



Stressors and Coping Strategies of Teachers

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Abstract

Teaching is considered one of the most stressful jobs that requires teachers to navigate and cope with the rapid changes in the educational landscape and complex policies. This study aimed to assess the level of stressors and coping strategies of teachers in a public secondary school located in Cadiz City, Negros Occidental, Philippines. The data for this descriptive quantitative study was collected from 75 teachers in the above research setting using an adapted data-gathering instrument that has passed the thorough validity and reliability tests. Overall, the level of stressors experienced by teachers was moderate, and they utilized coping strategies to a great extent during the study period. The subsequent analysis revealed no significant differences based on sex in any stressors or coping strategies. However, teaching experience showed significant differences in work control and interpersonal stressors and the extent of using approach strategies. A significant difference was found in Age for work control and interpersonal and physical environment stressors. The study results call for adequate support systems, such as stress management programs, counseling services, and workload adjustments, to help reduce teachers' stress and promote their overall well-being and productivity.

Keywords: Stressors, teacher's stressors, work stressors, coping strategies

Bio-notes:

Aaron John T. Mugat is a licensed public secondary school teacher currently assigned to a school under the Schools Division of Cadiz City. He holds a master's degree and has actively advocated for teachers' rights and privileges and provided sufficient support and access to mental health programs.





Introduction

Rationale

With so many studies on teacher stress conducted worldwide, nobody can deny that teaching is typically stressful. Working with challenging or disruptive students, dealing with parents who are unhappy with their child's progress, and navigating complex school policies and bureaucracy are among the usual causes of stress among teachers, based on the study of Sultana (2023).

Recent studies on teacher stress consistently show that teachers experience high stress levels, which impacts their health, student outcomes, and the economy (Wettstein et al., 2021). In the United Kingdom, as The Educator UK Magazine (2020) reported, two in five (40%) of teachers have experienced excessive stress at work over the last year.

Indeed, different challenges can cause various stress levels to teachers, affecting their well-being and productivity. Among the teachers in a public secondary school in Cadiz City, many educators experienced varying levels of stress that affected teachers' motivation, engagement, and overall job satisfaction. Such findings underscore the urgent need for targeted interventions to support teacher well-being and prevent long-term disengagement from the profession.

Literature Review

This section provides a comprehensive summary of teachers' knowledge of stressors and coping strategies, which is fundamental for understanding the examined subject. It integrates perspectives from local and international researchers who have profoundly influenced the studied variables.

The World Health Organization defines stress as worry or mental tension caused by a problematic situation. Stress is a natural human response that prompts us to address challenges and threats. Everyone experiences stress to some degree, and how a person responds to it significantly affects their overall well-being.

Among the stressors of teachers are workload, where teachers sense they have too much lesson preparation, instruction, or marking work in the time available to them; student





behavior, where teachers feel that student behavior is overly disruptive or aggressive; and expectations, where teachers sense that professional/registration bodies and parents are placing very high or unrealistic expectations on them (UNSW, 2022). Based on the articles by the Health and Safety Executive (HSE, accessed 2024) and Kutsko Consulting (2024), workplace stress might have something to do with work control and individual, interpersonal, physical, and management stressors. Stress affects people differently, which leads to different coping strategies and mechanisms. As defined by Carr and Pudrovska (accessed 2025), coping strategies are behavioral and cognitive tactics used to manage crises, conditions, and demands that are appraised as distressing. The study by Nwoko et al. (2024) identified key personal and school-based initiatives teachers use to cope with job demands. Personal strategies include setting boundaries, maintaining a healthy lifestyle, seeking social support, and practicing mindfulness. School-based initiatives, such as supportive leadership, collaboration, flexibility, and professional development, enhance well-being.

Filipino teachers in the Philippines also experience workplace stress. Most of the teachers complain of workload as their primary stressor. Class sizes in Philippine schools, especially in public schools, are big. Thus, teachers spend most of their home life checking and grading papers because there is not enough time to finish them in school (Ancho & Bongco, 2019). According to Magtalas and Eduvala (2024), a lack of administrative support, a high workload, excessive paperwork, low pay, large class sizes, and problems with student behavior are some of the leading causes of teacher stress. Promoting teacher well-being and enhancing student learning outcomes requires addressing these stressors through policy interventions, such as lightening workloads, raising salaries, improving administrative support, and providing professional development and classroom management training. Filipino teachers often rely on colleagues, family, and peers to cope with the different workplace stressors for emotional and professional support. Peer collaboration and informal discussions help alleviate stress and promote a sense of community (Buenviaje et al., 2020). Stress is a problem for teachers, especially in the Philippines, where the problem comes not only from children whose family background significantly affects their education but also from situations in the school.

Theoretical Underpinnings

This study was anchored on the Transactional Theory of Stress and Coping by Richard Lazarus and Susan Folkman in 1984. According to the model, stress does not occur from an event but from the transaction or interactions between people and their environment. Stress results when the demands people face outnumber the resources they have to address them. People use the process of appraisal, or self-evaluation, to determine whether a situation is stressful. On the other hand, coping refers to the cognitive and behavioral methods people employ to manage stress. The transactional model of stress and coping provided a critical boost



in cognitive psychology, the study of mental processes. The model emphasizes the key role of appraisal in shaping people's behavior and emotions (EBSCO, 2024).

The theory could explain that stress is an uncomfortable condition experienced by a person where their capacity as a person is compromised and, in general, whatever is always part of their routine suddenly becomes a burden to their life. The person's immediate response might be to find ways to cope with the stress. In connection with this study, teachers' responses to stress may vary since they have different views about things that trigger stress, or what other teachers have perceived as stressful may not be that stressful for them. Their backgrounds, therefore, can influence how they manage the stress they experience at school.

Objectives

This paper aimed to determine the stressor level and extent of coping strategies of teachers at a Public Secondary School in Cadiz City during the school year 2024 – 2025. Specifically, it aimed to assess 1) the teachers' level of stressors according to work control and individual stressors. Interpersonal stressors, physical environment stressors, and management stressors; 2) the extent of coping strategies of teachers in terms of approach strategies and avoidant strategies; 3) if there is a significant difference in the teachers' level of stressors when grouped according to profile variables; and 4) if there is a significant difference in the extent of coping strategies of teachers when grouped according to the same profile variables.

Methodology

This section discusses the methods used to gather and analyze the data based on this paper's objectives. This section includes research design, subject-respondents, research instrument, data collection procedures, ethical considerations, data analysis and statistical treatment.

Research Design

This study employed a quantitative research approach, which, as Bhandari (2020) defined, is collecting and analyzing numerical data. This can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. Furthermore, to gather quantitative data about the level of stressors and coping strategies of teachers, the researcher utilized a questionnaire, which, as Bhandari (2020) added, is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions.

Respondents



The researcher used purposive sampling as a sampling method. According to Nikolopoulou (2022), Purposive sampling is a non-probability sampling technique in which units are selected because they have characteristics needed in the sample. In other words, all 75 teachers had the characteristics needed for the study's objectives, and their responses were used in the analysis.

Instrument

A questionnaire was adapted and modified from the 15-item stress index, and the one made by Carver (1997) was used to gather the data for this study. The questionnaire highlighted the stressors of the teachers; five situations/questions for each of the five stressor factors, such as work control stressor, individual stressor, interpersonal stressor, physical environment stressor, and management stressor, were prepared. In the next part, seven (7) situations/questions were prepared for the two (2) major indicators of coping strategies: Approach Strategies and Avoidant Strategies. Each item was rated on a scale of 1 to 5, using a 5-point Likert scale with five as always, four as often, three as sometimes, two as rarely, and one as never. Respondents were asked to check the box containing the scale of their responses in every item.

Procedures for Data Collection

A formal request was sent to the School's Division Superintendent after establishing the validity and reliability tests of the research instrument. Upon approval, the letter was distributed to the School Principal for subsequent reliability testing. Questionnaires were then administered to teachers-respondents through Google's online survey form to ensure safety and 100% retrieval of the data.

Data Analysis and Statistical Treatment

Objectives 1 and 2 used the descriptive analytical scheme and mean as a statistical tool to determine the level of stressors and extent of coping strategies. Objectives 3 and 4 used a comparative analytical scheme and Mann-Whitney U test to determine the significant differences in stressors and coping strategies when grouped according to the aforementioned variables.

Ethical Considerations



This research paper endeavored to reduce the risk of harm to its target respondents by guaranteeing their responses' confidentiality and ensuring their anonymity throughout the entire research process. At the onset, this paper secured their free, prior informed consent and assured them of their right to withdraw from their research participation if deemed necessary. No personal data compromising the respondents' identity was collected in adherence to the Family Educational Rights and Privacy Act (FERPA), specifically on accessing the data both by the researchers and the analysts. The respondents were also guaranteed that no information revealing their name would be shared or published without their permission, except when necessary.

Results and Discussions

This section provides a concise overview of the study's discoveries from thorough data collection, rigorous analysis, and insightful interpretation. Following this, key conclusions were drawn from the initial analytical phase, offering valuable insights.

Teachers' Level of Stressors According to the Areas of Work Control Stressors, Individual Stressors, Interpersonal Stressors, Physical Environment Stressors, and Management Stressors

Table 1

Teachers' Level of Stressors in Work Control Stressors

Work Control Stressors		
Items	Mean	Interpretation
<i>To what extent have you felt that...</i>		
1. you are unable to plan a work	2.97	Moderate level
2. you cannot participate in decision-making at work	2.56	Moderate level
3. you have no control over the pace/content of the work	3.13	Moderate level
4. you do not receive appreciation for good work	2.47	Low level
5. you are not valued.	2.09	Low level
Overall Mean	2.65	Moderate level

Table 1 presented the teachers' level of stressors in terms of Work Control Stressors with an overall mean of 2.65, interpreted as a moderate level.

This indicates that the teachers' work, particularly regarding what the work is all about and how long it must be done, has contributed to their stress. The school head or leaders probably gave them tasks that were not aligned with their abilities as teachers since all teachers



have different skills besides teaching, and/or the tasks are rushed. It is important that teachers are adequately given aligned tasks so that they can do them efficiently.

The study's findings are congruent with the article published by Better Health Channel (accessed 2025) that states that unfamiliarity with tasks and situations can contribute to stress. It means that when employees are faced with new or complex tasks, procedures, or situations, they can feel anxiety, uncertainty, and difficulty coping, all of which can trigger stress.

Table 2

Teachers' Level of Stressors in Individual Stressors

Individual Stressors		
Items	Mean	Interpretation
<i>To what extent have you experienced...?</i>		
1. headaches	3.53	High level
2. anxiety	3.16	Moderate level
3. chest pain/palpitation	2.77	Moderate level
4. indigestion or nausea	2.37	Low level
5. sleeplessness	3.39	Moderate level
Overall Mean	3.05	Moderate level

Table 2 presented the teachers' level of stressors in terms of individual stressors with an overall mean of 3.05, which is interpreted as a moderate level.

This shows that the school setup was not good for teachers' health, as headaches can be triggered by physical factors as well. As I observed, the school was too crowded, which could be one reason the teachers experienced frequent headaches; overcrowding can create noise and chaotic classrooms. These findings agree with Life Force Health Solution (2025), which suggests that noisy and chaotic classrooms can be one factor that contributes to the stress of teachers, which can later result in headaches. Furthermore, the associates in neurology (2025) confirmed that headaches are a typical result of stress.



Table 3
Teachers' Level of Stressors in Interpersonal Stressors

Interpersonal Stressors		
Items	Mean	Interpretation
<i>Regarding working relationships, to what extent have you experienced...?</i>		
1. poor relationship with supervisor	2.63	Moderate level
2. poor relations with workmates	2.48	Low level
3. harassment and/ or discrimination	1.77	Low level
4. impersonal treatment	1.99	Low level
5. lack of communication from management.	2.72	Moderate level
Overall Mean	2.32	Low level

Table 3 presents the teacher's level of interpersonal stressors with an overall mean of 2.32, which is interpreted as a low level. According to these findings, interpersonal stressors may not significantly burden teachers, but problems with supervisor relationships and communication need to be addressed. It might be advantageous to increase administrative transparency and strengthen the working relationships between employees and management. This observation is coherent with the findings of Greenberg, Brown, and Abenavoli (2016), who found five primary causes of teacher stress: job demands and school administration. They specifically pointed out that poor school working conditions and a lack of leadership skills are two factors that lead to teacher stress.

Table 4
Teachers' Level of Stressors in Physical Environment Stressors

Physical Environment Stressors		
Items	Mean	Interpretation
<i>To what extent have you experienced stressors such as...?</i>		
1. noise	4.21	High level
2. poor/inadequate lighting	4.01	High level
3. excessive heat	4.52	Very high level
4. excessive cold	2.28	Low level
5. overcrowding	4.12	High level
Overall Mean	3.83	High level



Table 4 exhibits the teachers’ level of stressors in terms of physical environment stressors, with an overall mean of 3.83, interpreted as a high level. This shows that adverse physical environment conditions such as excessive heat, noise, and overcrowding are prominent stressors to teachers that can lead to discomfort, affecting their well-being and performance. The results conform with the study conducted by Kohl et al. (2024) emphasized that indoor temperatures at the upper limit of comfort guidelines adversely affect teachers' comfort and well-being, suggesting that excessive heat in classrooms can be a significant stressor.

Table 5
Teachers’ Level of Stressors in Management Stressors

Management Stressors		
Items	Mean	Interpretation
<i>To what extent have you experienced problems in terms of...?</i>		
1. shiftwork	3.16	Moderate level
2. inadequate break times/mealtimes	3.23	Moderate level
3. unsocial hours	3.21	Moderate level
4. hefty workload	3.93	High level
5. unfair distribution of work.	3.69	High level
Overall Mean	3.45	Moderate level

Table 5 displays the teachers’ level of stressors in terms of Management Stressors, with an overall mean of 3.45, interpreted as a moderate level. This implies that the amount of work given to teachers was too much, so they had no more time for preparing the lessons. Heavy workloads can affect teachers' performance because time is not the only thing being compromised; it is also the energy to think about activities for the students. The outcomes support Whab et al. (2024) that there are teachers who are decreased in their well-being due to being unable to handle their workload properly and on time. These factors lead to increased stress, worsening health conditions, anxiety about job security, and a higher likelihood of employees wanting to leave their jobs (turnover intention).

Coping Strategies of Teachers According to Approach Strategies and Avoidant Strategies

Table 6
Extent of Coping Strategies of Teachers in Approach Strategies

Approach Strategies



Items	Mean	Interpretation
1. Acceptance. I acknowledge the reality of what happened and learn to live with it.	4.44	Great extent
2. Emotional reframing. I obtain emotional support and seek comfort and understanding.	4.28	Great extent
3. Positive Reframing. I see the situation from a different or more affirming light, seeking something good.	4.23	Great extent
4. Active coping. I concentrate my efforts on doing something about the situation and take action to try to make it better.	4.31	Great extent
5. Instrumental Support. I seek help and advice from others, trying to get advice or help from others about what to do.	4.20	Great extent
6. Planning. I devise a strategy about what to do, thinking hard about the steps to take.	4.17	Great extent
7. Religion I find comfort in spiritual beliefs/praying, or meditating.	4.29	Great extent
Overall Mean	4.27	Great extent

Table 4 presents the extent of teachers' coping strategies in terms of approach strategies, with an overall mean of 4.27, which is interpreted as a great extent. This signifies that teachers just learned to live with the problem that caused their stress and acknowledged the possibility of the event happening. Acceptance is a powerful coping mechanism, especially when facing adverse events or situations that cannot be changed. In fact, the coping mechanism used by the teachers showed their adaptability, a skill needed in the classroom due to the different personalities and backgrounds of the students. The evidence supports the findings of Wang and Hall (2021) that adaptive coping strategies consistently lead to more positive emotions, better psychological well-being, and lower attrition intentions.

Table 7



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Extent of Coping Strategies of Teachers in Avoidant Strategies

Avoidant Strategies		
Items	Mean	Interpretation
1. Behavioral Disengagement. I give up trying to deal with it or abandon attempts to cope.	3.01	Moderate extent
2. Denial I tell myself, "This is not real," refusing to believe.	2.17	Low extent
3. Self-distraction. I turn to work or other activities to take my mind off things, doing something to think about less.	3.40	Moderate extent
4. Self-blaming. I criticize or censure myself for things that happened.	2.43	Low extent
5. Substance use I use alcohol or other drugs to feel better.	1.36	Very low extent
6. Venting I verbalize unpleasant feelings to let them escape or generally express negative feelings.	2.24	Low extent
7. I make jokes about it, making fun of the situation.	3.03	Moderate extent
Overall Mean	2.52	Moderate extent

Table 5 presented the extent of teachers' coping strategies in terms of avoidant strategies with an overall mean of 2.52, which was interpreted as a moderate extent. This means that teachers focus on other things rather than attending to their worries to forget about the issues generating their stress. These findings conform with the study of Suttles (2024), Tomazar, and Tabernilla (2024), where participants chose to shift to other activities for a while. However, teachers do not use this coping strategy mainly because acceptance is their general coping strategy.

Comparative Analysis of Teachers' Level of Stressors in Work Control Stressors, Individual Stressors, Interpersonal Stressors, Physical Environments Stressors, and Management Stressors When Grouped According to the Variables Age, Sex and Teaching Experience



Table 6

Differences of Teachers' Level of Stressors in Work Control Stressors when grouped according to variables

Work Control Stressors							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation
Age	Younger	36	30.21	421.50	0.05	0.003	Significant
	Older	39	45.19				
Sex	Male	21	36.98	545.50	0.05	0.509	Not Significant
	Female	54	38.40				
Teaching Experience	Shorter	38	31.38	451.50	0.05	0.007	Significant
	Longer	37	44.80				

Table 6 presented the comparative analysis of teachers' level of stressors in terms of Work Control Stressors when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

At a significant level of 0.05, the p-value for Age is 0.003, interpreted as significant; the p-value for sex was 0.509, interpreted as not significant; and the p-value for Teaching Experience was 0.007, interpreted as significant.

However, these findings are contrary to other empirical findings that show the opposite trend: the effect that younger or less experienced teachers experience more stress and anxiety than older or more experienced teachers. A study by Martinez et al. (2024) on depression and anxiety in elementary school and high school teachers concluded that experienced teachers of up to five years were more linked with anxiety than teachers with over 20 years of experience. Their study found that teaching experience, rather than Age, was a better predictor of psychological distress. Young teachers were 3.6 times more likely to experience generalized anxiety disorder (GAD), which largely stemmed from unfamiliarity with workload, lack of routine, and absence of coping strategies. Here, experienced teachers are also in a better position to handle stressful situations, using years of classroom and institutional experience.

Table 7

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Differences of Teachers' Level of Stressors in Individual Stressors when grouped according to variables

Individual Stressors							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation
Age	Younger	36	39.00	666.00	0.05	0.700	Not Significant
	Older	39	37.08				
Sex	Male	21	35.36	511.50	0.05	0.509	Not Significant
	Female	54	39.05				
Teaching Experience	Shorter	38	37.54	682.00	0.05	0.822	Not Significant
	Longer	37	38.47				

Table 7 presented the comparative analysis of teachers' level of stressors in terms of Individual Stressors when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

At a significant level of 0.05, the p-value for Age is 0.700, interpreted as not significant; the p-value for sex was 0.509, interpreted as insignificant, and the p-value for Teaching Experience was 0.822, interpreted as insignificant. This result suggests that personal stress among teachers may be universally experienced across demographic groups, implying that individual stressors are not necessarily dictated by one's Age, gender, or teaching tenure. The results are contrary to the study of Subramanian & Raj (2022) in their scoping review of teacher stress; they found that sex, Age, and marital status significantly influenced stress levels in many contexts.

Table 8

Differences of Teachers' Level of Stressors in Interpersonal Stressors when grouped according to variables

Interpersonal Stressors							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation



Age	Younger	36	31.88	481.50	0.019	Significant
	Older	39	43.65			
Sex	Male	21	35.14	507.00	0.05	0.477
	Female	54	39.11			
Teaching Experience	Shorter	38	31.50	456.00	0.009	Significant
	Longer	37	44.68			

Table 8 presented the comparative analysis of teachers' level of stressors in terms of Interpersonal Stressors when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

At a significant level of 0.05, the p-value for Age is 0.019, interpreted as significant; the p-value for sex was 0.477, interpreted as not significant; and the p-value for Teaching Experience is 0.009, interpreted as significant. This suggests that older and more experienced teachers face more social stress, due to evolving team dynamics, role fatigue, or more prolonged exposure to school policy. These findings contrast with the recent study by Emeljanovas et al. (2023), which examined 385 teachers in Lithuania (average age 50, with 25 years of experience). They found no significant effects of Age or seniority on emotional health outcomes (like psychological distress or burnout).

Table 9

Differences of Teachers' Level of Stressors in Physical Environment Stressors when grouped according to variables

Physical Environmental Stressors							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation
Age	Younger	36	43.22	514.00	0.05	0.042	Significant
	Older	39	33.18				
Sex	Male	21	31.67	434.00		0.110	Not Significant



	Female	54	40.46			
Teaching Experience	Shorter	38	40.62	603.50	0.283	Not Significant
	Longer	37	35.31			

Table 9 presented the comparative analysis of teachers' level of stressors in terms of Physical Environment Stressors when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

At a significant level of 0.05, the p-value for Age is 0.042, interpreted as significant; the p-value for sex was 0.110, interpreted as not significant, and the p-value for Teaching Experience is 0.283, interpreted as not significant. This suggests that older teachers are more sensitive to stress caused by environmental conditions such as noise, temperature, and classroom layout. These findings are supported by López-Gómez et al. (2023), who found that older teachers reported higher stress and vocal strain due to poor classroom acoustics, regardless of their gender or teaching tenure. Their study underscores how age-related factors, such as reduced physical resilience, may increase vulnerability to environmental stressors, highlighting the importance of age-sensitive workplace adjustments.

Table 10

Differences of Teachers' Level of Stressors in Management Stressors when grouped according to variables

Management Stressors							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation
Age	Younger	36	39.11	662.00	0.05	0.670	Not Significant
	Older	39	36.97				
Sex	Male	21	34.50	493.50	0.05	0.384	Not Significant
	Female	54	39.36				
Teaching Experience	Shorter	38	37.54	685.50		0.852	Not Significant



Longer 37 38.47

Table 10 presented the comparative analysis of teachers' level of stressors in terms of Management Stressors when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

The findings in Table 10 indicated no significant differences in teachers' management stressors when grouped by Age ($p = .670$), sex ($p = .384$), and Teaching Experience ($p = .852$), suggesting that demographic variables did not influence stress caused by administrative tasks. However, this contradicts the results of Subramanian and Raj (2022), who found that Age, sex, and teaching experience significantly impacted teachers' stress levels, especially related to administrative responsibilities and institutional policies. Their scoping review revealed that female and older teachers and those with mid-level experience reported higher management-related stress. This contradiction suggests that while your sample may reflect a localized trend, broader research highlights the importance of demographic factors in shaping how teachers experience organizational stressors.

Comparative Analysis of the Coping Strategies of Teachers in the Areas of Approach Strategies and Avoidant Strategies When Grouped According to Age, Sex, and Teaching Experience

Table 11

Differences in the Extent of Coping Strategies of Teachers in Approach Strategies when grouped according to Profile Variables

Approach Strategies							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation
Age	Younger	36	42.94	524.00	0.05	0.057	Not Significant
	Older	39	33.44				
Sex	Male	21	38.67	437.50	0.004	0.867	Not Significant
	Female	54	47.74				



	Shorter	38	44.99
Teaching Experience	Longer	37	30.82

Table 11 presented the comparative analysis of the extent of coping strategies of teachers in terms of Approach Strategies when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

At a significant level of 0.05, the p-value for Age is 0.057, interpreted as not significant; the p-value for sex was 0.867, interpreted as not significant; and the p-value for Teaching Experience is 0.004, interpreted as significant.

The results in Table 11 indicate that Teaching Experience significantly influences the extent to which teachers use approach coping strategies. Those with shorter experience employ these strategies more than those with longer experience. However, Age and sex showed no significant differences. This aligns with recent findings by Chang et al. (2023), who reported that early-career teachers tend to adopt more proactive coping mechanisms, such as problem-solving and seeking support to manage job stress, compared to their more experienced counterparts. Chang et al. emphasize that novice teachers actively develop coping skills as part of their adjustment process, which gradually changes with experience and habituation to job demands.

Table 12

Differences in the Extent of Coping Strategies of Teachers in the Areas of Avoidant Strategies when grouped according to Profile Variables

Avoidant Strategies							
Variables	Categories	N	Mean Rank	Mann Whitney U – test	Sig. Level	p-value	Interpretation
Age	Younger	36	35.76	621.50	0.057	0.389	Not Significant
	Older	39	40.06				
Sex	Male	21	34.33	490.00	0.05	0.359	Not Significant
	Female	54	39.43				
Teaching Experience	Shorter	38	33.82	544.00	0.004	0.089	Not Significant
	Longer	37	42.30				



Table 12 presented the comparative analysis of the extent of coping strategies of teachers in terms of Avoidant Strategies when grouped /compared according to the variables of Age, Sex, and Teaching Experience.

At a significant level of 0.05, the p-value for Age is 0.389, interpreted as not significant; the p-value for sex was 0.359, interpreted as not significant, and the p-value for Teaching Experience is 0.089, interpreted as not significant. The results indicate no significant differences in the use of avoidant coping strategies among teachers when grouped by Age, sex, or Teaching Experience. This finding is consistent with recent research by Nguyen and Smith (2022), who found that avoidant coping strategies—such as denial or disengagement—are generally used similarly across demographic groups in the teaching profession. Their study suggests that personal variables less influence avoidant strategies and may instead be situational or related to individual personality traits rather than demographic factors.

Conclusions

Even though the number of older teachers was higher than that of the younger ones, most were newbies or just starting to practice teaching. There was no shocking change in the number of teachers regarding sex since the number of female teachers has usually been greater than that of males ever since.

The result of teachers' level of stressors in all areas suggested that the school's physical conditions were the ones that affected the teachers the most, at a high level, regardless of their Age, sex, and Teaching Experience. As revealed further in the results, excessive heat was the leading factor contributing to the stress experienced by the teachers in terms of physical environment stressors. Management stressors were the second area contributing to the stress of teachers, at a moderate level in all sexes, and Teaching Experience, at a moderate level in older teachers and a high level in younger teachers. "Hefty workload" was the leading contributor to teachers' stress regarding management stressors. Individual stressors were concluded to be the third contributor to teachers' stress at moderate levels in all ages, sexes, and Teaching Experiences. "Headaches" were the leading contributor to the teachers' stress regarding individual stressors. Overall, the teachers' level of stressors was moderate.

The result in the coping strategies of teachers in all areas of coping strategies suggested that teachers preferred approach strategies over avoidant strategies to a great extent for all ages and sexes, to a great extent for teachers with longer experience, and very great extent for teachers with shorter experience. As revealed further in the results, "Acceptance" was the most frequent approach coping strategy the teachers had practiced when stressed. The extent of the teachers' coping strategies was generally high.

Based on the results of the comparative analysis, it was concluded that there was a significant difference in the stressors' level in work control, interpersonal, and physical environment stressors when grouped according to Age. Additionally, there was a significant





difference in the stressor levels in work control and interpersonal stressors and the extent of approach strategies when grouped according to teaching experience.

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Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. He affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the research work's objectivity, integrity, or impartiality. Finally, no external parties influenced the study design, data collection, analysis, or interpretation.

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