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# The Effect of School Teacher Job Stress on Work-Family Positive Spillover Among Married Elementary Teachers in the Schools Division of Dapitan City

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*Abstract*— This study investigated the complex relationship between school teacher job stress and work-family positive spillover (WFPS) among married elementary teachers (Teacher I, II, and III) in the Dapitan Central Schools District, Schools Division of Dapitan City, Philippines. Utilizing a descriptive research design and a structured survey questionnaire, which included an adapted Fimian's Teacher Stress Inventory (TSI) and a validated work-family positive spillover scale, the research aimed to understand how specific job stressors influences the transfer of positive experiences from work to family life. The key findings revealed a dual effect of stress: while Professional Distress consistently acted as a powerful negative predictor across all four domains of WFPS, Personal/Professional Stressors surprisingly showed a significant positive predictive relationship with WFPS. This suggests that successfully managing heavy workloads and complex administrative duties can paradoxically generate a sense of accomplishment and improved skills that enrich family life, whereas deep-seated dissatisfaction and feelings of worthlessness associated with professional distress severely erode a teacher's capacity for positive family interactions. The study concludes that enriching the work-family interface requires not just merely reducing all demands, but aggressively mitigating professional distress while equipping teachers with resources to effectively master job complexity. These findings offer culturally relevant insights for targeted interventions among Filipino elementary teachers, providing a foundation for school administrators and policymakers to foster supportive work environments, enhance coping

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strategies, and promote professional development to improve teacher well-being and work-life integration.

***Keywords: Teacher Job Stress, Work-Family Positive Spillover, Elementary Teachers, Professional Distress, Personal/Professional Stressors, Affective Spillover, Skills Spillover, Behavioral Spillover, Value-Based Spillover***

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## I. INTRODUCTION

Teaching is often considered a noble profession, yet it comes with significant challenges that contribute to elevated job stress levels. Elementary school teachers, in particular, face a wide range of pressures, including classroom management, administrative responsibilities, policy implementation, and addressing the individual needs of their students. These demands can negatively affect teachers' well-being and job satisfaction, potentially leading to burnout. However, despite the stress, many teachers experience work-family positive spillover (WFPS), where their work not only coexists with family life but enhances it, promoting personal growth and improving relationships.

This study seeks to explore the relationship between job stress and work-family positive spillover (WFPS) among married elementary school teachers (Teacher I, II, and III) in the Schools Division of Dapitan City, particularly in Dapitan Central Schools District. Understanding how job stress influences work-family positive spillover is critical to addressing teacher burnout and promoting well-being.

This study holds significant value by directly addressing critical research gaps concerning teacher well-being and work-family dynamics, focusing specifically on the highly relevant context of Filipino elementary education. Its core contribution is filling an empirical void by investigating the relationship between school teacher job stress and Work-Family Positive Spillover (WFPS), a positive outcome that has been largely overlooked by prior research. The bulk of existing scholarship has maintained a focus on conflict and burnout (Amstad et al., 2011; Tillemann, 2011), creating a deficit in the literature regarding the mechanisms of work-to-family enrichment. By exploring how job-related strains may paradoxically influence positive gains transferred to the family domain, the research extends the scope beyond simply mitigating conflict

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to actively exploring factors that foster enrichment (Greenhaus & Powell, 2006). Utilizing the Job Demands-Resources (JD-R) Model as a framework, the study addresses the need for precise, predictive models, seeking to map specific job demands (components of job stress) to distinct dimensions of positive spillover, thereby advancing theoretical understanding beyond general associations.

Moreover, the research is uniquely valuable for its focus on a highly specific and underexplored demographic: married elementary school teachers (Teacher I, II, and III) in the Schools Division of Dapitan City (Mercado, 2019; Skaalvik et al., 2015). Prior studies often centered on secondary teachers, ignoring the distinct demands of elementary educators (Ancho & Bongco, 2019; Uytico & Abadiano, 2020). By concentrating on this specific group, the research provides essential culturally relevant insights into the factors affecting their work-life balance, allowing for highly localized and applicable conclusions (Mercado, 2019). The findings will serve as a critical evidence-based foundation for the design of effective, targeted interventions (Skaalvik, 2017). By understanding how school teacher job stress may suppress WFPS, administrators can shift focus from general wellness to strategies that specifically mitigate job demands that interfere with positive home life and actively foster job resources that enhance enrichment. This ultimately contributes to a more supportive environment that directly addresses teacher burnout, improves job satisfaction, and promotes the overall well-being and professional longevity of Filipino elementary school teachers (Haryono & Sulistyono, 2020; Adisa et al., 2022).

Addressing these identified gaps is essential for several reasons, starting with the goal of enhancing teacher well-being and work-life integration by understanding and promoting positive spillover effects (Greenhaus & Powell, 2006; Tillemann, 2011). This knowledge will lead to strategies that can improve teachers' overall well-being and better integrate their work and personal lives (Adisa et al., 2022; Irawanto et al., 2021). Furthermore, the focus on Filipino elementary teachers ensures the findings yield culturally relevant insights crucial for effective, localized interventions to promote work-life balance (Mercado, 2019; Uytico & Abadiano, 2020; Cahapay & Bangoc II, 2021). The theoretical framework provides a foundation for intervention design; empirically testing mechanisms suggested by the JD-R Model and Work-Family Enrichment Theory offers a critical basis for developing supportive environments focused on boosting work-family gains rather than merely reducing conflict (Greenhaus & Powell, 2006). Ultimately, this

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research aims to provide evidence-based recommendations to school administrators and policymakers, helping them develop environments that foster both the professional success and personal fulfillment of elementary school teachers in the Philippines (Shaalvik, 2017; Haryono & Sulisty, 2020). In essence, this study uses a robust theoretical approach to address significant empirical and demographic gaps, promising crucial insights for improving the quality of life for elementary school teachers and informing policy.

## Literature Review

### The Landscape of School Teacher Job Stress

Teaching is fundamentally recognized as a high-stress profession characterized by psychological and physical demands that often exceed available resources. Kyriacou (2001) defines teacher stress as the experience of negative affect, such as tension, frustration, and anxiety, resulting from professional requirements. These stressors are multifaceted, encompassing heavy workloads, large class sizes, and high expectations from stakeholders (Skaalvik & Skaalvik, 2017). Research indicates that teachers experience higher levels of burnout than most other occupations, which subsequently impairs student achievement and teacher health (Fathi et al., 2021; Madigan & Kim, 2020). In the Philippine context, these pressures are exacerbated by administrative burdens that distract from core instructional duties (Bernardo, 2018). Fimian (1984) categorized these stressors into six distinct domains: personal/professional stressors, professional distress, discipline and motivation challenges, emotional manifestations, biobehavioral responses, and physiological fatigue. Collectively, these domains highlight the complexity of teacher strain, which can lead to emotional exhaustion and high turnover rates if left unmanaged (Klassen & Chiu, 2010; Ingersoll et al., 2018).

### The Dynamics of Work-Family Positive Spillover (WFPS)

Contrasting the traditional focus on work-family conflict, the Work-Family Enrichment Theory posits that experiences in the professional role can actively improve the quality of life within the family domain (Greenhaus & Powell, 2006). This phenomenon, known as Work-Family

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Positive Spillover (WFPS), involves the transfer of beneficial resources, including affect, skills, behaviors, and values, from work to home (Edwards & Rothbard, 2000; Hanson et al., 2006). For instance, positive emotions gained from professional success can enhance domestic well-being, while interpersonal skills developed in the classroom can improve familial communication (Ruderman et al., 2002; Williams & Alliger, 1994). While teaching is inherently conducive to positive spillover due to its focus on social engagement, existing research suggests that the extent of this transfer is often moderated by the availability of supportive leadership and coping resources (Zhu & Chen, 2022; Hammer et al., 2005). However, when job stress becomes overwhelming, it depletes the emotional and mental energy required to facilitate this enrichment, potentially leading to a breakdown in the work-family balance (Hobfoll & Freedy, 2018; Lambert et al., 2002).

The synthesis of existing literature reveals a profound "negative bias," where the majority of studies focus on how job demands lead to conflict and burnout, effectively neglecting the positive mechanisms of work-to-family transfer (Amstad et al., 2011; Tillemann, 2011). A critical empirical void exists in understanding how specific stressors, as outlined in the Job Demands-Resources (JD-R) Model, either suppress or paradoxically foster distinct dimensions of WFPS (Bakker & Demerouti, 2007). Furthermore, there is a significant lack of demographic and contextual specificity; most prior studies focus on secondary teachers or general populations, overlooking the unique caregiving and administrative demands faced by married elementary teachers in the Philippines (Ancho & Bongco, 2019; Mercado, 2019). This study addresses these gaps by exploring the relationship between multidimensional job stress and enrichment, providing a localized, evidence-based foundation for targeted interventions that move beyond general stress reduction to actively sustaining teacher well-being (Adisa et al., 2022; Haryono & Sulistyono, 2020).

## II. METHODOLOGY

### Research Design and Locale

This study utilized a descriptive-correlational research design to examine the relationship between job stress and work-family positive spillover (WFPS) without experimental manipulation. The research was situated within the Schools Division of Dapitan City, specifically targeting nine public elementary schools in the Dapitan Central Schools District. This locale represents a high-

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demand, under-resourced educational environment where Filipino teachers manage intensive instructional duties alongside bureaucratic requirements and community-engagement tasks. Such a setting is critical for investigating how the accumulation of these localized stressors impacts the professional and personal lives of educators.

### Respondents and Sampling Technique

The study involved a total population of 124 elementary teachers (16 male and 108 female) across the identified schools. To ensure the findings were highly relevant to the specific dynamics of work-life balance, the researcher employed Purposive Sampling (judgmental sampling). Participants were selected based on two strict inclusion criteria: (1) holding a Teacher I, II, or III position, and (2) being married. This approach prioritized depth and homogeneity, ensuring that the data collected reflected the specific challenges faced by junior-ranked married educators navigating the intersection of school-related stress and domestic responsibilities.

### Research Instrument and Validity

The primary tool was a structured survey questionnaire tailored. School Teacher Job Stress was measured using an adapted version of Fimian's Teacher Stress Inventory (TSI), covering six domains ranging from professional distress to physiological fatigue. WFPS was assessed through scales adapted from Hanson et al. (2006) and Greenhaus & Powell (2006), measuring the transfer of affect, skills, behaviors, and values. The instrument utilized a 5-point Likert scale for responses. Content and face validity were established through the use of globally recognized frameworks and expert reviews, followed by pilot testing to ensure the clarity and relevance of the items for local respondents.

### Data Collection and Ethical Procedures

The research followed a formal administrative process, beginning with approval from the Schools Division Office and coordination with school principals. Data collection spanned a two-

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to-three-week period to allow for non-pressured responses. Ethical integrity was maintained through informed consent, ensuring that participation was entirely voluntary. To prevent "deductive identification" within a small community, the researcher implemented strict anonymity and confidentiality protocols; demographic data were aggregated (e.g., grouping years of service) and reporting avoided small cell counts. All collected data were securely stored and accessible only to the primary researcher to protect participant privacy.

### Treatment of Data

The statistical processing of the gathered information followed a systematic four-stage trajectory designed to move from basic data integrity to complex predictive modeling. Initially, Data Cleaning was conducted to audit all responses for consistency and completeness; any instruments featuring significant missing values or irregular patterns were excluded to preserve the accuracy of the dataset. Following this, Descriptive Statistics, specifically the mean, standard deviation, and frequency distributions, were utilized to establish the baseline levels of job stress and the four domains of Work-Family Positive Spillover (WFPS). To determine the nature of the association between these variables, the Pearson Correlation Coefficient was computed, identifying the strength and direction of the relationships between stress domains and spillover types. Finally, the study employed Regression Analysis to evaluate the predictive power of the independent variables. This was modeled through a mathematical representation where the dependent variable, representing the WFPS domains, is estimated by a constant intercept combined with the sum of each job stress predictor multiplied by its respective coefficient, while also accounting for a residual error term. This approach allowed the researcher to identify which localized stressors in the Dapitan Central Schools District most significantly influence the teachers' ability to transfer positive resources to their home lives.

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### III. RESULTS AND DISCUSSION

The result of the research and the summary of data were provided. To come up with an accurate presentation, analysis, and interpretation, data were thoroughly examined.

**TABLE 1**  
**DESCRIPTIVE STATISTICS OF THE VARIABLES**

Variable	<i>M</i>	<i>SD</i>	$\alpha$
Personal/Professional Stressors	3.85	0.75	.81
Professional Distress	3.10	0.82	.84
Discipline and Motivation	3.50	0.67	.71
Emotional Manifestations	3.59	0.80	.86
Behavioral Manifestations	3.26	0.88	.87
Physiological Fatigue Manifestations	3.42	0.99	.93
Affective Spillover	4.34	0.68	.94
Skills Spillover	4.12	0.68	.91
Behavioral Spillover	4.15	0.69	.94
Value-Based Spillover	4.32	0.68	.95

As shown in Table 1, the mean scores for the job stress variables ranged from 3.10 (Professional Distress) to 3.85 (Personal/Professional Stressors). For the work-family positive spillover variables, mean scores ranged from 4.12 (Skills Spillover) to 4.34 (Affective Spillover). The Cronbach's alphas for all items measuring the variables ranged from .71 to .95, indicating acceptable to excellent internal consistency reliability.

**TABLE 2**  
**CORRELATIONS AMONG THE VARIABLES**

Variable	PS	PD	DM	EM	BM	PM	AS	SS	BS
PS	---								
PD	.34**	---							
DM	.30**	.61***	---						
EM	.35***	.48***	.44***	---					
BM	.30**	.61***	.47***	.61***	---				
PM	.40***	.56***	.48***	.76***	.70***	---			
AS	.41***	-.05	.13	.33**	.24*	.22*	---		
SS	.41***	-.09	.23	.25*	.19	.23*	.68***	---	
BS	.32**	-.06	.19	.19	.21*	.17	.71***	.84***	---
VS	.35***	-.04	.14	.25*	.23*	.22*	.74***	.73***	.83***

Note. \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

As indicated in Table 2, the job stress variables exhibited significant positive correlations with each other, with coefficients ranging from .30 to .76. The spillover variables also showed strong positive correlations among themselves, ranging from .68 to .84. The assumption of linearity was partially met, as many job stress variables did not significantly correlate with spillover variables.

**TABLE 3**  
**REGRESSION RESULTS FOR SCHOOL TEACHER JOB STRESS PREDICTING AFFECTIVE SPILLOVER**

Predictor Variable	<i>b</i>	<i>SE</i>	<i>t</i>	95% CI
Personal/Professional Stressors	0.37	0.09	4.19***	[0.20, 0.55]
Professional Distress	-0.40	0.11	-3.75***	[-0.61, -0.19]
Discipline and Motivation	0.11	0.12	0.94	[-0.12, 0.34]
Emotional Manifestations	0.28	0.12	2.39*	[0.05, 0.51]
Behavioral Manifestations	0.21	0.11	1.98	[-0.01, 0.42]
Physiological Fatigue Manifestations	-0.11	0.11	-1.05	[-0.33, 0.10]

Note. \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

Based on Table 3, the regression model accounted for 29.5% of the variance in affective spillover,  $F(6, 90) = 7.29, p < .001, R^2 = .29$ . Personal/Professional Stressors ( $b = 0.37, p < .001$ ) and Emotional Manifestations ( $b = 0.28, p < .05$ ) positively predicted affective spillover. Conversely, Professional Distress ( $b = -0.40, p < .001$ ) negatively predicted affective spillover. Discipline and Motivation, Behavioral Manifestations, and Physiological Fatigue Manifestations did not significantly predict affective spillover.

**TABLE 4**  
**REGRESSION RESULTS FOR SCHOOL TEACHER JOB STRESS PREDICTING SKILLS SPILLOVER**

Predictor Variable	<i>b</i>	<i>SE</i>	<i>t</i>	95% CI
Personal/Professional Stressors	0.37	0.09	4.25***	[0.20, 0.54]
Professional Distress	-0.53	0.10	-5.05***	[-0.73, -0.32]
Discipline and Motivation	0.33	0.12	2.90**	[0.10, 0.56]
Emotional Manifestations	0.09	0.12	0.82	[-0.13, 0.32]
Behavioral Manifestations	0.16	0.10	1.58	[-0.04, 0.37]
Physiological Fatigue Manifestations	0.02	0.11	0.25	[-0.18, 0.24]

Note. \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

As shown in Table 4, the regression model accounted for 33% of the variance in skills spillover,  $F(6, 90) = 8.34, p < .001, R^2 = .33$ . Personal/Professional Stressors ( $b = 0.37, p < .001$ ) and Discipline and Motivation ( $b = 0.33, p < .01$ ) positively predicted skills spillover. In contrast, Professional Distress ( $b = -0.53, p < .001$ ) negatively predicted skills spillover. Emotional Manifestations, Behavioral Manifestations, and Physiological Fatigue Manifestations did not significantly predict skills spillover.

**TABLE 5**  
**REGRESSION RESULTS FOR SCHOOL TEACHER JOB STRESS PREDICTING BEHAVIORAL SPILLOVER**

Predictor Variable	<i>b</i>	<i>SE</i>	<i>t</i>	95% CI
Personal/Professional Stressors	0.30	0.09	3.12**	[0.11, 0.49]
Professional Distress	-0.43	0.11	-3.73***	[-0.65, -0.20]
Discipline and Motivation	0.26	0.13	2.07*	[0.01, 0.51]
Emotional Manifestations	0.06	0.13	0.43	[-0.20, 0.31]
Behavioral Manifestations	0.24	0.11	2.15*	[-0.02, 0.47]
Physiological Fatigue Manifestations	-0.04	0.12	-0.37	[-0.27, 0.19]

Note. \*\*\**p* < .001, \*\**p* < .01, \**p* < .05

As indicated in Table 5, the regression model accounted for 20% of the variance in behavioral spillover,  $F(6, 90) = 4.70, p < .001, R^2 = .20$ . Personal/Professional Stressors ( $b = 0.30, p < .01$ ), Discipline and Motivation ( $b = 0.26, p < .05$ ), and Behavioral Manifestations ( $b = 0.24, p < .05$ ) positively predicted behavioral spillover. Conversely, Professional Distress ( $b = -0.43, p < .001$ ) negatively predicted behavioral spillover. Emotional Manifestations and Physiological Fatigue Manifestations did not significantly predict behavioral spillover.

**TABLE 6**  
**REGRESSION RESULTS FOR SCHOOL TEACHER JOB STRESS PREDICTING VALUE-BASED SPILLOVER**

Predictor Variable	<i>b</i>	<i>SE</i>	<i>t</i>	95% CI
Personal/Professional Stressors	0.31	0.09	3.31**	[0.12, 0.50]
Professional Distress	-0.39	0.11	-3.50***	[-0.62, -0.17]
Discipline and Motivation	0.15	0.12	1.19	[-0.10, 0.39]
Emotional Manifestations	0.11	0.12	0.91	[-0.13, 0.34]
Behavioral Manifestations	0.21	0.11	1.87	[-0.01, 0.43]
Physiological Fatigue Manifestations	-0.00	0.11	-0.03	[-0.23, 0.22]

Note. \*\*\**p* < .001, \*\**p* < .01, \**p* < .05

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According to the outcome in Table 6, the regression model accounted for 21% of the variance in value-based spillover,  $F(6, 90) = 4.88, p < .001, R^2 = .21$ . Personal/Professional Stressors ( $b = 0.31, p < .01$ ) positively predicted value-based spillover. In contrast, Professional Distress ( $b = -0.39, p < .001$ ) negatively predicted value-based spillover. Discipline and Motivation, Emotional Manifestations, Behavioral Manifestations, and Physiological Fatigue Manifestations did not significantly predicted value-based spillover.

#### Dual Effects of Teacher Job Stress on Work-Family Positive Spillover

This study's discussion elaborates on the complex and dual nature of how different types of job stress impact teachers' work-family positive spillover (WFPS). It highlights that not all stressors have the same effect, with some acting as negative predictors while others, surprisingly, can foster positive spillover.

This study's identification of a dual effect of stress directly aligns with the Job Demands-Resources (JD-R) Model, which distinguishes between "hindrance" and "challenge" demands. Specifically, the negative impact of Professional Distress on all four domains of Work-Family Positive Spillover (WFPS) confirms the theory's health-impairment process, where stressors that erode professional identity and support act as hindrances that deplete the personal resources needed for family enrichment (Bakker & Demerouti, 2017). Conversely, the finding that Personal/Professional Stressors—such as workload and administrative complexity, positively correlate with WFPS supports the Work-Family Enrichment Theory proposition that certain high-pressure tasks can function as challenge stressors. When teachers successfully navigate these complex tasks, they acquire instrumental resources like improved multitasking and problem-solving skills that are subsequently transferred to the home domain, thereby enhancing family life (Greenhaus & Powell, 2006). This dualism mirrors recent literature which suggests that while professional disillusionment severely erodes well-being, the mastery of difficult job demands can paradoxically foster a sense of accomplishment and growth that enriches the work-family interface (Hanson et al., 2006; Tindowen et al., 2019).

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### Professional Distress as a Negative Predictor

Professional Distress consistently serves as a powerful negative predictor across all four domains of WFPS: affective, skills, behavioral, and value-based spillover. This indicates that deep-seated feelings of dissatisfaction or disillusionment significantly diminish a teacher's ability to transfer positive emotions, skills, and values to their family life. The psychological cost of internalizing burnout is identified as the most damaging factor to the work-family interface for Filipino teachers. Chronic stress and professional distress deplete emotional resources, leading to a lack of energy and positive emotion for family life.

Professional Distress has the strongest negative predictive power on skills spillover, suggesting that internal feelings of job failure or dissatisfaction dramatically suppress a teacher's ability to utilize professional skills at home. Similarly, it is the most potent negative predictor for behavioral spillover, inhibiting a teacher's ability to engage constructively and patiently with their family. It is the sole significant negative predictor of value-based spillover. When teachers feel worthless or deeply dissatisfied, this loss of professional meaning directly erodes their capacity to transmit values and purpose to their family. Burnout, a component of chronic professional distress, leads to a lack of energy, motivation, and engagement, diminishing the capacity for positive value-based spillover.

### Personal/Professional Stressors as a Positive Predictor

Conversely, Personal/Professional Stressors consistently showed a significant positive predictive relationship with all forms of WFPS. This implies that successfully managing heavy workloads and complex administrative duties can paradoxically generate a sense of accomplishment and improved skills. This positive prediction aligns with the challenge-enhancement principle, where succeeding under heavy administrative and teaching workloads (common in the Philippines) generates transferable skills and confidence that actively enrich the family domain. Resources gained from meaningful work can buffer the effects of high job demands, sustaining holistic well-being.

Personal/Professional Stressors were significant positive predictors of positive emotional transfer (affective spillover), boosting positive mood and enthusiasm that spill over into the home.

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Successfully managing classroom challenges also develops core competencies valuable at home, reflecting high behavioral resource generation.

### Selective Positive Relationships and Physiological Fatigue

Emotional Manifestations were found to be significant positive predictors of affective spillover. This suggests that the emotional effort involved in teaching, such as managing difficult student emotions, can enhance emotional intelligence and empathy, which are then applied positively within the family domain. Successfully navigating work-related emotional challenges can lead to a sense of mastery and positive emotions at home. Discipline and Motivation and Skills/Behavioral Spillover: Stressors related to Discipline and Motivation positively predicted both skills and behavioral spillover. Effectively managing student behavior and motivation issues develops stronger organizational, communication, and problem-solving skills, which are transferred to the family domain. Physiological Fatigue Manifestations did not significantly predict any form of positive spillover. This indicates that while physical exhaustion is a real consequence of job stress, it may primarily impact the capacity to engage rather than directly influencing the quality or type of positive transfer to the family.

## IV. CONCLUSION

The study concludes that the effect of teacher job stress on Work-Family Positive Spillover (WFPS) is complex and multifaceted, and depends on the nature of the stressor: Professional Distress, characterized by deep dissatisfaction and feelings of worthlessness, acts as a powerful negative predictor that universally erodes a teacher's capacity to transfer positive emotions, skills, and values to the family; conversely, Personal/Professional Stressors, representing the challenge of successfully managing heavy workload and complex demands, paradoxically function as a positive predictor, fueling WFPS by generating transferable feelings of mastery and enhanced skills. This suggests that the key to enriching the work-family interface is not simply reducing all demands, but aggressively mitigating professional distress while equipping teachers with resources to effectively master job complexity, thereby transforming challenging demands into a source of personal and familial enrichment.

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## V. RECOMMENDATIONS

Based on the study's finding that the type of stress determines its impact, a comprehensive strategy is recommended for all stakeholders: School Administrators must prioritize mitigating Professional Distress by fostering supportive environments, while simultaneously equipping teachers with robust coping strategies and administrative support to effectively leverage Personal/Professional Stressors as a source of mastery and enrichment, further enhanced by investing in professional development for classroom management and conflict resolution. Concurrently, Educational Policymakers should use these insights to inform culturally sensitive policy reforms regarding workloads, and Teachers can utilize the findings of this study to enhance their personal stress management by adopting a more nuanced and targeted approach to how they perceive and respond to different types of job stress.

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