsin (2021) found that students' indiscipline, excess workload, inadequate teaching facilities, and poor remuneration cause stress when such needs are unmet, contributing to teacher stress. The study revealed that stress has many effects on teachers, including the inability to manage time well, inability to meet deadlines, feelings of inadequacy in performance at work, job dissatisfaction, having less interest in the job, absenteeism,

and reduction in effectiveness or productivity. On the other hand, Lee and Lee (2020) found that students who have been taught by multiple highly qualified teachers were more likely to earn higher level educational degrees.

According to Nilsson (2020), Each profession causes a specific level of work-related stress depending on their role in the workplace. Teaching is progressively and relatively becoming a stressful occupation due to increased responsibilities and demanding deadlines, teaching nowadays is more stressful than ever (Putwain & von der Embse, 2019). Kavita and Hassan (2018), who have conducted various studies on teacher stress, define teachers' stress as uncomfortable and undesirable feelings, with negative emotions such as anger, anxiety, pressure, and disappointment coming from their work aspects that affect their relationship among co-workers and as a teacher.

Another study conducted by Plantiveau et al. (2018) concluded that high-stress levels among teachers and teaching staff normally lead to work absenteeism, tardiness, and work dissatisfaction that affects their relationships with family members, coworkers, and immediate superiors. Alson (2019) states that the overall assessment of the sources of work-related stress is perceived to moderately affect their teaching performance, while organizational support and career development plans appeared to be closely associated with job satisfaction among teachers. Rahman and Kodikal (2017) concluded that a perceived hazardous working condition exists, which is confounded by a lack of resources to fulfill their tasks and conflicting instructions from informal sources.

Rasool et al. (2020) found that harassment reduces employee morale, which consistently lessens employees' work performance. Also, mobbing at the workplace reduces productivity, increases levels of stress, anxiety, depression, and irritability, and increases low work engagement, work absences, and work destruction. The educational context has characteristics that make it unique and that should be considered when comparative studies of occupational stress about organizational structure and its characteristics like organizational type and institutional climate are being made (Adriaenssens et al., 2017).

In addition, Kurniawaty et al. (2019) revealed that the work environment had a positive and significant effect on job satisfaction. Second, stress had a negative and significant effect on job satisfaction. They added that the work environment had a negative and significant effect on turnover intention. Sygit-Kowalkowska et al. (2022) concluded that Women tend to have higher levels of obsessive passion for work and is thus important for understanding the issue of home-work and work-home relationships. They added that the more stationary the mode of work, the lower the negative influence of personal life on work.

Ibrahim and Aljneibi (2022) found that commitment increased with age, length of service, and staying at the same school, and it dampened when teachers had heavy teaching loads, taught multiple subjects, and were given exhausting non-teaching duties. On the other hand, Gülbahar (2020) concluded that perceived supervisor support significantly predicted school effectiveness perception, work engagement, job satisfaction, and organizational cynical attitude. Additionally, professional support in these work-related ties can play an important role in beginning teachers' job attitudes or can act as a mitigating factor in case of experienced challenges. In this respect, the structural and cultural conditions teachers need to connect professionally require attention. (Thomas et al., 2021).

According to the findings of Newchurch (2017), teachers are now under constant pressure from the school district and school division to get their students to meet deadlines and benchmarks and parents want their children to be successful. In addition, the findings of Wepner and Gomez (2017) stated that in the category support the highest levels of perceived teacher's work-related stress were caused by stress factors - lack of funds/resources to do the job, limited or no access to training and clear career development path. Also, according to Clement and Miles (2018), among the six stress factors of the teachers, the role stress factor related to role and financial concerns got the highest means score which means that this factor is stressful to the teachers.

Another study by Briggs and Hawkins (2020) showed that disrespect due to financial incapacities, lack of social ability, and low family income are the main factors that cause so much stress in teachers; however, teachers felt more stressed over non-student issues rather than student-related issues. According to the study of Mashaba and Maile (2019) argue that role ambiguity exists within the environment and acts as a hurdle for teachers, thus hampering their performance and their ability to cope with job-related stress.

In the study of Maslach and Leiter (2022), the individuals surrounding the respondents sometimes annoy them as they seek to fulfill other people's demands. In other words, they themselves are the source of their stress by thinking about what others may say and being afraid of the public's disapproval. Furthermore, according to the study of Raja et al. (2018), and Kabito and Wami (2020), elementary teachers are stressed by the documents they must comply with and submit. In other words, they are more responsive in meeting with paper submissions from a higher authority than doing staff in teaching. Thus, anything about education does not

stress out elementary teachers. Rather, the things that they have to submit in the office, like accomplishments reports, activities/programs, and the like.

In the findings of Wanelik et al. (2020), variables on career development were found to be significant in that the respondents need to be more secure in their job, retention, and career progression or at least with the same function level as currently are highly acceptable by their respondents. A similar study conducted by Fahim (2018) and Constantiou et al. (2019) stated that employees wanted to be reassured that they would have career development in their present company. Another study conducted by Jabeen et al. (2018) and Jiang (2017) found that job security and career progression play a significant role in the motivation of company employees; they lessen the job-related stress experienced by employees who feel secure in their current jobs and have a sense of career progression.

Work-related stress can be caused by not correctly managed work organization, not properly managed work design, poor management, working folks not happy with conditions, and less support from colleagues and supervisors; in other words, organizational structure may directly cause stress among employees in the institution (Giorgie et al., 2017).

Further, research by Albort et al. (2020) into work-related stress tells us that job resources such as a reasonable degree of autonomy and independence, good teamwork and organizational climate, and effective coaching from their superiors can support people and buffer the effects of stressful situations in the workplace. Assisting them access their own personal resources, increasing self-esteem and self-confidence around work issues and concerns. According to Antonopoulou et al. (2017) verified that teachers are committed and highly qualified if they can manage their level of work-related stress to yield effective results by creating a good work environment. Every school must keep track of talented and motivated teachers with higher educational achievement. Because then, competent teachers can provide the best education to their learners.

IV. CONCLUSION

The current study contributes to the existing managerial coaching literature by exploring the effects of The findings of the study present a multifaceted view of the factors influencing job-related stress and satisfaction among teachers. Teachers reported high satisfaction levels with their interpersonal relationships at work. They experienced minimal stress in this area, which indicates a supportive and positive work environment regarding colleague interactions. Additionally, teachers were generally satisfied with their job roles, career development opportunities, and organizational structure, although they did experience occasional stress in these areas. Notably, the home/work interface emerged as a significant source of job-related stress, highlighting teachers' challenges in balancing professional responsibilities with personal lives. Despite this, teachers displayed positive attitudes toward their work, demonstrating resilience and commitment to their profession. The correlation analysis provided more profound insights into the variables associated with job-related stress. It revealed that age, role, and educational attainment significantly affect job-related stress levels, suggesting that these factors influence how stress is experienced and managed. Additionally, the degree of sufficiency of family income was significantly related to job roles, underscoring the financial aspects influencing job satisfaction and stress.

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