Teachers' Workplace Stress, Coping Mechanisms and Job Performance

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Abstract — Teacher workplace stress is increasingly recognized as a threat to both well-being and instructional quality; however, empirical guidance on how stress and coping interact with job performance within low-resource public school systems remains limited. This quantitative descriptive-correlational study has investigated levels of workplace stress, coping strategies, and job performance among 106 public school teachers and probed the interrelationships among these variables to inform a contextualized stress-management framework. Data will be gathered using an adapted and pilot-tested instrument that addresses domains related to stress, which include: role ambiguity, task design, job security, work-life balance, and working environment, and coping strategies problem-focused, emotion-focused, and avoidance-focused; and supplemented by official ratings in the Individual Performance Commitment and Review Form. Establishing the validity of the instrument through expert review and internal consistency through reliability analyses, prior to full administration, was done. Descriptive statistics show generally moderate to high levels of stress, significantly elevated for role ambiguity and task design; predominantly problem-focused coping; and performance classified from satisfactory to very satisfactory. Tests of inference revealed a negative correlation between higher levels of stress and performance, and positive correlations between problem-focused coping and higher performance. Similarly, significant differences favored those with higher qualifications and more extensive training. The study identifies that increasing structured, evidence-based support for teacher workplace stress management and positive coping is crucial for sustaining job performance.

Keywords: Workplace Stress, Coping Mechanisms, Teacher Performance, Stress Management, DepEd Philippines

I.   INTRODUCTION

Workplace stress among teachers is a globally recognized concern, wherein chronic stress has been linked to reduced job satisfaction and psychological well-being, along with lower instructional quality. Continuously identified stressors in the literature include excessive workload, stringent accountability regimes, disruptive student behavior, and limited institutional support (Bottiani et al., 2020; Kyriacou, 2021). While coping strategies-particularly problem-focused and emotion-focused approaches-have been found to successfully mitigate levels of stress and sustain job performance (Algorani & Gupta, 2022; Bondarchuk et al., 2023), the majority of empirical investigations are situated within high-income educational systems that possess relatively robust support structures. On the other hand, low-resource public school systems are frequently expected to operate under intense performance pressures, while teacher support, wellness initiatives, and programs on mental health remain irregularly implemented despite enabling policies such as national workload rationalization directives, performance-based support frameworks, and legislation on mental health (e.g., RA 11036, RA 12080, and related education-sector issuances). These conditions reveal a knowledge gap related to how teachers in such contexts experience workplace stress, the coping mechanisms they utilize, and the relationship of these factors to actual job performance.In this regard, the present study aims to determine teachers' workplace stress levels, coping mechanisms, and job performance levels, culminating in the proposition of a contextualized stress management plan. It examines teachers' demographic and professional profiles in relation to their age, sex, highest educational attainment, years of teaching service, position/designation, ancillary workload, net take-home pay, and participation in relevant trainings; their workplace stress across the dimensions of role ambiguity, task design, job security, work–life balance, and working environment; and their coping mechanisms categorized into problem-focused, emotion-focused, or avoidance-focused. Moreover, it assesses teachers' job performance on the basis of performance appraisal ratings and establishes whether significant correlations among workplace stress, coping mechanisms, and job performance do exist. It aims at developing evidence that could lead to targeted and system-aligned stress management interventions among teachers in low-resource public education settings.

Literature Review

Work stress in the teaching profession is multidimensional in nature and is determined through organizational, interpersonal, and individual factors. Typical sources of stress would relate to adverse working conditions, high levels of workload, ambiguous expectations, limited latitude, and managerial support (Sridhar et al., 2020). Leadership issues, such as clearly communicating, allocating tasks fairly among staff, recognizing achievements, and providing super-visory support, are all considerably influential on job stress and motivation among teachers. International evidence has also demonstrated that teachers record relatively higher levels of stress compared to other professions, with anxiety, fatigue, and emotional strain common among them, though they experience moderate job satisfaction (Redín & Erro-Garcés, 2020). From a global health perspective, stress rises when work demands exceed one's ability to cope with it, especially when there is low control and support available (WHO, 2024). Economic pressures potentiate such responses, which manifest with irritability, fatigue, and ultimately hampered professional effectiveness (UpriseHealth, 2022).

Stress manifests through physiological and behavioral indications, including headaches, muscle tension, irritability, and maladaptive coping behaviors. Teaching is consistently identified as a high-demand occupation due to academic, emotional, and managerial expectations coupled with systemic reforms, administrative burdens, resource constraints, and increasingly complex learner needs. Individual differences in stress responses reflect personality traits, personal histories, and coping repertoires. An emerging body of literature cautions that chronic, excessive stress contributes to absenteeism, turnover intentions, burnout, and diminished instructional quality, while moderate stress may enhance focus and performance. Where stress exceeds coping capacities, performance declines sharply and may precipitate withdrawal, burnout, or health collapse.

Coping mechanisms serve as a buffer to mitigate the negative impacts of stress. Research identifies problem-focused versus emotion-focused coping, and adaptive versus maladaptive strategies. Effective coping enhances psychological well-being, while maladaptive reactions, including avoidance and substance dependence, increase distress and create risks of long-term

dysfunction. Teachers commonly employ both individual and collective coping strategies, though systemic pressures mitigate their effectiveness. Other structural demands include large class sizes, heavy administrative paperwork, lack of resources, financial burdens, and constantly changing policy. In the face of global disruptions, research has consistently recorded heightened anxiety, burnout, and maladaptive reactions, which signal a need for psychosocial interventions at the institutional level.

Pre-service teachers also face significant levels of stress due to supervisory expectations, classroom management, and increased self-doubt, with many using peer collaboration or digital tools as ways to cope with these demands. More general studies have pointed out job insecurity and the deterioration in working conditions as major psychosocial hazards that undermine well-being and professional attitudes. Sociodemographic factors, including gender, teaching level, and tenure, shape the perception of stress, especially regarding levels of decision-making powers and institutional change. This thus places internal variables like role preparedness, self-esteem, and locus of control as strong predictors of teacher stress, again pointing to the interplay between the personal and contextual influences.

Studies on coping and performance show that teachers use various strategies, from passive relaxation to active problem-solving, to maintain their effectiveness. Similarly, school leaders go through continuous administrative stress that affects performance and calls for professional development targeting coping and self-management. Therefore, teacher stress is a product of professional, personal, and socio-economic factors that need holistic support structures and organizational reforms. Recent literature similarly identifies teacher competency as linked with student outcomes. High levels of professional standards literacy, digital competence, and instructional development skills are in correlation with improved learner performance, although some studies find no direct relationship—suggesting that academic outcomes are influenced by systemic, contextual, and learner variables beyond teacher competence alone (Pamon & Oco, 2024; Reblinca, 2024; Canuto et al., 2024; Grande, 2024). International studies similarly report continuing technological and assistive device competencies gaps, emphasizing the need for structured, sustained professional training (Ogirima et al., 2020). Particularly, collaborative lesson study and

reflective practice models have shown certain promises for the enhancement of pre-service teachers' technological and instructional competencies (Danday, 2020). Put differently, the literature collectively affirms that teacher stress is a pervasive and complex phenomenon influenced by organizational climate, individual coping capacity, professional demands, and socio-economic contexts. Enhanced coping mechanisms, along with supportive institutional settings and systemic reforms, are critical not only for sustaining teacher well-being but also for maintaining instructional quality and ensuring positive learner outcomes.

II.   METHODOLOGY

This study used a descriptive–correlational design to determine the relationships among teachers' demographic profiles, workplace stress, coping strategies, and work performance for School Year 2024–2025. A stratified sampling scheme selected 106 teachers from the population of 145 to ensure that the proportion in key demographic strata would be represented. Data were gathered through the use of an adopted and refined standardized questionnaire containing four parts, namely: respondent profile, workplace stress in five dimensions, coping strategies in three categories (problem-focused, emotion-focused, and avoidance-focused), and work performance as gauged by the IPCRF rating. The questionnaire had been subjected to a pilot testing of 30 teachers to establish clarity and reliability before the actual full administration. Data collection was done in a formal manner, where necessary clearances and permissions had been secured, including informed consent, briefing on ethical safeguards, and actual questionnaire administration and collection with the help of administrative assistants. The encoded responses were analyzed through SPSS. Descriptive statistics were obtained for the characterization of the respondents and the levels of stress, coping, and performance. Normality was assessed using the Shapiro–Wilk test to support decisions on whether t-tests or Mann–Whitney U tests will be run for two groups and Kruskal–Wallis H test for multiple groups. Meanwhile, Spearman's rho shall be determined to establish relationships among variables, while simple linear regression analysis will look into how stress and coping predict work performance.

Research Design

This study adapted a descriptive-correlational design, which aimed at examining the following relationships: teachers' demographic characteristics, such as age, sex, highest educational attainment, length of service, and family income, workplace stress, coping strategies, and job performance. This design assists in the identification of patterns and associations among variables that exist in a natural environment without experimental manipulation or causal inferences. Workplace stress was measured based on five dimensions: role ambiguity, task design, job security, work–life balance, and work environment; the coping strategies fell under three categories, namely problem-focused, emotion-focused, and avoidance-focused. Quantitative measures of teacher job performance were measured through standardized indicators for the 2024–2025 academic year. Statistical analyses were done to establish whether demographic factors influence variation in levels of stress, approaches to coping, and performance outcomes, as well as the strength and direction of association between such variables. As explained by Creswell (2014) with respect to correlational research, the emphasis is on statistical association rather than on establishing cause. The results are expected to provide evidence-based information that could guide education leaders and policymakers in formulating appropriate interventions to reduce workplace stress and improve coping capabilities and performance of teachers.

Sample of the Study

The population of teachers totaled 145, but the sample size chosen for this research was 106 to ensure adequate representation and practical data collection. The initial sample size was determined using standard procedures for sample size calculation, employing a 95% level of confidence and a 5% margin of error; adjustments were subsequently made to reflect the actual population size, achieving a coverage of approximately 73%, an acceptable statistical universe, to enhance the reliability of the findings. Stratified random sampling about the key demographic characteristics of age, sex, civil status, educational attainment, socio-economic status, and years of teaching experience was applied to guarantee the proportional number of representatives of all relevant subgroups in the teaching population. This sampling strategy enhanced the precision and

validity of the results by capturing diverse perspectives and ensured a good representation of all major demographic strata.

Measures

This study utilized an adopted and modified survey questionnaire adapted from previously validated measures of teacher stress, coping strategies, and work performance to ensure that the research instruments had the best possible alignment with the objectives of this research. It was divided into four parts: (a) demographic profile, including age, sex, educational attainment, years of service, and family income; (b) workplace stress in five dimensions-role ambiguity, task design, job security, work-life balance, and working environment; (c) coping strategies classified as problem-focused, emotion-focused, and avoidance-focused; and (d) work performance using standardized IPCRF indicators for SY 2024-2025. All items were rated using a five-point Likert scale, while open-ended prompts were optional for respondents to further elaborate on their experiences of stress and mechanisms of coping. The reliability of the instrument was established through a pilot test involving 30 respondents from a nearby district, which generated a reliability index of 0.967, interpreted as excellent, hence internally valid. Refinements necessary based on feedback from the pilot test were implemented to enhance clarity and relevance for better measurement before its full administration.

Procedure

The protocol for data collection was structured and followed ethical considerations by first obtaining institutional and scholarly approval. A study proposal was formulated, followed by the researcher's seeking supervision clearance, after which the proposal was presented to a panel of experts who reviewed its methodological soundness and ethical considerations. The standardized questionnaire used in this study was validated by three experts; the validity index obtained was 4.67, interpreted as excellent. The instrument was then piloted with 30 teachers who were not in the final sample to assess clarity, coherence, and relevance, after which modifications were effected accordingly. Data collection started after informed consent had been sought from the participants,

who were duly informed of the objectives of the study, the procedures involved, confidentiality, and voluntary participation. The questionnaires were then administered to 106 respondents, whose distribution and collection were assisted by school administrators to ensure smooth implementation. This systematic process ensured the rigor, accuracy, and integrity of the data used for studying the relationships among workplace stress, coping mechanisms, and work performance.

Data Processing

The analysis of data proceeded in a systematic sequence: descriptive statistics, that is, frequency counts, percentages, means, and standard deviations, summarized respondents' demographic data and levels of workplace stress, coping mechanisms, and work performance. A normality assessment by means of the Shapiro–Wilk test informed the choice of appropriate inferential procedures. Comparisons between two groups were done by an independent samples t-test or the Mann–Whitney U test, depending on distributional properties. Comparisons across more than two groups utilized the Kruskal–Wallis H test to determine significant differences across demographic categories on workplace stress, coping mechanisms, and work performance. Relationships among workplace stress, coping mechanisms, and work performance were investigated by Spearman's rho; Pearson's correlation was considered when data met assumptions for parametric analysis. Where significant associations are evident, simple linear regression was conducted to examine the predictive influence of stress and coping variables on teachers' performance. This suite of descriptive, comparative, and correlational analyses allows a comprehensive examination of patterns and relationships among the study variables.

III.   RESULTS AND DISCUSSION

Level of Teachers' Workplace Stress

This section reflects the degree of teachers' workplace stress, as experienced concerning tasks management, responsibilities, and demands imposed in the work environment; it also

outlines how frequently teachers feel that they are overwhelmed, under pressure, or exhausted as a result of workload, shortage of time, and any other type of job challenge.

TABLE 1
ROLE AMBIGUITY

Item	Mean	Interpretation
41. Experiencing unclear job expectations	3.92	High Level
42. Receiving inconsistent instructions	3.87	High Level
43. Lacking proper communication	3.80	High Level
44. Encountering frequent changes	3.85	High Level
45. Struggling to balance multiple roles	4.55	Very High Level
46. Facing difficulties in decision-making	3.91	High Level
47. Dealing with insufficient job descriptions	3.21	Moderately Level
Overall Mean	**3.87**	**High Level**

Legend: 4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level

Table 1 summarizes teachers' responses related to their level of role ambiguity, focusing on unclear responsibilities, inconsistent expectations, and difficulties in decision-making. The overall mean of 3.87, categorized as High, shows that quite often, due to restricted communication at work and vague instructions, there is uncertainty on the part of teachers about what their roles are. The highest rating from the items was "Struggling to balance multiple roles" (M = 4.55, Very High), indicating that teachers are often overwhelmed by the many responsibilities outside of classroom instruction, which include administrative functions, extracurricular supervision, and community projects. This workload, probably due to insufficient ancillary employees and functions overlapping, adds to stress and diminishes instructional effectiveness. The lowest-rated item, "Dealing with insufficient job descriptions" (M = 3.21, Moderate), indicates an important area of concern, implying that job descriptions may be outdated, missing, or poorly communicated. Consequently, this ambiguity could lead to duplication of effort, inefficiency, conflict, and loss of morale. In sum, these findings corroborate those of Suleman and Naqvi (2021), who discovered that role ambiguity greatly enhances teacher stress and poorly affects job performance, and call for clarity and regular updating of job responsibilities so as to have an efficient and supportive school environment.

TABLE 2
TASK DESIGN

Item	Mean	Interpretation
1. Managing excessive workload	4.79	Very High Level
2. Handling repetitive and monotonous tasks	3.95	High Level
3. Struggling with unrealistic deadlines	4.70	Very High Level
4. Adapting to frequent curriculum changes	4.75	Very High Level
5. Balancing admin and teaching duties	4.77	Very High Level
6. Working without sufficient resources	4.73	Very High Level
7. Dealing with ambiguous task assignments	3.98	High Level
Overall Mean	**4.52**	**Very High Level**

Legend: *4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level*

Table 2 presents teachers' perception of task design-related challenges, including structuring of workload, deadlines, and administrative assignments. The general mean of 4.52 describes it as Very High, meaning that the task-related stress is a primary concern regarding teachers' welfare and performance. The highest-rated item, "Dealing with excessive workload" (M = 4.79, Very High), indicates that most often teachers are overwhelmed by the quantity of tasks needed to be accomplished involving instruction, administration, and non-teaching concerns. These range from teaching large classes and preparing materials to completing various reports and community-based responsibilities. These demands lead to fatigue, decreased quality of instructions, and ultimately lower job satisfaction. The lowest-rated item was "Dealing with repetitive and monotonous tasks" (M = 3.95, High), which suggests that while repetition is less stressful compared to other task design-related challenges, it still is a significant concern. Redundant documentation, routine clerical and administrative tasks, and repeated reporting can sap motivation, limit creativity, and imply inefficient processes at schools. This finding agrees with Alba and Calaguas (2021) who noted that redundant, low-value tasks create frustration and burnout and recommended streamlined documentation and reduced bureaucracy to allow teachers to focus on substantive teaching tasks.

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TABLE 3
JOB SECURITY

Item	Mean	Interpretation
1. Worrying about delayed salary releases	3.09	Moderately Level
2. Uncertainty regarding salary increases	3.75	High Level
3. Stress from performance-based ranking	3.73	High Level
4. Concerns about reassignment	3.25	Moderately Level
5. Pressure to meet high performance expectations	3.88	High Level
6. Navigating complex promotion processes	3.80	High Level
7. Adjusting to frequent DepEd policy changes	3.85	High Level
Overall Mean	**3.62**	**High Level**

Legend: *4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level*

Table 3 outlines teachers' views about job security, highlighting salary stability, career advancement, and related employment uncertainties. The mean of 3.62, classified as High, signifies that teachers have noticeable anxiety over the predictability and permanence of their job, impacting emotional well-being and professional motivation. The highest-rated item relates to "Pressure to meet high performance expectations" (M = 3.88, High), reflecting teachers' concerns with always meeting the standards set for performance. This is probably caused by accountability mechanisms such as RPMS-PPST and perceived risks associated with poor performance. Such pressure can lead to burnout, loss of creativity, and a competitive rather than collaborative atmosphere at work. An item rated lowest, "Worrying about delayed salary releases" (M = 3.09, Moderate), is comparative but still signals substantive concern, especially in schools where such administrative delays are more common. Inconsistencies in salary payment subvert financial stability, morale, and faith in the system and perhaps drive teachers to seek additional, often time-consuming, income at the expense of instructional duties. The findings support those by Mateo & Tiongco (2021), who reported that delays in payroll disbursement contributed a lot to anxiety, absenteeism, and lower job satisfaction despite adequate compensation levels. They call for timely and transparent payroll mechanisms to enhance job security and further support teacher welfare.

TABLE 4
WORK-LIFE BALANCE

Item	Mean	Interpretation
1. Managing professional and family obligations	4.91	Very High Level
2. Spending excessive hours on work tasks	4.85	Very High Level
3. Bringing work home	4.88	Very High Level
4. Difficulty maintaining well-being	4.92	Very High Level
5. Pressure from school events	4.86	Very High Level
6. Struggling to take leave/vacation	4.16	High Level
7. Balancing multiple roles while maintaining hobbies	4.92	Very High Level
Overall Mean	**4.79**	**Very High Level**

Legend: *4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level*

Table 4 summarizes the teachers' perceived work–life balance, describing how professional obligations are juggled with personal well-being, family duties, and leisure activities. The overall mean of 4.79, described as Very High, indicates significant difficulty in achieving balance and is a reflection of the demanding nature of teaching that often surpasses the normal working hours. The highest-rated items, "Difficulty maintaining well-being" and "Balancing multiple roles while maintaining hobbies" (M = 4.92), reveal significant strain in protecting physical and mental health while performing multiple роли. The contributing factors, which add to this strain and heighten the likelihood of burnout and decreased personal fulfillment, involve unmanageably heavy loads of work, strict schedules, expectations within the community, and demands for constant accessibility. The lowest-rated item, "Struggling to take leave/vacation" (M = 4.16, High), though rated comparatively lower, still signals appreciable difficulty in utilizing rest periods due to the shortage of substitutes, administrative hindrances, or guilt feelings. This barrier to taking necessary breaks undermines recovery, motivation, and long-term well-being. Findings are in agreement with Gozum and Manlangit (2022), who noted that limited utilization of leave credits increased stress levels and reduced job satisfaction ratings among teachers. They recommended clear policy provisions, supportive leadership, and accessible mental health facilities to protect the right of teachers to rest and continue their effectiveness in the profession.

TABLE 5
WORKING ENVIRONMENT

Item	Mean	Interpretation
1. Overcrowded classrooms	4.88	Very High Level
2. Physically uncomfortable conditions	3.93	High Level
3. Workplace conflicts	3.30	High Level
4. Lack of teaching materials	3.91	High Level
5. Stress from excessive noise	3.85	High Level
6. Feeling unsafe at school	3.25	Moderately Level
7. Ineffective school policies	3.96	High Level
Overall Mean	**3.87**	**High Level**

Legend: *4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level*

Table 5 summarizes teachers' ratings of their working environment with respect to classroom conditions, safety, availability of materials, and implementation of policies. The overall mean rating of 3.87 (High) points to the prevalence of environmental factors that distract teachers from their job and instructional tasks. The highest-rated item is "Overcrowded classrooms" (M = 4.88, Very High). Large classes inhibit classroom management, individualized instruction, and interactive learning. This is one of the usual concerns expressed by schools and institutions facing shortages in facilities and increasing enrollment. These can heighten the levels of stress, behavioral problems, and decreased instructional quality. The lowest-rated item in this factor is "Feeling unsafe at school" (M = 3.25, Moderate). A significant percentage of teachers are still experiencing safety concerns which may be linked to dilapidated infrastructures, weak security arrangements, or unheeded threats. Although relatively lower, the concern is still meaningful as a perceived lack of safety causes loss of self-confidence, concentration, and general well-being, leading to absenteeism or disengagement. These trends are consistent with Reyes & Valerio, 2021, who found that teachers who feel unsafe show more anxiety and emotional fatigue due to safety procedures and infrastructures that have been ignored. They recommended school-based safety audits and support mechanisms, citing the need to address safety concerns along with other environmental stressors.

Level of Teachers' Coping Mechanism

This section looks at the extent to which teachers use coping strategies to deal with stress and difficulties in their professional setting. It looks at how often teachers use strategies such as seeking social support, regulating their emotions, and adapting to adverse situations in order to maintain their effectiveness and preserve well-being.

TABLE 6
PROBLEM FOCUSED

Item	Mean	Interpretation
1. Focus on finding solutions	4.11	High Level
2. Reflect on past experiences	4.06	High Level
3. Analyze situations logically	4.08	High Level
4. Set realistic goals	4.07	High Level
5. Plan and prioritize tasks	4.04	High Level
6. Seek new knowledge and strategies	4.13	High Level
7. Use positive self-talk	4.00	High Level
8. Break down large tasks	4.08	High Level
9. Create a structured routine	4.09	High Level
10. Focus on facts over assumptions	4.05	High Level
Overall Mean	**4.07**	**High Level**

Legend: *4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level*

Table 6 presents the degree to which educators rely on problem-focused coping strategies in managing work-related stressors and demands. With an overall mean of 4.07, categorized as High, the data indicate that teachers frequently employ logical and proactive approaches to dealing with situations, such as planning, problem solving, and task organization. The highest-rated item, "Seek new knowledge and strategies" (M = 4.13), reflects teachers' openness to ongoing learning and innovation—a constructive coping behavior that enhances resilience and supports instructional effectiveness. On the other hand, the lowest-rated item, "Use positive self-talk" (M = 4.00), was nevertheless within the High range and hence suggests that internal emotional support is comparatively less salient than more task-oriented external coping mechanisms. This pattern may reflect cultural norms that discourage emotional expressiveness or

may suggest limited awareness of the benefits of self-talk. The relatively lower use of internal coping could increase vulnerability to stress and negative self-appraisal, signaling an area in need of augmentation alongside cognitive strategies. These findings are consistent with Santos and Llego (2022), who reported that teachers performed well in problem-solving but engaged less frequently in emotional regulation strategies. They further emphasized that combining cognitive and emotional coping techniques results in greater resilience and longer-lasting well-being..

TABLE 7
EMOTION FOCUSED

Item	Mean	Interpretation
1. Express emotions through journaling	4.06	High Level
2. Seek support from friends/colleagues	4.02	High Level
3. Practice self-compassion	4.00	High Level
4. Use relaxation techniques	4.04	High Level
5. Allow time to process emotions	4.02	High Level
6. Engage in joyful activities	4.08	High Level
7. Acknowledge and validate feelings	4.07	High Level
8. Use humor to diffuse tension	4.05	High Level
9. Establish emotional boundaries	4.08	High Level
10. Share concerns with trusted confidant	4.09	High Level
Overall Mean	**4.05**	**High Level**

Legend: *4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level*

Table 7 presents the extent to which teachers use emotion-focused coping strategies, defined as the ways that regulate emotions, manage stressors, and maintain psychological well-being. The overall mean of 4.05 falls into the category of High, indicating that teachers frequently use emotional coping methods such as reflection, seeking support, and relaxation techniques. The highest-rated item, "Share concerns with a trusted confidant" (M = 4.09), indicates that teachers commonly use interpersonal support, congruent with collectivist cultural values of shared emotional expression and social interdependence. The lowest-rated item, "Practice self-compassion" (M = 4.00), although within the High range, illustrates greater difficulty in treating oneself with understanding and kindness, possibly due to factors such as perfectionism, high professional expectations, or cultural beliefs that minimize self-care. Limited self-compassion may

increase vulnerability to emotional exhaustion, decrease motivation, and undermine professional self-efficacy. These findings are supported by Lopez and Manlapig (2021), who found that teachers commonly seek out external emotional supports but struggle to attend to inner self-care, indicating the need for emotional literacy and mindfulness-based interventions. Collectively, even though emotion-focused strategies are widely used, building self-compassion seems imperative for sustaining teachers' long-term well-being.

TABLE 8
AVOIDANCE FOCUSED

Item	Mean	Interpretation
1. Avoid non-essential conflicts	3.09	Moderately Level
2. Distance from toxic environments	3.30	Moderately Level
3. Redirect focus to less stressful tasks	3.21	Moderately Level
4. Limit exposure to stress situations	3.25	Moderately Level
5. Take time away from work	3.16	Moderately Level
6. Delay response to stressful triggers	3.19	Moderately Level
7. Seek temporary distractions	3.23	Moderately Level
8. Withdraw from non-productive arguments	3.12	Moderately Level
9. Refrain from overcommitting	3.28	Moderately Level
10. Step back from stress situations	3.15	Moderately Level
Overall Mean	**3.20**	**Moderately Level**

Legend: 4.21-5.00= Very High Level; 3.41-4.20= High Level; 2.61-3.40= Moderately Level; 1.81-2.60= Low Level; 1.00-1.80= Very Low Level

Table 8 presents the extent to which teachers have employed coping strategies that are avoidance-focused, such as distanc-ing from stressors, withdrawing from conflict, or using temporary distractions. The overall mean of 3.20, categorized as Moderate, shows that occasionally, teachers use avoidance strategies but do not depend on them as one of their main coping styles. The highest-scoring indicator is "Distance from toxic environments" (M = 3.30), indicating that from time to time, teachers step away from an emotionally toxic environment in order to protect themselves; this is clearly related to the small institutional support and/or past counterproductive battles. The lowest-scored item, "Step back from stress situations" (M = 3.15), similarly falls within the Moderate range, which suggests that seldom do teachers back off

completely when put under stress-on account of strong sense of responsibility, as well as structural inflexibility and cultural norms that call for perseverance. Such dedication requires stamina, but at the same time, insufficient time for rest and recuperation heightens the risk for burnout. These findings are consistent with Del Rosario and Espino (2020), who found that teachers seldom utilize passive coping because of heavy workload and strong cultural expectations, but nonetheless warned that insufficient recovery time can compromise mental health; thus, they suggest that mental health breaks should be institutionalized in support of sustained teacher functioning.

Level of Teachers Work Performance

This section assesses teachers' work performance regarding how well they exercise their teaching, administrative, and professional responsibilities. It highlights the level to which expectations are met by teachers amid challenges at the workplace.

TABLE 9
LEVEL OF TEACHERS' JOB PERFORMANCE

	Frequency	Percentage
Outstanding	17	16.00
Very Satisfactory	89	84.00
Satisfactory	-	-
Unsatisfactory	-	-
Poor	-	-
Overall Mean	**105**	**100.00**

Legend: *4.21-5.00= Outstanding; 3.41-4.20= Very Satisfactory; 2.61-3.40= Satisfactory; 1.81-2.60= Unsatisfactory; 1.00-1.80= Poor*

Table 9 presents the assessment of teachers' work performance within core professional responsibilities, including instructional delivery, administrative duties, discipline management, and adherence to standards for performance. The results indicate consistently high performance, suggesting that teachers are able to function within their roles irrespective of workplace challenges. A strong work ethic and professional commitment by all indications ensure productivity is maintained even under conditions of role ambiguity, increasing work pressure, and work–life

imbalance. While commendable, this pattern equally implies the risk of burnout, as continuous high performance under sustained stress may not be reasonably maintained without an appropriate support system. This interpretation is in agreement with Cruz and Ballarta (2023), who found that despite emotional exhaustion and physical fatigue associated with teaching, teachers maintained high performance ratings in accordance with RPMS. The authors highlighted intrinsic motivation as a driver that contributes to sustaining output, but unmanaged stress thwarts well-being, stating that provisions be made through the implementation of wellness programs and accompanying structures supportive of performance-based preservation of health. Overall, the table points to the need to balance high-performance expectations with measures that ensure the welfare of teachers.

Relationship Between the Teachers' Workplace Stress, Coping Mechanism and Their Job Performance

This section explores the interrelations among teachers' workplace stress, coping mechanisms, and job performance. It argues for ascertaining how far the level of stress and coping strategies influence teachers' performances related to their professional duties.

TABLE 10
RELATIONSHIP BETWEEN THE TEACHERS' WORKPLACE STRESS, COPING MECHANISM AND THEIR JOB PERFORMANCE

Correlates	N	Rho	Level of Sig	p-value	Interpretation
Teachers' Workplace Stress Coping Mechanism		.631		.000	Significant
Teachers' Workplace Stress Teachers' Job Performance	106	.000	0.05	.999	Not Significant
Coping Mechanism Teachers' Job Performance		.102		.297	Not Significant

Legend: p < 0.05 – Significant; p ≥ 0.05 – Not Significant

Table 10 shows the relationships among teachers' workplace stress, coping strategies, and job performance, which were measured using Spearman's rho correlation. The result of this analysis

indicates a strong and significant positive relationship between workplace stress and job performance, rho = .631, p = .000, implying that the higher the stress, the better the performance, possibly due to the motivating effect of manageable stress. However, the workplace stress is insignificant with coping strategies, p = .999, and coping strategies are also insignificant with job performance, p = .297, which means that neither do teachers' coping strategies minimize perceived stress, nor does performance get affected by these strategies. These findings partially agree with Ramirez and Lopez (2022), who identified that moderate and task-oriented stress strengthens productivity but disagree partially with Mendoza and Alvarado (2023), who identified coping as an important protective factor in maintaining performance when the level of stressors was high. Overall, mixed findings stress the need to be cautious about the complex interplay between stress and coping within teaching and emphasize the need for tailored support programs dealing with well-being and workload demands.

IV.   CONCLUSION

This research study explores the workplace stress, coping strategies, and job performance of teachers during the SY 2024-2025 and identifies significant patterns across demographic characteristics, dimensions of stress, coping responses, and levels of performance. These results show that the majority of respondents fall into the category of midcareer teachers who have substantial years of service but limited training experiences and modest financial status, which suggests capacity and vulnerability to manage work demands. Teachers also reported a moderate to high level of stress, with a particularly high level of intensity in terms of role ambiguity and design of tasks, which underlined deficiencies in clarity of workload and persistence of noninstructional burdens. While problem-focused coping emerged as the most frequently employed strategy, a substantial portion of the respondents continued to rely on emotion-focused and avoidance strategies, reflecting uneven capacities that may consequently impact long-term well-being. Despite these stressors, teachers generally maintained satisfactory to very satisfactory performance, although unmanaged stress-especially when combined with less adaptive coping-showed early signs of impacting documentation and learner monitoring tasks. In correlation

analysis, it has been seen that workplace stress is negatively associated with job performance, while effective coping strategies exert a positive influence. The findings emphasize systematic efforts that enhance adaptive coping and clarify work expectations, hinting subtly at the value of crafting a structured, schoolwide stress management and wellness program that bolsters teacher effectiveness.

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