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Stress Levels and Teaching Performance of Secondary English Teachers in Bantayan, Cebu Province

Ma. Jessa I. Kumar

Department of Education
Email: *majessa.kumar[at]deped.gov.ph*

Abstract: ***This study examined occupational stress and teaching performance among 100 secondary English teachers from 14 schools on Bantayan Island, Cebu Province, during the 2024-2025 academic year. A descriptive-comparative and correlational research design was employed. Data were collected using a perceived work stress questionnaire and existing Classroom Observation Tool ratings. The findings indicated a moderate overall stress level, with work overload and role ambiguity emerging as prominent workplace concerns. Teachers demonstrated high intrinsic motivation, moderate extrinsic motivation, and generally very satisfactory to outstanding teaching performance. Most demographic and professional characteristics showed no statistically significant differences in stress levels. However, the reported analysis indicated a significant difference by sex. The relationship between occupational stress and teaching performance was weak and statistically non-significant. The findings highlight the importance of manageable workloads, clearly defined responsibilities, professional development, and institutional support in promoting teacher well-being. Further research involving broader populations and additional organizational factors is recommended.***

Keywords: Occupational Stress, Secondary English Teachers, Teaching Performance, Work Overload, Teacher Motivation, Teacher Well-being.

1. Introduction

English teachers face a lot of stress compared to other professionals worldwide. According to statistics, it is said that about 88% of teachers globally suffer from work-related stress due to burdensome workloads, limited resources, and many individual factors inherent in teaching English as a foreign language. Such stress has serious implications, such as poor mental health and reduced job performance (Agyapong et al., 2022).

At the national level, Eze, Nnamani, Nwaogaidu, Mmegwa, Akubo, Bako, Ishaya, Eze, Ekwueme, Awokwe, Ekwueme, Omenma, Chukwuma Amujiri & Bitrus (2023) have reported that English teachers from various countries worldwide experience varying levels of stress. For example, research revisited indicates that English teachers in countries with similar conditions also experience considerable stress, which contributes to lower satisfaction and higher burnout rates. Teaching has been identified as one of the most intense professions, with English being any language of instruction used or learned.

There is a link between teacher stress and performance, as studies carried out at the regional level reveal that stress reduces job satisfaction, morale, and teachers' effectiveness in teaching. Stress can lead teachers to feel burned out, thereby reducing their ability to teach effectively and help students learn. Studies showed that stressed teachers have difficulty creating a favorable learning environment for their students (Batiancila & Monteroso, 2025).

There are several issues in the teaching environment on Bantayan Island that may lead to increased stress for the teachers. These are, amongst others, geographical isolation, lack of educational materials, as well as the additional burden of teaching within a multicultural environment. In the case of the English teachers, they are essential for building the necessary skills of language proficiency, which is one of the key skills necessary for achievement in all school subjects. Thus, it becomes of utmost importance to recognize the issues facing the teachers.

Teachers' performance is one of the most important determinants of student performance and quality education. Teaching English to students is very important because they need it to learn and succeed in the future. On Bantayan Island, where educational resources may be limited, teachers must perform well to achieve better results for students.

Given the context above, the job of teaching itself is quite challenging, and the level of stress a teacher is subjected to greatly influences their performance in class. It becomes all the more significant given the kinds of problems they have to deal with. This study, therefore, seeks to determine the relationship between stress levels and the performance of English teachers on Bantayan Island.

2. Literature

Age: Several recent investigations focused on the levels of stress faced by teachers at different ages and revealed several issues that influence their well-being. According to a paper by Agyapong et al. (2022) in the International Journal of Environmental Research and Public Health, the level of stress experienced by teachers varies greatly with their age. Young teachers experience stress related to caring for their children and adapting to the job, while the main problem for older teachers is their health and work-life balance. The level of stress varied from 8.3% to 87.1% in the course of the study. According to Emeljanova et al. (2023), who conducted a cross-sectional study and published their results in Frontiers

in Psychology, teachers in Lithuania suffer from poor emotional well-being, with teachers, on average, aged 50.2, having higher scores for emotional exhaustion and burnout. Thus, stress management is of great significance to the well-being of young and experienced teachers alike.

Gender: In the study by Asaloei, Wolomasi, & Werang (2020), men reported higher levels of stress than women regarding professional tasks, pupil behavior, and attitudes. Women scored higher than men on professional concerns. Just over one-third of teachers were satisfied with their jobs. Irfan et al. (2024) added that male teachers are likely to face higher stress, have stronger intentions to leave their jobs, and experience reduced mental health compared to female teachers. According to a study from the State of the American Teacher and Principal surveys conducted by the RAND Corporation in 2022, the State of well-being for female teachers and principals was considerably poorer than that of their male colleagues. It is argued that the cause of this phenomenon was increased job-related stress among women, stemming from additional burdens associated with the role of teachers. The increased stress, which was made worse by the pandemic, has resulted in poor well-being of female teachers and principals, especially middle-aged or Hispanic/Latinx (RAND, 2022). Further, a 2023 study published in ScienceDaily discussed the broader implications of gender gaps in career paths and stress reactivity. It emphasized that women, including teachers, often experience higher levels of stress due to societal expectations and gender roles. The study underscored the need for targeted interventions to support female educators in managing stress and improving their mental health.

Civil Status: Recently, studies have examined how stress among teachers is affected by their marital status. According to a study published in Frontiers in Psychology, single teachers experience high levels of stress than married teachers. The main reason why single teachers experience stress levels higher than married ones is the absence of emotional support among single individuals who receive it from their spouses. They help reduce work-related stress and even prevent burnout. Research by Emeljanovas et al. (2023) in Lithuania revealed that teachers with children experience high stress levels due to the challenges posed by the combination of work and family. According to a study conducted by the American Psychological Association, teachers with strong support networks, whether from a partner, family, or the community, experience less stress. This is because the support system will help them cope with work-related stress and promote good psychological well-being (Emeljanovas et al., 2023). It has been found that married teachers are more likely to use effective coping strategies for stress, such as seeking social support and confiding in their spouses, thereby reducing its impact on them.

Highest Educational Attainment: As stated by Irfan et al. (2024), teachers with professional qualifications are likely to endure lower levels of stress, have reduced intentions to leave their positions, and experience better psychological well-being compared to teachers lacking professional qualifications. Another study highlighted in the 2024 State of the Union Facts report emphasized that teachers with higher degrees, such as master's or doctoral degrees, frequently take on additional roles, such as mentoring or administrative tasks, which can contribute to higher stress levels. These teachers often feel the pressure to maintain high standards and manage complex educational environments, further exacerbating their stress (USAFacts).

Relevant Trainings Attended: Shernoff et al. (2024) reported significant reductions in stress from sessions 1 to 2 ($p=.004$) and from sessions 3 to 6 ($p=.04$), but not from sessions 7 to 8 ($p=.51$). As found in one systematic review, there is abundant evidence supporting the connection between professional development and improved teacher performance and lower stress levels. Teachers who received professional development training were shown to have significantly greater capabilities in handling issues that arise in class (Ambon, Alias, Komariah, & Mansor, 2024). In addition, the follow-up support in such courses facilitates the application of learned skills in real practice.

Position: The middle career stage is characterized by greater stress among teachers than the early-career stage. According to the RAND report, teachers in the middle of their careers are more likely to experience stress due to burnout, especially after about 7 years of teaching. This could be because of the increased responsibility associated with their career advancement. Moreover, teachers in middle career stages who belong to minority races encounter more cases of racial discrimination, resulting in stress (Steiner, 2022). Teachers in high-poverty schools experience significantly higher stress levels than those in low-poverty schools. Schools with greater economic challenges often face higher turnover rates, with about 29% of teachers leaving these schools compared to 19% in low-poverty schools. This turnover exacerbates stress as remaining teachers must take on additional responsibilities and manage a larger workload (Education Resource Strategies, 2024). Moreover, stress levels linked to teachers' positions also influence turnover rates. For example, high-poverty schools see higher turnover rates among teachers with fewer years of experience, as these positions often lack the necessary support and resources to manage the demanding conditions. Teachers in more stable positions or at schools with better resources report lower stress and turnover rates(Education Resource Strategies, 2024).

Teachers' Stress: Stress among teachers has a quantifiable negative impact on the workforce, as many burn out and choose to quit teaching. According to Christopher McCarthy, stress is a psychological process that arises from educators' evaluation of the balance between the demands placed on them in the classroom and the resources at their disposal. Recognizing this mismatch might open doors for the 20–25% of instructors who are most susceptible to stress to receive help. These treatments include more focused programs directed at teachers most vulnerable to stress, as well as upstream structural initiatives to adjust expectations throughout the school to suit each teacher's capabilities better (McCarthy, 2019). Being a teacher comes with certain responsibilities that might lead to difficult circumstances. It was noted that instructors with disturbed personalities experienced melancholy and sleeplessness far more frequently. The results of this study show that to lower the prevalence of depressive disorders in teachers, preventative

initiatives aimed at lowering psychosocial risk factors in the workplace must be put in place (Domagalska et al., 2021).

Work Overload: A study by Sandmeier et al. (2022) presented a longitudinal survey of K–12 teachers in Switzerland (N = 533); a conditional effects model was used to analyze the relationships among teachers' work overload, the use of prolonged working hours as a coping strategy, autonomy, and exhaustion. The findings showed that the effect of work overload on exhaustion was fully mediated by prolonged working hours. Autonomy moderated the longitudinal effects of work overload on exhaustion. Simple slope analyses demonstrated that autonomy buffered the negative effects of work overload on exhaustion. Also, Kelly & Moen (2020) documented the detrimental effects of work overload on employee wellbeing. Research indicates that employees experiencing work overload are at a significantly higher risk of burnout, with increased chances of developing associated health issues such as hypertension and gastrointestinal disorders. Moreover, a comparative study by the Calm Team (2024) found that employees experiencing chronic work overload exhibited emotional exhaustion, decreased motivation, and diminished job satisfaction compared to their less-burdened counterparts.

Role Ambiguity: Both role ambiguity and relational competence are significant predictors of teaching efficacy, school connectedness, and teacher subjective wellbeing. Based on these results, universities can design some measures to reduce role ambiguity of teachers and can identify areas of training needed to increase their relational competence, while simultaneously reducing the costs associated with wellbeing and productivity problems. Several training modules and courses are proposed for design and inclusion in the curricula of initial and in-service teacher training programs to help improve teachers' performance (Macovei, Bumbuc, & Martinescu-Bădălan, 2023).

Workplace Relations: Yunus-Asani & Sabdani-Asiri (2024) found that teachers who perceived workplace collaboration as very good were likely to have the same overall job satisfaction. The study supports Abun et al.'s Workplace Relationship Model, which posits that workplace relationships comprise employer-employee and employee-employee relationships. Employer-employee relationships involve open communication between supervisors and subordinates, while employee-employee relationships involve mutual respect and cooperation in community programs or activities. Cho, Pyun & Wang (2023) examined the relationships between teachers' work-leisure conflict, work satisfaction, turnover intention, and task performance. A total of 485 responses collected from school teachers in Singapore were used for data analysis. Results indicated that work-to-leisure conflict negatively influenced work satisfaction and positively influenced turnover intention, whereas leisure-to-work conflict had a negative effect only on task performance. Work satisfaction was negatively associated with turnover intention but positively associated with task performance. This study contributes to the existing literature on the importance of work-life balance for teachers and further discusses the practical implications of these results for teachers in Singapore.

Schedule of Work: One study by Thompson et al. (2024) revealed that the app provides a simple, non-demanding way for teachers to record their work in a timely and efficient way. It also highlights the capacity of this approach to understand both the range and quantum of tasks that comprise teachers' work and consequently the nature and subjective experience of work intensification. We argue for the need for a more nuanced empirical understanding of the layering and multitasking of teachers' work that characterize work intensity and suggest that the Teachers' Time Use app provides an effective means of recording and representing the complex dimensions of teachers' work and time use.

Intrinsic Motivation: Zou et al. (2024). ' results showed that (1) teachers' intrinsic motivation for teaching was significantly positively correlated with students' intrinsic motivation for learning, and the former had a significant direct effect on the latter; (2) teachers' autonomy-supporting motivating style, positive teacher-student relationships, and negative teacher-student relationships played mediating roles between teachers' intrinsic motivation for teaching and students' intrinsic motivation for learning; and (3) teachers' motivating style and teacher-student relationships played a chained mediating role between teachers' intrinsic motivation for teaching and students' intrinsic motivation for learning. Betkowski (2024) wrote that intrinsic motivation is a vital factor influencing teachers' professional engagement, satisfaction, and overall classroom effectiveness. Intrinsic motivation, defined as the drive to engage in activities for their inherent satisfaction, interest, or challenge, can significantly enhance teachers' performance and job retention. It is typically based on a genuine interest in and enjoyment of what drives an individual to do something. It involves feelings, desires and incentives, all of which stem from an individual's behavior and what matters to oneself. This might be considered the "internal interest." For teachers, intrinsic motivation is about teaching and learning because they love it, and it also enhances personal development and success in teaching.

Extrinsic Motivation: The research results of Ren (2024) highlight the significant role of intrinsic and extrinsic motivations in shaping research-related behaviors and further strengthen the fundamental principles of SDT. Also, this study highlights the complex process by which motivation influences the immediate antecedents of research intentions, such as attitudes, subjective norms, and perceived behavioral control. The integration of the two theories creates a comprehensive understanding of the complex relationship between motivation and research intentions. Betkowski (2024) noted that extrinsic motivation can arise from positive or negative external reinforcement. Such motivations may include salary, material benefits, vacations, and rewards. A teacher might be motivated based on their perception of how well they are compensated for their work. For example, teachers often pursue professional development hours or further their education because they are motivated to move up the pay scale.

Physiological Reactions: Wettstein et al. (2024) presented a study focused on a subsample of 10 teachers (9 females, Mage = 34.70, SD = 11.32) managing classes that were potentially very stressful due to a high density of aggressive behavior.

High levels of work satisfaction, hair progesterone, and low levels of work overload fostered socially integrative teacher responses. Moreover, in 75% of the cases, teachers succeeded in downregulating their physiological reaction. The results support the notion that teachers evaluate stressors in light of their resources. When they perceive their resources as insufficient to cope with a challenging situation, stress arises, and they subsequently react inefficiently to aggressive behavior. According to Agyapong et al. (2022), teachers experience high levels of stress and, as a result, physical responses such as increased cortisol production, elevated heart rate, and high blood pressure. For instance, one study conducted among teachers showed that their stress levels were high during certain phases of the academic year, such as the start and end of terms.

Psychological Reaction: One finding of the pilot study suggest that awareness of the importance of psychological knowledge in education increases in proportion to the teacher's experience. A key issue is the teachers' motivation to engage in psychological training: they must clearly understand how and where they can apply the acquired psychological knowledge in their professional activity. Having conducted their pilot study in conditions of martial law in Ukraine, the authors conclude that improving teachers' psychological readiness for extreme conditions not only preserves the quality of the educational process but also helps to preserve the psyche of students in conditions of war (Savka, Kozlovska, Tsiupryk, Havryliuk, & Busko, 2024).

Behavioral Reactions: Xu & Klassen's (2023) results showed that in a new cultural context, international teachers may experience higher levels of negative emotions than indigenous teachers. Study Two used semi-structured interviews to examine which factors could account for the differences identified in Study One. The results indicated that the appraisal dimension of accountability and self-construals, shaped by cultural values, were the key factors influencing teachers' emotional experiences. Overall, the research findings have implications for supporting international teachers' emotional acculturation and the sustainable development of both policymakers and practitioners in foreign teaching contexts.

Classroom Observation Tool: Several Philippine studies affirm that the Classroom Observation Tool (COT) is an effective mechanism for assessing instructional quality and promoting reflective teaching practices. A large-scale research was carried out by Barrogo (2020) involving 200 teachers from public schools who showed a high degree of agreement that the COT is a good benchmark for evaluating classroom performance and developing professionally in the areas of lesson planning, teaching delivery and classroom management. From the above findings, COT contributes to the competence and preparedness of teachers as long as it is used as a developmental tool. In like manner, a study by Empiales and Obiso (2025) was conducted in Dumanjug District II, Cebu, and found that the PPST-RPMS classroom observation process affected teachers' teaching methods. The teachers highly appreciated the feedback after the observation process, and especially the reflection with the observers.

3. Methods

Research Design: The use of a descriptive-comparative and correlational research design was highly suitable for the study, which examined the stress levels perceived by secondary English teachers and their teaching performance. This method enabled a thorough examination of specific variables related to teacher profiles and stress levels, facilitating the identification of patterns and relationships and providing a solid foundation for actionable recommendations. The descriptive-comparative research design served to systematically study the characteristics of a defined population while comparing different groups or variables within that population. In this research context, it helped in understanding stress levels and teaching performance among secondary school English teachers in Bantayan Island, Cebu Province.

Research Respondents: The respondents were all English teachers from fourteen (14) secondary schools in Bantayan Island. Since the study intended to include the entire population, total enumeration was employed, eliminating the need for sampling procedures or tabular distribution of respondents and ensuring that all identified English teachers were represented in the study. Specifically, the inclusion criteria for selecting respondents were: (1) currently employed as English teachers in any of the identified secondary schools, (2) actively teaching during the most recent school year, and (3) having available Classroom Observation Tool (COT) ratings for that school year, which served as the basis for measuring teaching performance. This ensured that only qualified and relevant participants were included in the study.

Research Locale: The respondents in this study came from fourteen (14) secondary schools, with a total of 100 individuals in Bantayan Island, Cebu Province. Bantayan Island, located in the Visayan Sea of the Philippines, is a captivating destination known for its pristine beaches, rich cultural heritage, and diverse ecology. Encompassing an area of 108.77 square kilometers, the island is administratively divided into three municipalities: Bantayan, Madridejos, and Santa Fe, each offering unique attractions and experiences.

Research Instrument: The study utilized two sets of instruments: a survey questionnaire on the level of stress experienced by secondary English teachers in Bantayan Island and COT Rating. The questionnaire for this study was adapted from KDV Prasad and Mruthyanjaya Rao Mangipudi (2020) on Perceived Work Stress. Part 1 identified the respondents' profile, including name (optional), age, gender, civil status, highest educational attainment, and position. Part 2 determined the level of stress experienced by secondary English teachers in Bantayan Island.

Data Gathering Procedure

The researcher began by finalizing the survey instrument and the Classroom Observation Tool (COT) document for assessing teaching performance. The COT evaluated multiple dimensions of instructional effectiveness, including lesson planning, delivery, classroom management, student engagement, and assessment practices. Each dimension was rated using the standardized scoring rubric provided in the

COT to ensure objectivity and consistency. The researcher used existing COT records submitted by the school administration, eliminating the need for live classroom observations. Once the survey and COT documents were finalized, the researcher composed a formal letter requesting permission to conduct the study and included informed consent forms for all participants. Respondents were briefed on the study's purpose, procedures, and ethical considerations, including their right to withdraw at any time without penalty if participation caused discomfort or if continued involvement was deemed unsafe. The human participant involvement in this study was limited to completing the survey questionnaire, which took approximately 20–30 minutes per teacher, and providing consent for the use of their COT records. The data collection period was scheduled to occur over two weeks. After collecting the completed questionnaires and retrieving the COT documents, the researcher compiled, coded, and evaluated the responses. Quantitative ratings from the COT were statistically analyzed to determine performance levels, while qualitative survey data were summarized to provide contextual insights. The processed data were then analyzed to identify trends, correlations, and findings relevant to the study's objectives.

Statistical Treatment

The data gathered from the survey questionnaires and Classroom Observation Tool (COT) records were encoded, tabulated, and analyzed using appropriate statistical tools to address the research questions of the study. Frequency and percentage were used to describe the demographic and professional profiles of the respondents in terms of age, sex, civil status, highest educational attainment, relevant training attended, and teaching position. Weighted mean and standard deviation were employed to determine the level of occupational stress experienced by secondary school English teachers, including the different dimensions measured in the questionnaire. Meanwhile, mean and standard deviation were used to describe the respondents' teaching performance based on their COT ratings. To determine whether significant differences existed in the occupational stress levels of teachers when grouped according to their profiles, an independent-samples t-test was used to compare the stress levels of male and female teachers. One-way Analysis of Variance (ANOVA) was employed to determine differences in stress levels when respondents were grouped according to age, civil status, highest educational attainment, relevant training attended, and teaching position. Finally, Pearson's Product-Moment Correlation Coefficient (Pearson r) was used to determine the strength and direction of the relationship between the occupational stress levels of secondary school English teachers and their teaching performance. All inferential statistical tests were evaluated at the 0.05 level of significance.

4. Results and Discussion

Profile of Respondents

Table 1: Age of the Secondary School English Teachers

Age Category	Number of Teacher	Percentage
21 - 30	37	37.00
31 - 40	32	32.00
41 - 50	20	20.00
51 - 60	11	11.00
Total	100	100.00

Table 1 shows the age distribution among the secondary school English teachers. The largest number of teachers is in the 21–30 age category, with 37 teachers (37.00%) of the total number of respondents. The following are the teachers aged 31–40, totaling 32 teachers (32.00%). The number of teachers aged 41-50 is 20 (20.00%), and the fewest are those in the 51–60 age bracket, with 11 (11.00%). It is evident from the data above that most secondary school English teachers are under 40 years old, accounting for 69.00% of the total number of respondents. Conversely, teachers aged 41 and above account for 31.00% of the respondents. The total number of respondents in the sample is 100 teachers, making up 100.00% of the population. The results suggest that the secondary school English teaching workforce is predominantly young, with most teachers concentrated in the early to middle stages of their professional careers (Table 1). A similar pattern was observed in the study of Murthy and Kayabu (2024), which found that a larger proportion of secondary school teachers were within the 31–40 age range, highlighting the growing presence of early- and mid-career educators in secondary education. This age distribution indicates strong potential for long-term workforce sustainability, as younger teachers typically have more years of service remaining and opportunities for continued professional growth. According to the findings, the majority of teachers in the English secondary school workforce fall into the young age category, as they mostly represent the early and middle years of their careers (Table 1). The same trend emerged in the study by Murthy and Kayabu (2024), which found that the percentage of teachers aged 31-40 was higher than in other age groups, reflecting the increasing number of early- and mid-career teachers in secondary education. The fact that young teachers dominate the workforce means there is great potential for long-term workforce sustainability.

Table 2: Sex of the Secondary School English Teachers

Sex	Number of Teacher	Percentage
Male	31	31.00
Female	69	69.00
Total	100	100.00

Table 2 presents the distribution of secondary school English teachers according to sex. Of the 100 respondents, 69 are female, representing 69.00% of the sample. In contrast, 31 teachers are male, accounting for 31.00% of the total respondents. The data in general show that female teachers constitute more than two-thirds of the secondary school English teaching population, while male teachers comprise less than one-third. The total number of respondents in the analysis is 100 teachers, representing 100.00% of the sample. It is important to note that the prevalence of female English teachers in secondary schools reported in this study (Table 2) is a persistent trend in the teaching profession, especially for language and humanities subjects. Past literature has found female dominance in secondary school teaching, especially in subjects such as English (Murthy & Kayabu, 2024). The

reason for this has been attributed to several factors, including cultural issues, among others, that make teaching a female profession. The results obtained have been supported by current literature from both international and domestic sources. As stated by the Organization for Economic Co-operation and Development (OECD, 2023), there are a large number of women in secondary teaching staff worldwide, especially women teaching languages. Likewise, the literature on the Philippines shows that there are more women than men among secondary teaching staff, especially English teachers (Gacusan & Calangi, 2022). Therefore, the results of this study align with findings from global and domestic studies on the gender composition of secondary teaching staff.

Table 3: Civil Status of the Secondary School English Teachers

Civil Status	Number of Teacher	Percentage
Married	56	56.00
Single	40	40.00
Widow	4	4.00
TOTAL	100	100.00

Table 3 shows the distribution of secondary school English teachers according to civil status. Of the 100 respondents, 56 teachers are married, representing 56.00% of the total population. Single teachers account for 40 respondents (40.00%), while 4 teachers are widowed, comprising 4.00% of the sample. In general, the data indicate that the largest proportion of secondary school English teachers are married, followed by those who are single. Widowed teachers constitute the smallest group. The total number of respondents included in the analysis is 100, representing 100.00% of the total. The predominance of married teachers shown in Table 3 suggests that secondary school English teachers are largely in stable family situations. The civil status distribution presented in Table 3 indicates that a majority of secondary school English teachers are married, suggesting that the teaching workforce is largely composed of individuals with established family responsibilities. This finding is consistent with McFarlane's (2025) study, which reported that most public school teachers in Philippine basic education were married, reflecting the stability and long-term nature of teaching as a profession. Marital status has been commonly examined in teacher demographic profiles as an indicator of workforce stability and retention potential in public schools.

Table 4: Highest Educational Attainment of the Secondary School English Teachers

Highest Educational Attainment	Number of Teacher	Percentage
Post Graduate	1	1.00
Earned Doctoral	9	9.00
Masteral Degree	19	19.00
Earned Masteral Units	25	25.00
Bachelor's Degree	46	46.00
Total	100	100.00

Table 4 below shows the highest educational attainment of the secondary school English teachers. Of the 100 respondents, 46 have a bachelor's degree, representing 46.00% of the population. The number of teachers with a master's degree earned is 25 (25.00%), while the number of teachers with a master's degree is 19 (19.00%). Fewer teachers have doctoral degrees than the general population. 9 teachers have earned their doctoral degrees, representing 9.00% of the entire population, while 1 respondent has completed a postdoctoral degree, representing 1.00% of the entire population. The levels of education, as shown in Table 4, indicate that many secondary English teachers hold bachelor's degrees or have partially completed master's and doctoral degrees. This trend is comparable to findings from Philippine research on teacher qualifications, which reveal that many teachers in public schools hold bachelor's degrees. Participation in graduate work is a slow process due to various challenges, including financial, time-management, and access-related factors (Capistrano & Tamayo, 2025). Having some teachers with graduate degrees demonstrates an effort in professional development, as expected by national standards for teacher professional growth. The latest studies have provided even more evidence of the necessity of education level in improving the quality of instruction and teachers' performance. According to the findings presented by Numeron, Arado, and Perez (2023), public school teachers' educational background is strongly associated with better instructional approaches and higher student satisfaction. Regarding the present study, the combination of individuals with bachelor's, master's, and doctoral degrees (see Table 4) underscores the necessity of continuous support for graduate education within institutions. In accordance with the Philippine Professional Standards for Teachers, the quality of instruction can be enhanced through professional development programs.

Table 5: Relevant Training Attended of the Secondary School English Teachers

Relevant Training Attained	Number of Teacher	Percentage
9-10	34	34.00
7-8	7	7.00
5-6	16	16.00
3-4	20	20.00
1-2	23	23.00
Total	100	100.00

Table 5 below presents a breakdown of secondary school English language teachers by the number of training sessions they have undertaken. The largest percentage of respondents comprises teachers who have undergone between 9 and 10 training sessions. This comprises 34 people, accounting for 34.00% of the total number of respondents. This is then followed by teachers who have attended 1-2 trainings. They make up to 23 people, which constitutes 23.00%. The smallest proportion of respondents falls under the 7–8 trainings category, with 7 teachers (7.00%). Overall, the 100 respondents are distributed across five training-frequency categories, indicating varying levels of participation in professional development activities among secondary school English teachers. As can be observed in Table 5 below, the distribution of training attendance reveals a disparity in teachers' engagement in their professional development programs, as a significant percentage attended either many or few trainings. This finding is consistent with the findings of Padillo et al. (2021), wherein the researchers noted that Filipino teachers' access to and engagement in professional development activities are influenced by factors such as workload, institutions, and the availability of training programs. Attendance at training is seen as an important

factor in improving teachers' instructional skills in the specific discipline. In addition, according to Darling-Hammond et al. (2017), continuous professional development is far more effective than intermittent participation in training programs in developing teaching skills and enhancing students' academic performance. Concerning the current research, the presence of teachers in different training categories from low to high (Table 5) implies the need for proper planning of professional development. Thus, the current findings indicate the necessity for school leaders to provide equal access to training for secondary school English teachers.

Table 6: Position of the Secondary School English Teachers

Position	Number of Teacher	Percentage
Master Teacher I	3	3.00
Teacher III	31	31.00
Teacher II	18	18.00
Teacher 1	48	48.00
Total	100	100.00

Table 6 presents the distribution of English teachers in secondary schools by position. The first category of respondents, Teacher I, accounts for 48 respondents (48.00% of the total sample). The next category is Teacher III, consisting of 31 teachers (31.00%). The Teachers II respondents account for 18 (18.00%). The smallest category is Master Teacher I, with only 3 teachers (3.00%). Thus, it may be seen that the majority of English teachers at the secondary level are in lower positions (non-promotional). In general, all 100 respondents are divided into four position categories accounting for 100.00% of the sample. The position structure presented in Table 6 shows a workforce in which employees are mostly engaged in entry- and mid-level teaching positions. This is consistent with the findings of Galache (2025), who found that many public school teachers hold positions ranging from Teacher I to Teacher III, and very few advance to the Master Teacher category. There is a small number of Master Teachers due to high qualification criteria, among other factors. Moreover, national policies emphasize the importance of career advancement through a systematic, merit-based approach. The Department of Education (DepEd) notes the need for continuous professional development, high- performance ratings, and learning on the part of teachers for advancement to better positions (DepEd Order No. 019, s. 2025). From this study's perspective, the overwhelming number of teachers in lower positions (Table 6) suggests an urgent need to provide such assistance to facilitate their career success.

Level of Stress

Table 7: Work Overload

Work Overload	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I have excessive work and work pressure.	3.65	0.76	Agree	High
2. I have to manage excessive work with insufficient resources.	3.74	0.77	Agree	High
3. I have to work extra time to accomplish my tasks.	3.85	0.90	Agree	High
4. My work is stressful and I work under a great deal of pressure.	3.43	0.98	Agree	High
5. I am not satisfied with the way I carry out the jobs due to excess workload.	3.28	0.90	Neutral	Medium
Overall	3.59	0.86	Agree	High

Table 7 presents the measure of work overload experienced by secondary school English teachers. The weighted mean value of 3.59 with a standard deviation of 0.86 represents the verbal rating of Agree and the qualitative rating of High. This means that, in general, secondary school English teachers experience a high level of work overload across all identified indicators. From among the individual indicators, the highest mean score was obtained from the statement “I have to work extra time to accomplish my tasks” ($\bar{x}$ = 3.85, SD = 0.90), followed by “I have to manage excessive work with insufficient resources” ($\bar{x}$ = 3.74, SD = 0.77) and “I have excessive work and work pressure” ($\bar{x}$ = 3.65, SD = 0.76) with ratings of Agree and High respectively. Also, obtaining a high level was the indicator “My work is stressful and I work under a great deal of pressure” ($\bar{x}$ = 3.43, SD = 0.98). The least mean score was obtained from “I am not satisfied with the way I carry out the jobs due to excess workload” ($\bar{x}$ = 3.28, SD = 0.90), which is described as Neutral and Medium. It can be inferred from the overall high workload depicted in Table 7 that secondary school English teachers experience considerable workload, time, and task pressures. This result is consistent with previous research, which found that teachers not only teach but also engage in various other teaching and non-teaching activities. Thus, the increased workload places pressure on teachers (Padillo et al., 2021). It should also be noted that the high means for the questions related to long working hours and resource issues point out these operational problems in the schools. Recent literature indicates that work overload may affect teachers' well-being, job satisfaction, and effectiveness in delivering instruction. Darling-Hammond et al. (2017) observed that “workload is too much to allow teachers sufficient opportunity to engage in reflection” and professional development. From this perspective, the work overload experienced by secondary school English teachers in the present study underscores the importance of administrative support and resource allocation in ensuring teacher well-being and maintaining instruction.

Table 8: Role Ambiguity

Role Ambiguity	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I am given a clear course of action regarding the scope of my job.	2.50	0.80	Neutral	Medium
2. My duties are clearly defined.	2.47	0.81	Disagree	Low
3. My work boundaries, scope and authorities are clearly defined.	2.51	0.78	Neutral	Medium
4. I am unable to understand what my peers expect from me.	3.38	0.86	Agree	High
5. There are too many expectations from me by the organization.	3.25	0.78	Neutral	Medium
Overall	**2.82**	**0.81**	**Neutral**	**Medium**

Table 8 presents the level of role ambiguity experienced by secondary school English teachers. Based on the reverse-coded results of the positively worded statements, the indicators obtained weighted means ranging from 2.47 to 2.51, suggesting that teachers generally perceive their duties, responsibilities, and work boundaries to be relatively clear. In contrast, the statement "I am unable to understand what my peers expect from me" obtained a weighted mean of 3.38 (SD = 0.86), verbally described as Agree and interpreted as High, indicating that uncertainty regarding colleagues' expectations is a notable source of role ambiguity. Meanwhile, "There are too many expectations from me by the organization" obtained a weighted mean of 3.25 (SD = 0.78), verbally described as Neutral and interpreted as Medium. Based on the approximate adjusted overall mean of 2.82, the teachers' perceived role ambiguity may be characterized as moderate. This suggests that although teachers generally understand their formal duties and responsibilities, some uncertainties remain, particularly regarding expectations from colleagues and organizational demands. Padmanabhanunni and Pretorius (2024) identified role ambiguity as a dimension of role stress associated with decreased job satisfaction. Similarly, Kumar, Manhas, and Kumar (2025) emphasized that misaligned expectations from administrators, colleagues, and institutions may adversely affect teacher performance. Deng et al. (2022) likewise highlighted how increasing institutional demands and responsibilities beyond classroom instruction may contribute to role ambiguity among teachers. These findings emphasize the importance of clear communication, well-defined responsibilities, and appropriate management of additional work assignments to minimize role ambiguity among teachers.

Table 9: Workplace Relations

Workplace Relations	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I normally encounter interpersonal disputes and disputes.	2.72	0.89	Neutral	Medium
2. The difference with co-workers affects my work adversely.	3.29	0.97	Neutral	Medium
3. I need the cooperation of colleagues and subordinates.	3.66	0.92	Agree	High
4. My co-workers misbehave with me.	2.09	0.81	Disagree	Low
5. My co-workers stalk and cheat with me.	2.02	0.88	Disagree	Low
6. I can trust my co-workers and my relations with them are congenial.	3.58	0.81	Agree	High
Overall	**2.89**	**0.88**	**Neutral**	**Medium**

Table 9 presents the level of workplace relations among secondary school English teachers. The overall weighted mean of 2.89 with a standard deviation of 0.88 corresponds to the verbal description Neutral and a qualitative interpretation of Medium, indicating a moderate level of workplace relations among the respondents. Of the indicators, the question "I need the cooperation of colleagues and subordinates" received the highest weighted mean score ($\bar{x}$ = 3.66, SD = 0.92), followed by the question "I can trust my co-workers and my relations with them are congenial" ($\bar{x}$ = 3.58, SD = 0.81). Both are verbally described as Agree and interpreted as High. On the other hand, the questions "My co-workers misbehave with me" ($\bar{x}$ = 2.09, SD = 0.81) and "My co-workers stalk and cheat with me" ($\bar{x}$ = 2.02, SD = 0.88) are described verbally as Disagree and interpreted as Low. Interpersonal conflict ($\bar{x}$ = 2.72, SD = 0.89) and differences with co-workers that affect work ($\bar{x}$ = 3.29, SD = 0.97) are described as Neutral and Medium, respectively.

The medium level of workplace relationships in Table 9 suggests that secondary school English teachers have functional relationships most of the time, though not necessarily strong ones. Several studies reveal that while teachers rely on collegial cooperation and trust to perform their tasks, differing views and job descriptions may at times lead to disharmony at work. Padmanabhanunni & Pretorius (2024) stressed the need for professional cooperation among teachers to maintain positive workplaces, especially those under stress due to job demands. Also, current studies emphasize the importance of supportive workplace relationships as a means of managing occupational stress and promoting teacher well-being. According to Johari, Yean, Adnan, Yahya, and Ahmad (2023), good interpersonal relationships and trust amongst co-workers play an important role in job satisfaction and organizational commitment, even when workers experience a certain degree of conflicts. In this particular case, medium workplace relations reveal the need for school administrators to develop collegial relationships and communicate effectively to facilitate professional relationships among secondary school English teachers.

Table 10: Schedule of Work

Schedule of Work	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I need to work beyond office hours regularly.	3.10	0.94	Neutral	Medium
2. I need to work in shifts.	2.62	1.06	Neutral	Medium
3. I take work home.	3.42	1.13	Agree	High
4. It is difficult to finish work within office hours.	3.45	0.95	Agree	High
5. My peers require mein to work beyond office hours.	2.46	0.99	Neutral	Medium
Overall	3.01	1.01	Neutral	Medium

Table 10 presents the work schedule of secondary school English teachers. The overall weighted mean of 3.01 with a standard deviation of 1.01 corresponds to the verbal description Neutral and a qualitative interpretation of Medium, indicating a moderate level of work scheduling challenges experienced by the teachers. From the list of items, the highest value of the weighted mean was observed in the case of the statement "It is difficult to complete my work during office hours" ($\bar{x}$ = 3.45, SD = 0.95), followed by "I carry my work outside the office" ($\bar{x}$ = 3.42, SD = 1.13), which were categorized as Agree and interpreted as High. The statements "I have to work outside the office hours on a regular basis" ($\bar{x}$ = 3.10, SD = 0.94) and "I have to work in shifts" ($\bar{x}$ = 2.62, SD = 1.06) were characterized as Neutral with Medium interpretations. The lowest value of the weighted mean was observed in the case of "My colleagues make me work outside the office hours" ($\bar{x}$ = 2.46, SD = 0.99). The moderate degree of difficulty related to scheduling, as shown in Table 10, indicates that teachers of secondary school English experience work pressures that occasionally spill over outside the working-hour schedule. New evidence from the Philippines shows that there is an increasingly common practice among teachers of bringing work from school home due to a lack of time at school and increased documentation requirements. According to Tarraya (2023), workload practices and task accumulation are among the causes of long working hours among public school teachers. In the same vein, Pretorius and Padmanabhanunni (2025) observed that one of the challenges facing individuals is being unable to complete their tasks within the allocated timeframe due to the nature of jobs that place high demands in the teaching context. They suggested that long working hours and homework can lead to increased occupational stress if there is no flexible scheduling and organizational support to address the issue. With respect to the present study, the moderate levels of schedule strain indicate this.

Table 11: Intrinsic Motivation

Intrinsic Motivation	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I am very much interested in my work.	3.67	0.74	Agree	High
2. My peer always makes my work interesting avoiding mundane and repetitive tasks.	3.26	0.87	Neutral	Medium
3. I have always praised and by my peer for my good work.	3.49	0.67	Agree	High
4. Feedback on my performance always motivates to me to do good work.	3.78	0.75	Agree	High
5. I am satisfied with my present work and job.	3.69	0.81	Agree	High
6. Overall, I am happy with my present job.	3.71	0.88	Agree	High
7. Sometimes heavy workload motivates to do more work.	3.35	0.82	Neutral	Medium
8. I am interested to develop new ideas in my job.	3.78	0.82	Agree	High
9. I am very much interested in my work.	3.6	0.82	Agree	High
Overall	**3.59**	**0.80**	**Agree**	**High**

Table 11 presents the level of intrinsic motivation of secondary school English teachers. The overall weighted mean of 3.59 with a standard deviation of 0.80 corresponds to the verbal description Agree and a qualitative interpretation of High, indicating a high level of intrinsic motivation among the teachers. Among the indicators, the highest weighted mean was recorded for the item "Feedback on my performance always motivates me to do good work" and "I am interested to develop new ideas in my job" ($\bar{x}$ = 3.78, SD = 0.75 and 0.82, respectively), both described as Agree and interpreted as High. This was followed by "Overall, I am happy with my present job" ($\bar{x}$ = 3.71, SD = 0.88) and "I am satisfied with my present work and job" ($\bar{x}$ = 3.69, SD = 0.81). Items related to peer influence and workload, such as "My peer always makes my work interesting avoiding mundane and repetitive tasks" ($\bar{x}$ = 3.26, SD = 0.87) and "Sometimes heavy workload motivates to do more work" ($\bar{x}$ = 3.35, SD = 0.82), were described as Neutral and interpreted as Medium. The high level of intrinsic motivation reflected in Table 11 suggests that secondary school English teachers derive satisfaction and fulfillment from their work, particularly through meaningful tasks, feedback, and opportunities for creativity. Recent studies have emphasized that intrinsic motivation among teachers is strongly linked to internal factors such as personal interest, enjoyment of teaching, and professional growth. Ryan and Deci (2023) noted that intrinsically motivated teachers are more likely to demonstrate commitment, enthusiasm, and persistence in instructional practices, even in demanding work environments. Moreover, contemporary research highlights the role of feedback, recognition, and autonomy in sustaining intrinsic motivation. Klassen, Durksen, and Tze (2022) found that positive feedback and opportunities for innovation significantly enhance teachers' intrinsic motivation and sense of professional efficacy. In the context of this study, the high level of intrinsic motivation underscores the importance of supportive peer relationships, constructive performance feedback, and opportunities for idea development. Strengthening these organizational practices may help sustain motivation and engagement among secondary school English teachers, contributing to long-term professional satisfaction and instructional quality.

Table 12: Extrinsic Motivation

Extrinsic Motivation	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. My level of competence is better than my colleagues.	2.98	0.78	Neutral	Medium
2. Job insecurity is one of the reasons for my hard work.	2.9	0.94	Neutral	Medium
3. My salary is comparable with my work.	2.75	0.74	Neutral	Medium
4. Job security is the concern for me in the organization.	2.91	0.93	Neutral	Medium
5. My salary is similar to others who are performing the same job like me.	3.22	0.87	Neutral	Medium
6. I have a fair chance of promoted similar to others	3.42	0.82	Neutral	Medium
7. There is a chance of training to enhance my knowledge.	3.86	0.77	Agree	High
8. I have appreciated my work when compared with.	3.17	0.75	Neutral	Medium
Overall	**3.15**	**0.83**	**Neutral**	**Medium**

Table 12 presents the level of extrinsic motivation of secondary school English teachers. The overall weighted mean of 3.15 with a standard deviation of 0.83 corresponds to the verbal description Neutral and a qualitative interpretation of Medium, indicating a moderate level of extrinsic motivation among the respondents. Across the indicators, most items were described as Neutral and interpreted as Medium. These include items related to competence comparison, job insecurity, salary adequacy, job security, salary equity, promotion opportunities, and appreciation of work. The highest weighted mean was recorded for the item "There is a chance of training to enhance my knowledge" ($\bar{x}$ = 3.86, SD = 0.77), which was described as Agree and interpreted as High. The lowest weighted mean was observed for "My salary is comparable with my work" ($\bar{x}$ = 2.75, SD = 0.74), which remained within the Neutral and Medium range. The medium level of extrinsic motivation, as shown in Table 12, suggests that secondary school English teachers are moderately influenced by external factors such as salary, job security, promotion opportunities, and recognition. Recent studies emphasize that while extrinsic motivation plays an important role in sustaining work engagement, it is often less influential than intrinsic factors in the teaching profession. Ryan and Deci (2023) explained that extrinsic motivators, such as compensation and job security, support performance primarily when they are perceived as fair, transparent, and aligned with teachers' professional values. Furthermore, contemporary research highlights professional development opportunities as a key external motivator for teachers. Klassen, Durksen, and Tze (2022) reported that access to training and career advancement opportunities strengthens teachers' motivation by enhancing their sense of competence and professional growth. In the context of this study, the high rating for training opportunities alongside moderate ratings for salary and promotion suggests that professional growth incentives may be more salient motivators than purely financial rewards. These findings underscore the importance of strengthening external support systems, particularly training and career development programs, to enhance extrinsic motivation among secondary school English teachers.

Table 13: Physiological Reactions

Physiological Reactions	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I feel bloating/stomach upset.	2.89	0.92	Neutral	Medium
2. I have frequent colds/headache.	2.72	0.94	Neutral	Medium
3. I have trouble falling asleep.	2.97	0.99	Neutral	Medium
4. I have elevated respiratory levels and heartbeat while I rest or going asleep.	2.89	0.86	Neutral	Medium
5. I have musculoskeletal pains.	2.9	0.94	Neutral	Medium
Overall	**2.87**	**0.93**	**Neutral**	**Medium**

Table 13 presents the level of physiological reactions experienced by secondary school English teachers. The overall weighted mean of 2.87 with a standard deviation of 0.93 corresponds to the verbal description Neutral and a qualitative interpretation of Medium, indicating a moderate level of physiological symptoms among the respondents. All individual indicators yielded Neutral responses with Medium interpretations. The highest weighted mean was recorded for the item "I have trouble falling asleep" ($\bar{x}$ = 2.97, SD = 0.99), followed by "I have musculoskeletal pains" ($\bar{x}$ = 2.90, SD = 0.94) and "I feel bloating/stomach upset" ($\bar{x}$ = 2.89, SD = 0.92). The items "I have elevated respiratory levels and heartbeat while I rest or going asleep" ($\bar{x}$ = 2.89, SD = 0.86) and "I have frequent colds/headache" ($\bar{x}$ = 2.72, SD = 0.94) also fell within the medium range. Overall, the results indicate moderate physiological reactions among the teachers. The mid-level physiological reaction, as shown in Table 13, indicates that secondary school English teachers exhibit bodily reactions associated with occupational stress, but not at an alarming level. Research shows that long-term exposure to workload, psychosocial stressors, and long working hours may result in physical symptoms such as sleep problems, headaches, and musculoskeletal problems. As pointed out by Padmanabhanunni and Pretorius (2024), role stress and high job demands among teachers are related to physiological stress, even when stress is at a low level Moreover, Skaalvik and Skaalvik (2023) stated that teachers facing ongoing workloads and emotional demands often experience sleep difficulties, fatigue, and somatic problems. Such physiological responses tend to build over time and may affect well-being and sustainability at work. In this study, it is important to note the emergence of moderate physiological responses and their significance for organizational, workload management, and wellness activities aimed at managing the physical burden of secondary school English teachers.

Table 14: Psychological Reactions

Psychological Reactions	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I have panic attacks.	2.17	0.88	Disagree	Low
2. I have mood disorders.	1.96	0.93	Disagree	Low
3. I feel short of breath after mild exercise of like climbing stairs and brisk walking.	2.43	1.01	Disagree	Low
4. I sometimes dejected for my situation in the office.	2.62	1.04	Neutral	Medium
5. I feel anxious meeting with a peer.	2.39	1.05	Disagree	Low
Overall	**2.31**	**0.98**	**Disagree**	**Low**

Table 14 presents the level of psychological reactions experienced by secondary school English teachers. The overall weighted mean of 2.31, with a standard deviation of 0.98, corresponds to the verbal description "Disagree" and a qualitative interpretation of "Low," indicating a generally low level of psychological reactions among the respondents. Among the indicators, the lowest weighted means were recorded for “I have mood disorders” ($\bar{x}$ = 1.96, SD = 0.93) and “I have panic attacks” ($\bar{x}$ = 2.17, SD = 0.88), both of which were described as Disagree with a Low interpretation. Similarly, the items “I feel anxious meeting with a peer” ($\bar{x}$ = 2.39, SD = 1.05) and “I feel short of breath after mild exercise of like climbing stairs and brisk walking” ($\bar{x}$ = 2.43, SD = 1.01) also fell within the low range. The highest weighted mean was observed for “I sometimes feel dejected for my situation in the office” ($\bar{x}$ = 2.62, SD = 1.04), which was described as Neutral and interpreted as Medium. The overall low prevalence of psychological symptoms seen in Table 14 indicates that secondary school English teachers usually do not exhibit much psychological distress due to panic, anxiety, and mood disorders. Some recent research suggests that although teachers face numerous occupational stresses, the prevalence of psychological symptoms tends to remain low, provided there are effective coping mechanisms and motivation among teachers. As stated by Skaalvik & Skaalvik (2023), committed teachers with good working conditions tend to exhibit lower levels of anxiety and emotional problems. On the other hand, contemporary studies suggest that periodic experiences of dejection, even at moderate levels, indicate the presence of accumulating stress when ignored. Pretorius and Padmanabhanunni (2025) observed that work-related stress factors, such as job role and job load stress, can lead to long-term psychological stress, even when the immediate impact is not significant. In this regard, the general lower levels of psychological responses in secondary school English teachers indicate psychological resilience on their part. On the contrary, moderate dejection serves as an indication of the need for mental health interventions.

Table 15: Behavioural Reactions

Behavioural Reactions	Weighted Mean	Standard Deviation	Verbal Description	Interpretation
1. I drink alcohol when stressed.	1.92	0.97	Disagree	Low
2. When stressed I show loss of interest in the work.	2.58	1.11	Disagree	Low
3. I have trouble remembering things.	2.78	0.97	Neutral	Medium
4. I eat more when stressed.	2.86	1.27	Neutral	Medium
5. I have mood disorders.	1.92	0.88	Disagree	Low
Overall	**2.41**	**1.04**	**Disagree**	**Low**

Table 15 presents the level of behavioral reactions experienced by secondary school English teachers. The overall weighted mean of 2.41, with a standard deviation of 1.04, corresponds to the verbal description "Disagree" and a qualitative interpretation of "Low," indicating that stress-related behavioral reactions are generally low among the respondents. Among the indicators, the lowest weighted means were obtained for "I drink alcohol when stressed" ($\bar{x}$ = 1.92, SD = 0.97) and "I have mood disorders" ($\bar{x}$ = 1.92, SD = 0.88), both described as Disagree with a Low interpretation. The item "When stressed I show loss of interest in the work" also fell within the low range ($\bar{x}$ = 2.58, SD = 1.11). Meanwhile, moderate levels were observed for "I eat more when stressed" ($\bar{x}$ = 2.86, SD = 1.27) and "I have trouble remembering things" ($\bar{x}$ = 2.78, SD = 0.97), both of which were described as Neutral and interpreted as Medium. The low level of behavioral reactions shown in Table 15 suggests that secondary school English teachers generally exhibit adaptive behavioral responses to work-related stress. Recent studies indicate that teachers with stable professional commitment and adaptive coping mechanisms are less likely to engage in maladaptive behaviors such as substance use, withdrawal from work, or persistent loss of motivation. Benevene, De Stasio, Fiorilli, Buonomo, and Ragni (2022) found that teachers who maintain strong work engagement and emotional regulation exhibit fewer stress-related behavioral problems despite demanding work conditions. Yet, modern science also demonstrates that behavioral indicators, including problems with attention and stress-eating behaviors, might be regarded as precursors of growing occupational stress levels. Herman et al. (2023) argue that cognitive failures and minor behavioral changes always precede more serious stress-related consequences when organizational stressors are not managed properly. The overall low level of behavioral responses shows the resilience of secondary school English teachers. On the other hand, the presence of moderate indicators suggests the need to manage stress proactively through health-related programs and leadership initiatives.

Difference in Stress Level

Table 18: Significant Difference in the Secondary School Teachers' Level of Stress n Grouped According to their Age

Age Category	Mean Stress	F-test	F-crit	P-value	Decision	Interpretation
51-60	3.04	0.14	2.70	0.94	Do not reject the null	Not significant
41-50	3.12					
31-40	3.11					
21-30	3.08					

Table 18 presents the results of the analysis of variance (ANOVA) of secondary school English teachers' stress levels, grouped by age. The mean stress levels across the different age categories were closely comparable, with mean scores of 3.04 for teachers aged 51–60, 3.12 for those aged 41–50, 3.11 for teachers aged 31–40, and 3.08 for teachers aged 21–30. The computed F-value of 0.14 is lower than the critical F-value of 2.70, and the p-value of 0.94 exceeds the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that there is no significant difference in stress levels among secondary school English teachers when grouped by age. The lack of any significant difference between the age groups in stress levels in Table 18 implies that stress levels among secondary school English teachers are uniform regardless of age. In recent studies, it has been shown that organizational and job-related issues have a much greater effect on teachers' stress than age alone. According to Agyapong et al. (2022), despite being an important demographic factor in studies of stress, age does not predict differences in teachers' stress levels. Moreover, according to Waga et al. (2024), there were no significant differences in teachers' stress levels by age, as workload, role expectations, and institution-related expectations play a much larger role than age. The lack of differences in stress levels by age in this research suggests that stressors are similar for both young and older secondary school English teachers.

Table 19: Significant Difference in the Secondary School Teachers' Level of Stress when Grouped According to their Sex

Sex	Mean Stress	t-test	t-crit	P-value	Decision	Interpretation
Male	3.21	2.22	1.98	0.028	Reject the null	Significant
Female	3.04					

Table 19 presents the test of significant differences in the stress levels of secondary school English teachers when grouped according to sex. The mean stress level of male teachers was 3.21, while that of female teachers was 3.04, indicating a slight difference between the two groups. The computed t-value of 2.22 exceeded the critical value of 1.98, while the p-value of 0.028 was lower than the 0.05 level of significance. Thus, the null hypothesis was rejected, indicating a statistically significant difference in the stress levels of male and female secondary school English teachers. This finding suggests that teachers' stress levels differ significantly according to sex, although the difference in their mean scores is relatively small. This result highlights the importance of considering sex-related differences when developing interventions to address occupational stress. Nevertheless, workplace conditions, workload, and organizational demands should also be considered when designing appropriate stress management programs. These interventions should address common occupational stressors while remaining responsive to the differing needs and experiences of teachers.

Table 20: Significant Difference in the Secondary School Teachers' Level of Stress When Grouped According to their Civil Status

Civil Status	Mean Stress	F-test	F-crit	P-value	Decision	Interpretation
Married	3.08	0.32	2.70	0.81	Do not reject the null	Not significant
Single	3.12					
Widow	2.95					

Table 20 presents the test for significant differences in the levels of stress of secondary school English teachers when grouped by civil status. The mean stress level of married teachers was 3.08; single teachers had 3.12; and widowed teachers had 2.95, indicating only minimal variation among the three groups. The computed F-value of 0.32 is lower than the critical F-value of 2.70, and the p-value of 0.81 exceeds the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that there is no significant difference in stress levels among secondary school English teachers when grouped by civil status. The lack of a substantial difference in stress levels across civil status groups, as evidenced in Table 20, implies that marital status does not substantially affect occupational stress among secondary school English teachers. Recent research confirms that teacher stress is mainly caused by the nature of their job and the organization, but not by their personal or marital situation. No significant difference was detected in stress levels among teachers by civil status, suggesting that job demands are more important in this regard. Similarly, research on teachers' self-efficacy by Mbongo (2024) found no significant relationship between marital status and teachers' professional functioning. The lack of significant association between stress and civil status in this research indicates that stress management measures should not focus on demographic aspects of teachers' profiles but should instead seek to improve their working environment.

Table 21: Significant Difference in the Secondary School Teachers' Level of Stress when Grouped According to their Highest Educational Attainment

Highest Educational Attainment	Mean Stress	F-test	F-crit	P-value	Decision	Interpretation
Bachelor	3.05	0.67	2.70	0.57	Do not reject the null	Not significant
Masteral Unit	3.11					
Master	3.18					
Doctor	3.10					

Table 21 presents the test for significant differences in the levels of stress among secondary school English teachers when grouped by their highest educational attainment. Teachers with a bachelor's degree registered a mean stress level of 3.05; those with master's units obtained a mean of 3.11; teachers with a master's degree recorded a mean of 3.18; and those with a doctoral degree posted a mean stress level of 3.10. The mean values across educational attainment groups show only minimal variation. The computed F-value of 0.67 is lower than the critical F-value of 2.70, and the p-value of 0.57 is greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that there is no significant difference in stress levels among secondary school

English teachers when grouped by their highest educational attainment. The lack of significant differences in stress levels among the educational attainment groups presented in Table 21 implies that educational attainment plays an insignificant role in influencing occupational stress among secondary school English teachers. Recent findings show that even though an education degree improves professional skills and confidence, it does not always protect against work-related stressors. As reported by Pressley and Ha (2022), teachers with a higher education degree have the same stress level as less-educated teachers because of shared responsibilities, administrative duties, and performance requirements. According to García-Carmona, Marín, and Aguayo (2023), teachers' stress was not statistically significant with respect to their educational level. Still, it was more strongly related to organizational climate, workload, and role demands. Considering the above analysis of the present study, the lack of a significant difference among groups of different educational levels suggests that institutional and work-related factors largely determine stress among secondary school English teachers and are independent of educational attainment.

Table 22: Significant Difference in the Secondary School Teachers' Level of Stress When Grouped According to their Relevant Training

Relevant Training	Mean Stress	F-test	F-crit	P-value	Decision	Interpretation
9 - 10	3.10	0.74	2.47	0.57	Do not reject the null	Not significant
7 - 8	3.31					
5 - 6	3.02					
3 - 4	3.06					
1 - 2	3.10					

Table 22 presents the analysis of variance (ANOVA) of the level of stress among secondary school English teachers, grouped by the number of relevant training sessions attended. Teachers who attended 7–8 trainings had the highest mean stress level (3.31), followed by those who attended 9–10 trainings and 1–2 trainings, both at 3.10. Teachers with 3–4 trainings obtained a mean stress level of 3.06, while those with 5–6 trainings recorded the lowest mean stress level at 3.02. The mean values across the groups indicate only slight variations. The computed F-value of 0.74 is lower than the critical F-value of 2.47, and the p-value of 0.57 is greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that there is no significant difference in stress levels among secondary school English teachers when grouped by the number of relevant training sessions attended. The lack of a substantial difference in stress among the training groups means that engagement in such training is not a guarantee for reduced occupational stress among English teachers in secondary schools. According to recent studies, although professional development may improve teachers' skills and teaching methods, it does not necessarily reduce stress without organizational support and a reasonable workload. As noted by Prudente et al. (2024), professional development programs are more effective when they are ongoing, context-specific, and supported by organizational policies on workload. Baria and Avelino (2024) also indicated that stress among teachers was consistently low to moderate, irrespective of whether they had attended training. They observed that the impact of supportive organizational culture and management was more significant in reducing stress than the frequency of training attendance. In light of the current study, the lack of statistical significance in stress levels across the various training groups indicates that, while training is critical for professional development, measures aimed at stress management should go beyond capacity-building activities.

Table 23: Significant Difference in the Secondary School Teachers' Level of Stress when Grouped According to their Position

Position	Mean Stress	F-test	F-crit	P-value	Decision	Interpretation
Master Teacher I	3.35	0.91	2.70	0.44	Do not reject the null	Not significant
Teacher III	3.14					
Teacher II	3.08					
Teacher I	3.05					

Table 23 presents the ANOVA of stress scores among secondary school English teachers, classified by teaching status. Among all teaching statuses, Master Teacher had the highest mean stress score (3.35), followed by Teacher III (3.14), Teacher II (3.08), and Teacher I, which had the lowest (3.05). There was little variation in mean stress scores among different teaching statuses. The computed F-value of 0.91 is lower than the critical F-value of 2.70, and the p-value of 0.44 exceeds the 0.05 level of significance. Hence, the null hypothesis was not rejected, indicating that there is no significant difference in stress levels among secondary school English teachers when grouped by position. The lack of significant differences in stress levels among teachers of different ranks, as seen in Table 23, implies that occupational stress is experienced similarly by teachers irrespective of their ranks or teaching positions. It was found in recent research that although there may be more leadership responsibilities for those at higher ranks, the stress levels of both groups are equal because of shared responsibilities such as instruction and other work-related duties. Likewise, Asak (2024) observed that there was no significant effect of teachers' position or ranking on their level of stress and mental well-being, implying that systemic factors contribute more to stress than the actual ranking of the teacher in the institution. About the current study, the non-significant differences across teaching positions imply that stress management should be geared toward organizational support, workload rationalization, and school-wide well-being programs.

Relationship Between Variables

Table 24: Significant Relationship Between the Level of Stress Perceived by Secondary School Teachers and their Teaching Performance

Variables	r	Degree of Relationship	P-value	Decision	Interpretation
Stress Level of Teachers	0.149	Slight; almost negligible relationship	0.139	Do not reject the null	Not Significant
Teachers' Performance					

±Less than .20	Slight; almost negligible relationship
±.20 - .40	Low correlation; definite but small relationship
±.40 - .70	Moderate correlation; substantial relationship
±.70 - .90	High correlation; marked relationship
±.90 - 1.00	Very high correlation; very dependable relationship

Table 24 presents the results of a test for a significant relationship between the perceived stress level of secondary school English teachers and their teaching performance. The computed Pearson correlation coefficient (r = 0.149) indicates a slight, almost negligible, relationship between the two variables. The associated p-value of 0.139 exceeds the 0.05 level of significance; thus, the null hypothesis was not rejected. This result indicates that there is no statistically significant relationship between the perceived stress level of secondary school English teachers and their teaching performance. As shown in Table 24, the lack of a significant association between teachers' stress levels and their performance indicates that stress is not an influencing factor in teaching performance among secondary English teachers. Some recent research findings agree with this study's findings and indicate that teachers demonstrate satisfactory to excellent performance regardless of the level of stress. Capagngan and Dioso (2025) found that there was no significant association between stress and teaching performance, attributed to institutional professional commitment and performance standards. In addition, Gonzales (2024) found that while the teachers experienced moderate levels of stress, their performance as teachers was very high, resulting in no significant relationship between stress and performance measures. This implies that teachers must have effective ways of coping with stress or be resilient professionals who can cope with it without affecting their performance. In this case, the non-significant relationship suggests that professionalism, accountability, and self-motivation play a role in maintaining performance levels despite stress among teachers.

5. Conclusion

The study concludes that secondary English teachers in Bantayan Island experience moderate occupational stress, with work overload and role ambiguity identified as important workplace concerns. Despite these challenges, teachers report high intrinsic motivation and generally maintain very satisfactory to outstanding teaching performance. Most demographic and professional characteristics are not associated with significant differences in stress levels, although the reported results indicate a significant difference by sex. The relationship between perceived stress and teaching performance is weak and statistically non-significant, suggesting that the present data do not establish a clear association between these variables. The findings highlight the value of effective workload management, clearly defined responsibilities, supportive school environments, and continued professional development. Strengthening these areas may promote teacher well-being and help sustain instructional quality.

6. Future Scope

Future researchers may expand the study to include teachers from other subject areas, grade levels, and geographical locations to establish broader comparisons and improve the generalizability of the findings. Further studies may also examine additional variables, such as leadership styles, school environment, organizational support, workload distribution, and teachers' coping mechanisms, which may provide deeper insights into the factors influencing workplace stress and teaching performance. Employing mixed-method or longitudinal research designs may further strengthen future investigations by capturing teachers' personal experiences and changes in stress levels over time. Moreover, comparing the findings with previous and historical studies may help identify emerging trends, similarities, and differences in teacher stress and instructional effectiveness. Such improvements may contribute to a more comprehensive understanding of the issue and provide updated empirical evidence for developing responsive policies, interventions, and professional support programs for teachers.

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