



# Teacher's Management Stress and Its Coping Strategies: A Comparative Study

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**Abstract:** The study aims to determine the level of teacher's management stress and its coping mechanism. The study was conducted at Canelar Integrated School, school year 2023-2024. The respondents of the study are the 50 school teachers. This study utilized the descriptive correlational quantitative research design. The findings revealed that it disagrees with the common perception of teacher workload allocation causing high stress, but agrees that performance evaluations can cause high stress for teachers. This indicates the rate of teachers' performance as very satisfactory on average. There is no significant evidence to suggest a strong association between the level of teacher management stress and performance. This recommends to implement a system for gathering feedback from teachers on workload.

**Index Terms –** teachers' management stress, coping strategies, teachers' performance, performance evaluation,

## I. INTRODUCTION

Teacher management stress refers to the multifaceted pressures experienced by teachers as they navigate the various demands of their profession. This stress encompasses challenges related to classroom management, student behavior, workload, time management, administrative responsibilities, and overall teaching duties. Mazo (2015) emphasizes that stress affects people regardless of their age, gender, or occupation. For teachers, specific stressors include social factors, major life events, and daily pressures (Hillert et al., 2004; Rothland, 2013).

A primary source of stress for teachers is classroom management. Creating a conducive learning environment while managing diverse student behaviors is demanding. Teachers must establish rules, address disciplinary issues, and ensure student engagement, which can be emotionally and mentally taxing, especially with challenging students.

Workload is another significant stressor. Beyond delivering lessons, teachers prepare lesson plans, grade assignments, provide feedback, and develop individualized education plans for students with special needs. They also participate in extracurricular activities, parent-teacher meetings, and administrative duties. The pressure to meet these requirements while maintaining effective teaching practices is substantial.

Addressing teacher management stress requires schools to prioritize teacher well-being. Providing professional development on stress management, time management, and classroom management strategies is crucial. Supportive school cultures that encourage sharing challenges and accessing resources are essential. Reducing administrative burdens through support staff, technology, and reasonable workload expectations can also alleviate stress. Effective stress management is vital for teacher well-being and the quality of education they provide.

### 1.1 Statement of the Problem

The study aims to determine the level of teacher's management stress and its effect to their performance.

1. What is the level of teacher's management stress in terms of:

1.1 Workload Allocation

1.2 Performance Evaluation

2. What is the teacher's performance?

3. What are the teacher's coping strategies to mitigate teacher management stress?

4. Is there a significant relationship in the extent of teacher's management stress and performance?

5. Is there a significant difference in the extent of teacher's management stress when grouped according to:

5.1 age

5.2 length of service

5.3 number of trainings received relevant to stress management

## 1.2 Scope and Delimitation of the Study

This study focuses on the management stress and coping strategies of teachers at Canelar Integrated School, using a randomly selected sample of 50 participants. It aims to provide a comprehensive understanding of teacher stress by examining various stressors related to management roles, workload allocation, performance evaluation, and coping strategies. The goal is to capture diverse contexts and insights into teacher stress and its management.

## II. RESEARCH METHODOLOGY

### 2.1 Research Design

This study employed a descriptive correlational quantitative research design to examine the impact of teachers' management stress on their performance and coping strategies. By collecting numerical data through surveys or questionnaires from a representative sample of teachers at Canelar Integrated School, the study assessed their stress levels and the frequency of various coping strategies. Descriptive statistics summarized the stress levels and coping strategies, while correlation analysis, such as Pearson's correlation coefficient, quantified the relationship between these variables.

### 2.2 Population and Respondents of the Study

The study targeted a non-central school led by an elementary school principal III. The respondents included 28 elementary teachers and 22 junior high school teachers.

### 2.3 Sampling Design

Convenience sampling was employed since the respondents of the study were the elementary and high school teachers of the non-central integrated school. This study will employ total enumeration of respondents available in the school.

The study targeted a non-central school led by an elementary school principal III. The school comprises 51 elementary teachers and 22 junior high school teachers, totaling 73 teachers. The respondents included 28 elementary teachers and 22 junior high school teachers.

### 2.4 Research Instrument

The researcher made instrument crafted was a self-structured in line with the problem to measure the level of teachers' management stress and coping strategies in terms of the workload allocation and performance evaluation. The said questionnaire or checklist consists of three parts. Part I solicited personal information about the respondents, such as name (optional), age, gender, length of service and number of trainings receives in relation to stress and coping mechanism. Part II is the checklist on the survey instrument of the on level of teachers' management stress in terms of workload allocation and performance evaluation. While the Part III is the checklist on the survey instrument of the coping mechanism. Another instrument used in the conduct of this study is the Individual Performance Commitment Review Form IPCRF which is a standardized teachers' evaluation tool on measuring their job performance as a teacher.

### 2.5 Data Gathering Procedure

To gather data from the target schools, the researcher first obtained permission from the school division superintendent of Zamboanga City division through the Research Planning Office. With the endorsement from the school division office, the researcher then sent a permission letter to the head of the target school to conduct data gathering. Additionally, the researcher prepared and reproduced the required number of questionnaires for the respondents. To assess teachers' performance, the researchers requested records of teachers' performance ratings from the principal's office. These ratings, documented on the Individual Performance Commitment and Review Form (IPCRF), are completed by teachers themselves and reviewed by master teachers and the school principal for approval.

## III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data obtained among respondents in Canelar Integrated School, of Zamboanga City Schools Division, School Year 2023-2024.

*Problem Number 1: What is the level of teacher's management stress in terms of workload allocation?*

**Table 1: Level of Teacher's Management Stress In terms of Workload Allocation**

	Workload Allocation	Mean	Verbal Description	Interpretation
1.	Uneven distribution of workload	2.50	Disagree	Low
2.	Workload distribution is based on specialization	2.48	Disagree	Low
3.	Teachers-administrators collaboration of workload distribution	2.50	Disagree	Low
4.	Adequate support for teachers.	2.52	Agree	High
5.	Regular assessment for the workload allocation.	2.50	Disagree	Low
6.	Ensures teachers not over-burdened	2.54	Agree	High
7.	Provides feedback for workload allocation.	2.38	Disagree	Low
8.	Addresses workload allocation issues	2.40	Disagree	Low

9. Identifies areas for opportunities for workload distribution	2.40	Disagree	Low
10. Assesses overall performance.	2.60	Agree	High
<b>Overall Mean</b>	<b>2.48</b>	<b>Disagree</b>	<b>Low</b>
<i>Legend 1.0-1.75-Very low</i>	<i>1.76-2.50-Low</i>	<i>2.51-3.25-High</i>	<i>3.26-4.0-Very High</i>

Table 1 shows the level of teachers' management stress regarding workload allocation. The respondents rated the overall performance assessment with a mean of 2.60, interpreted as high, meaning they generally agree that the system assesses overall performance. This aligns with Jomud et al. (2021), who found that teachers experience significant workload and burnout due to multiple roles. Similarly, respondents rated the statement "ensures teachers are not over-burdened" with a mean of 2.54, also high, indicating agreement that their workload is managed to prevent excessive burden. However, the statement "provides feedback for workload allocation" received a mean of 2.38, interpreted as low, meaning respondents disagreed that feedback is provided. This suggests a lack of feedback in workload allocation. Overall, the mean rating was 2.48, interpreted as low, indicating a low level of teachers' management stress in terms of workload allocation.

### **Problem Number 2: What is the level of teacher's management stress in terms of performance evaluation?**

**Table 2: Level of Teacher's Management Stress In terms of Performance Evaluation**

Performance Evaluation	Mean	Verbal Description	Interpretation
1. Assesses various aspects of works.	2.74	Agree	High
2. Fear of negative feedback.	2.44	Disagree	Low
3. Pressures meets specific performance.	2.46	Disagree	Low
4. Unclear evaluation criteria.	2.44	Disagree	Low
5. Inconsistent feedback.	2.54	Agree	High
6. Frequency performance evaluation.	2.62	Agree	High
7. Accuracy of the performance evaluation.	2.70	Agree	High
8. Performance feedback evaluation	2.62	Agree	High
9. Tedious performance evaluation process.	2.50	Agree	High
10. Performance evaluation not transparent.	2.74	Agree	High
<b>Overall Mean</b>	<b>2.58</b>	<b>Agree</b>	<b>High</b>

Table 2 shows the level of teachers' management stress regarding performance evaluation. Respondents rated various aspects of work and found the performance evaluation process non-transparent, with a mean value of 2.74, interpreted as high, indicating significant stress related to performance evaluations. Teachers put in full effort to meet job demands and are among the populations with the highest everyday stress levels (Ansley et al., 2018).

Conversely, the fear of receiving negative feedback was rated 2.44, interpreted as low, meaning teachers are generally open to constructive criticism, which promotes professional growth. This positive aspect contrasts with overly critical evaluation processes that can make teachers defensive.

Unclear evaluation criteria also received a mean of 2.44, interpreted as low, indicating teachers generally find the criteria clear, essential for a fair and transparent process. Overall, the mean score of 2.58 indicates a high level of agreement, suggesting teachers experience significant management stress related to performance evaluation.

**Table 3. Summary Table on the Level of Teacher's Management Stress**

Variables	Mean	Verbal Description	Interpretation
1. Workload Allocation	2.48	Disagree	Low
2. Performance Evaluation	2.58	Agree	High
<b>Grand Mean</b>	<b>2.53</b>	<b>Agree</b>	<b>High</b>

Summary Table 3 presents two key variables related to teachers' management stress: Workload Allocation and Performance Evaluation. For workload allocation, the mean score is 2.48, interpreted as "Low" with a verbal description of "Disagree." This indicates that teachers generally do not perceive their workload allocation as a significant source of stress.

However, the performance evaluation variable has a mean score of 2.58, interpreted as "High" with a verbal description of "Agree." This shows that teachers find the performance evaluation process to be a significant source of stress. Factors such as assessment consistency, feedback frequency, evaluation accuracy, and transparency contribute to this stress.

The grand mean score of 2.53, interpreted as "High" with a verbal description of "Agree," implies that overall, teachers experience a high level of management stress. Comprehensive assessment systems, while necessary, can be costly and time-consuming, adding to the stress for both teachers and assessors (Avalos & Assael, 2006; Heneman et al., 2006).

**Problem Number 3: What is the teacher's performance?****Table 4. Teachers' Performance**

Indicator	Mean	Verbal Description
Teacher's IPCRF	4.02	Very satisfactory

Table 4 shows a positive assessment of teachers' performance, with a "Very satisfactory" rating on the Individual Performance Commitment and Review Form (IPCRF) and a mean score of 4.02. The IPCRF is a comprehensive evaluation tool that assesses the overall performance and effectiveness of teachers. This rating indicates that the teacher is excelling in their role, meeting, or exceeding expected standards and targets.

A "Very satisfactory" rating implies that the teacher has a strong command of the subject matter, uses effective teaching strategies, and creates a positive and engaging learning environment. It also shows that the teacher demonstrates high professionalism, dedication, and commitment.

The IPCRF evaluates five key result areas (KRAs): Teaching Learning Process, Student Outcomes, Community Involvement, Professional Growth and Development, and Class Management. Teachers rate their performance on a scale of 1 to 5, with 5 being "Outstanding" and 1 being "Poor," based on objectives set at the beginning of the evaluation period.

**Problem Number 4: What are the teacher's coping strategies to mitigate teacher management stress?****Table 5: Level of Teacher's Coping Strategies to Mitigate Management Stress in Terms of Workload Allocation**

Workload Allocation	Mean	Verbal Description	Interpretation
1. Promotes effective time management.	3.22	Agree	High
2. Manages workload allocation.	3.12	Agree	High
3. Manages demands of the workload	3.06	Agree	High
4. Provides goal setting.	3.14	Agree	High
5. Strengthens collaboration and teamwork.	3.24	Agree	High
6. Establishes boundaries.	3.06	Agree	High
7. Utilizes technology.	3.10	Agree	High
8. Adopts self-care practices.	3.12	Agree	High
9. Seeks supports from peers.	3.26	Strongly Agree	Very high
10. Adopts work life balance	3.24	Agree	High
<b>Overall Mean</b>	<b>3.16</b>	<b>Agree</b>	<b>High</b>

Table 5 provides insights into teachers' coping strategies to manage management stress, particularly regarding workload allocation. Seeking support from peers received a high mean score of 3.26, interpreted as "Very high" with a verbal description of "Strongly agree." This indicates that teachers highly rely on their peers for support and guidance to handle workload challenges, recognizing the value of collaboration and mutual support in navigating their workload issues. This collaborative approach is common in the Philippine educational setting, where teachers often share professional and personal problems with colleagues to seek advice and encouragement. Research suggests that peer support can reduce stress levels among employees, highlighting the importance of supportive work environments. Additionally, teachers manage workload demands and establish boundaries as coping strategies, both scoring high with mean scores of 3.06. Overall, the mean score of 3.16, interpreted as "Agree," this implies that teachers' coping strategies to manage management stress related to workload allocation are high. Managing workload effectively is crucial for stress management, emphasizing the significance of organizational support in mitigating stress and promoting employee well-being (Leka et al., 2005).

**Table 6: Level of Teacher's Coping Strategies to Mitigate Management Stress in Terms of Performance Evaluation**

Performance Evaluation	Mean	Verbal Description	Interpretation
1. Prioritize self-practices.	3.14	Agree	High
2. Professional growth and development	3.18	Agree	High
3. Seeks feedback from peers.	3.20	Agree	High
4. Engages on professional development.	3.22	Agree	High
5. Prepares for performance evaluation.	3.24	Agree	High



6.	Develops portfolios of accomplishments.	3.20	Agree	High
7.	Cultivates positive relation with evaluation.	3.24	Agree	High
8.	Sets realistic expectation.	3.20	Agree	High
9.	Engages in stress reduction techniques.	3.18	Agree	High
10.	Emphasize the value of collaboration and teamwork.	3.30	Strongly Agree	Very High
<b>Overall Mean</b>		<b>3.21</b>	<b>Agree</b>	<b>High</b>

Table 6 shows that teachers use various coping strategies to manage stress related to performance evaluation. The data indicates that teachers highly value collaboration and teamwork, with a mean score of 3.30, meaning they strongly believe in the effectiveness of working together to reduce stress. Teachers also agree on the importance of preparing for evaluations and maintaining positive relationships with evaluators, each with a mean score of 3.24. Additionally, teachers prioritize self-care practices, as reflected in a mean score of 3.14. This highlights that self-care is seen as essential for managing stress, fostering resilience, and creating a supportive learning environment. Overall, teachers employ collaboration, preparation, positive relationships, and self-care to effectively handle stress related to performance evaluations.

Mentorship programs, where experienced teachers support novice teachers, have been shown to reduce stress and improve job satisfaction. Peer support fosters a sense of community and shared responsibility, making the demands of performance evaluations more manageable (Ingersoll & Strong, 2011).

**Table 7: Summary Table on the Level Teacher's Coping Strategies to Mitigate Management Stress**

Variables	Mean	Verbal Description	Interpretation
1. Workload Allocation	3.16	Agree	High
2. Performance Evaluation	3.21	Agree	High
<b>Grand Mean</b>	<b>3.19</b>	<b>Agree</b>	<b>High</b>

Table 7 shows that teachers use effective coping strategies to manage management stress. The mean score for workload allocation is 3.16, indicating strong agreement that teachers handle their workload well by managing time, organizing tasks, and maintaining work-life balance. For performance evaluation, the mean score is 3.21, which means that high agreement that teachers manage related stress through self-care, professional development, and positive relationships with evaluators. Overall, teachers exhibit a proactive approach to managing stress effectively in both areas.

Effective time management is frequently highlighted as a crucial coping strategy. Teachers who prioritize tasks, set realistic goals, and allocate time efficiently are better able to handle the demands of their workload (Evers, Tomic, & Brouwers, 2004). Organizational skills, such as planning lessons in advance and keeping an organized workspace, help teachers manage their workload more effectively. This reduces the feeling of being overwhelmed and helps in maintaining control over their responsibilities (Briner & Dewberry, 2007).

**Problem Number 5: Is there a significant relationship in the extent of teacher's management stress and performance?**

**Table 8: Significant Relationship in The Extent of Teacher's Management Stress and Performance**

Variable X	Variable Y	R-Value	P-Value	Decision	Interpretation
Teacher's Management Stress	Performance	.159	.271	Accept	Not significant

Table 8 reveals that there is no significant relationship between teachers' management stress and their performance, as indicated by the obtained p-value of .271, which exceeds the significance level of 0.05. Therefore, the null hypothesis is accepted. This implies that despite experiencing high levels of management stress, teachers are still able to perform their duties effectively. In other words, the stress teachers face in their daily work at school does not significantly impact their performance.

Research highlights that teachers often develop resilience and effective coping strategies to manage stress, which helps maintain their performance levels (Gu & Day, 2007). Factors such as professional support, personal coping strategies, and intrinsic motivation play a crucial role in enabling teachers to perform well despite stress (Howard & Johnson, 2004).

**Problem Number 6: Is there a significant difference in the level of teacher's management stress when grouped according to age, length of service and number of trainings received?**

**Table 9: Significant Difference in The Level of Teacher's Management Stress When Grouped According to Age**

Variable	Age	Mean	f-value	p-value	Interpretation
<b>Workload Allocation</b>	21-30	2.51	0.087	.967	No significant
	31-40	2.45			
	41-50	2.44			
	51 and above	2.56			
<b>Performance Evaluation</b>	21-30	2.39	.898	.450	No significant
	31-40	2.51			
	41-50	2.66			
	51 and above	2.63			

Table 9 displays data regarding the difference in teachers' management stress levels based on age groups. For workload allocation, the f-value is 0.087, and the p-value is 0.967, indicating no significant difference in stress levels across age groups. Similarly, for performance evaluation, the f-value is 0.898, and the p-value is 0.450, again showing no significant difference in stress levels across age groups. This implies that regardless of age, teachers experience similar levels of stress related to workload allocation and performance evaluation.

The findings imply that age is not a significant factor in influencing teachers' stress levels related to workload allocation and performance evaluation. This aligns with some research suggesting that stressors in teaching are pervasive and affect individuals similarly regardless of age (Montgomery & Rupp, 2005). It highlights the need for stress management interventions to focus on the nature of the stressors rather than demographic factors.

**Table 10: Significant Difference in The Level of Teacher's Management Stress When Grouped According to Length of Service**

Variable	Length of service	Mean	f-value	p-value	Interpretation
<b>Workload Allocation</b>	1-5 years	2.52	0.146	.932	No significant
	6-10 years	2.38			
	11-15 years	2.57			
	16 years and above	2.45			
<b>Performance Evaluation</b>	1-5 years	2.39	.926	.436	No significant
	6-10 years	2.52			
	11-15 years	2.51			
	16 years and above	2.66			

Table 10 presents data on the difference in teachers' management stress levels based on their length of service. For workload allocation, the f-value is 0.146, and the p-value is 0.932, indicating no significant difference in stress levels across different lengths of service. This means that, a weak relationship between length of service and stress levels, with the observed difference likely due to chance rather than a true association. Similarly, for performance evaluation, the f-value is 0.926, and the p-value is 0.436, again indicating no significant difference in stress levels across different lengths of service.

The relationship between length of service and stress levels among teachers has been the subject of various studies with mixed results. Some studies suggest that veteran teachers, with more years of experience, tend to develop coping strategies that help them manage stress better than their less experienced counterparts (Day & Gu, 2009). Conversely, other studies indicate that prolonged exposure to job stressors without adequate support can lead to increased stress levels over time, even for experienced teachers (McCarthy et al., 2016).

**Table 11: Significant Difference in The Level of Teacher's Management Stress When Grouped According to Number of Trainings Received**

Variable	Number of Trainings Received	Mean	f-value	p-value	Interpretation
<b>Workload Allocation</b>	1-5	2.47	2.55	.088	No significant
	6-10	2.26			
	11 and above	3.30			
<b>Performance Evaluation</b>	1-5 years	2.53	1.54	.224	No significant
	6-10 years	2.41			
	11 and above	3.1			

The table 11 shows that the number of trainings received by teachers does not significantly affect their management stress levels. For workload allocation, the F-value is 2.55 and the P-value is 0.088, indicating no significant difference. Similarly, for performance evaluation, the F-value is 1.54 and the P-value is 0.224, also indicating no significant difference.

Previous studies have shown mixed results regarding the impact of training on workload management. Some research suggests that training can help teachers develop better time management and organizational skills, potentially reducing stress (Guskey, 2002). However, other studies indicate that while training may improve skills, it does not necessarily translate to reduced stress levels if the workload itself remains unchanged or continues to increase (Day & Sachs, 2004)

#### IV. Conclusion and Recommendation

Based on the findings, the study concluded that teacher performance evaluations are a significant source of management stress, while workload allocation is less impactful. Although the findings reflect an average, they may not capture individual variations in teacher performance, which is influenced by factors like professional development, classroom resources, student engagement, and teaching styles. Despite high overall stress levels, teachers employ various successful coping strategies. There is no strong association between management stress and performance, with only a weak positive correlation. Additionally, teacher management stress is not significantly linked to age, length of service, or the amount of stress management training received.

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