

Stress Management Skills of The Public Teachers and their Classroom Efficiency

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Abstract

This study investigated the stress management skills of public elementary school teachers and their relationship to classroom efficiency in the Danao City Division for the school year 2025–2026. Anchored on Social Cognitive Theory, the Transactional Model of Stress and Coping, and the Coping-Competence-Context Theory of Teacher Stress, the study used a descriptive-quantitative correlational design. Data were gathered from 246 public elementary school teachers selected from a population of 637 through stratified random sampling. An adapted survey questionnaire measured respondents' background characteristics, perceived stress management skills, and perceived classroom efficiency. The data were analyzed using frequency, percentage, mean, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings showed that respondents generally had very high stress management skills, with social support and communication receiving the highest rating, while healthy lifestyle practices obtained the lowest but still high rating. Respondents also reported very high classroom efficiency, particularly in classroom management, student engagement and motivation, and professionalism and reflective practice. Correlation results revealed that all stress management components were significantly and positively related to classroom efficiency, with social support and communication, professional development, and coping strategies showing the strongest relationships. The study concluded that teachers with stronger stress management skills tend to demonstrate higher classroom efficiency. It recommended in-service stress management training, wellness activities, and adoption of the proposed Stress Reduction for Maximum Classroom Effectiveness and Enhancement Plan. The study supports SDG 3, SDG 4, SDG 8, and SDG 16 by promoting teacher well-being, quality education, decent work, and institution-based mental health support. Its sustainability impact lies in strengthening public health, educational, workplace, and institutional sustainability through healthier teachers and more effective classrooms.

Keywords: Classroom Efficiency, Coping Strategies, Professional Development, Stress Management Skills, Teacher Well-Being

1. Introduction

Teacher stress remains a major concern in education because it affects teachers' well-being, instructional performance, classroom management, professional satisfaction, and the quality of learning environments. This study focuses on the stress management skills of public elementary school teachers and their relationship to classroom efficiency in the Danao City Division. It is grounded in the need to understand how teachers manage work-related stress and how these skills relate to effective instruction, learner engagement, classroom organization, and professional practice. The findings are intended to serve as the basis for an enhancement plan that supports teacher well-being and improves classroom effectiveness.

Effective stress management is essential for teachers because unmanaged stress may lead to burnout, absenteeism, reduced job satisfaction, lower teaching efficiency, and negative effects on learner outcomes. According to Carroll et al. (2022), teacher stress is increasingly recognized as a factor affecting educational quality worldwide. Common stressors include time pressure, behavioral challenges, lesson preparation, grading, instructional delivery, and administrative demands. These pressures have led many education systems to emphasize teacher wellness, emotional resilience, and stress management as necessary for classroom efficiency and educational effectiveness (Woloshyn et al., 2023). In the Philippine setting, teachers also face challenges connected to curriculum implementation, instructional duties, administrative work, and ancillary responsibilities. Filipino teachers implementing the K-12 curriculum experience tensions involving confusion, appreciation, frustration, flexibility, powerlessness, and vitality (Bongco & David, 2020). Prospective teachers encounter concerns related to content knowledge, pedagogy, learning environment, and curriculum planning (Antipolo & Rogayan, 2021). Experienced teachers likewise struggle with balancing instruction and non-teaching duties, which may compromise instructional quality and increase stress; recommended responses include teamwork-based professional development, alignment with Department of Education standards, and systemic improvements in task delegation and resource allocation (Algar et al., 2025).

The literature shows that teacher stress is shaped by personal, occupational, technological, and institutional factors. Age may influence stress management indirectly through experience and emotional intelligence, although findings remain mixed (Pandey et al., 2023). Gender is also relevant because teaching populations are often female-dominated, and female teachers may face distinct stressors linked to classroom management, administrative burden, and special educational needs contexts (Agyapong et al., 2024; Schmidt et al., 2024). However, gender perspectives in teacher stress research remain limited (Pinho et al., 2023). Teacher stress and burnout intensified during and after the COVID-19 pandemic. Studies identify job insecurity, long working hours, low morale, large class sizes, student behavior issues, lack of professional development, inadequate pay, insufficient resources, unsupportive work environments, imbalanced workload, and technology-related pressure as major contributors to teacher stress (Westphal et al., 2022; Shridevi & Hebbar, 2021; Fitriani Rizka et al., 2024; Rizka et al., 2024; Fernández-Batanero et al., 2021; Vats et al., 2020). Stress-management training, particularly when paired with technology-use training, is presented as a useful response to these demands (Westphal et al., 2022). Stress management skills are repeatedly linked to well-being and occupational performance. The ability to modulate stress is considered a developmental need (ATILLA BAL, 2023), while time management, relaxation techniques, healthy lifestyle choices, and social support are identified as important skills for reducing work-related stress and improving performance (Sarita & Saldajeno, 2025). Stress management is also described as necessary for functioning in fast-paced contexts (Atilla Bal, 2023). Time management may increase feelings of control and reduce burnout (Claessens et al., 2007), while healthier coping behaviors support wellness and reduce illness risk (Hirooka et al., 2021). For educators, coping involves individual strategies, workplace support, and social relationships (Iyi, 2015), including problem-solving, reframing, and faith-based emotional coping (Shang & Singh, 2024). Communication also connects work practices, culture, and stress management (Liana et al., 2024), while stress management is viewed as important for educational and workplace success (Esra Atilla Bal, 2023; Sarita & Saldajeno, 2025). Classroom efficiency is also multidimensional. Effective instructional planning strengthens classroom management and student outcomes (Dibapile, 2012). Classroom management supports orderly, productive, and motivating learning spaces (Hasnanto, 2024), while strong management practices are associated with punctuality, preparedness, and professional growth (Alvarez & Tolentino, 2023). Assessment and feedback help teachers track progress, respond to diverse needs, and improve learning effectiveness (DiCarlo & Cooper, 2014; Martínez-Rizo & Mercado, 2015). Student engagement is enhanced through questioning, meaningful participation, experiential learning, and real-life learning connections (Dipasupil et al., 2019; Kong, 2021). Adaptability and differentiation help teachers respond to diverse learners and changing classroom needs (Andres et al., 2021), particularly in digital and blended settings where younger teachers may show greater flexibility with technology-enhanced instruction (Lumbao, 2023). Technology and reflective practice are also central to classroom efficiency. Technology integration can improve engagement, motivation, and language skill development (Al-Maashani & Mudhsh, 2023), while millennial teachers' familiarity with digital tools supports interactive and learner-centered instruction (Loganathan & Hashim, 2020). However, limited infrastructure, insufficient resources, and inadequate training remain barriers to technology integration (Aldhilan, 2024). Reflective practice supports teachers' professional and personal growth by helping them evaluate teaching strategies, identify strengths and weaknesses, and improve instruction (Nazir et al., 2022). It also promotes creativity, classroom management, and adaptability in changing educational environments (Isaikina & Shilova, 2024).

Globally, teacher stress is recognized as a threat to educational quality because it affects teacher health, classroom performance, and student learning outcomes. International literature points to time pressure, administrative workload, behavioral concerns, burnout, and technology-related anxiety as recurring issues (Carroll et al. (2022); Woloshyn et al., 2023; Westphal et al., 2022). Nationally, the Philippine education system places teachers under continuing pressure because of curriculum implementation, administrative responsibilities, and the need to meet Department of Education standards. The K-12 context, teacher preparation issues, and heavy ancillary tasks create stressors that require systemic solutions, professional development, and improved institutional support (Bongco & David, 2020; Antipolo & Rogayan, 2021; Algar et al., 2025). Locally, this study focuses on public elementary school teachers in the Danao City Division. It responds to the need for a localized investigation of how specific stress management skills relate to classroom efficiency. Since programs focused on teachers' stress management skills appear to receive limited priority, the study provides empirical basis for an enhancement plan that addresses teacher well-being, classroom effectiveness, and institutional support in the local school setting.

The study is anchored on three major theoretical perspectives and relevant policy bases. The first is Social Cognitive Theory by Albert Bandura (1986), which explains human action through reciprocal relationships among personal beliefs, behavior, and environment. Applied to teaching, it suggests that teachers manage stress according to their personal coping beliefs, observed behaviors, and workplace demands. The second is the Transactional Model of Stress and Coping, developed by Lazarus and Folkman in 1984. This model views stress as a psychological process shaped by a person's appraisal of a situation and assessment of available coping resources. In the teaching context, stress may arise when teachers perceive curriculum changes, workload, behavioral challenges, or limited support as exceeding their coping capacity. The third is the Coping-Competence-Context (3C) Theory of Teacher Stress by Herman et al (2020). This theory views teacher stress as a product of the interaction among coping mechanisms, professional competence, and school context. It supports the

view that teacher well-being and instructional effectiveness improve when both internal coping strategies and external support systems are strengthened. The conceptual basis of the study links stress management skills of public teachers to classroom efficiency, with the enhancement plan as the intended output. The study is also supported by legal and policy bases, including Republic Act No. 11036 – Mental Health Act of 2018, DepEd Order 14, s. 2020 – Guidelines on the Required Health Standards in Basic Education Offices and Schools, and DepEd Order 74, s. 2021 – Inclusion and Promotion of Mental Health in all DepEd Events and Programs. These policies recognize the importance of mental health, psychosocial support, and institutional responsibility for teacher well-being.

Although teacher stress and burnout are widely documented, the specific relationship between public elementary teachers' stress management skills and their perceived classroom efficiency requires localized investigation in the Danao City Division. Existing literature identifies broad stressors and coping strategies, but there remains a need to determine how stress management skills—self-awareness, emotional regulation, time management, healthy lifestyle practices, coping strategies, social support and communication, and professional development—relate to classroom efficiency indicators such as instructional planning and delivery, classroom management, schedule management, assessment and feedback, student engagement and motivation, adaptability and differentiation, technology and resource use, and professionalism and reflective practice. The study therefore investigates whether a significant relationship exists between teachers' perceived stress management skills and perceived classroom efficiency. Its results are intended to identify areas for support and serve as the basis for a stress management enhancement plan that can help teachers maintain mental and emotional health while improving instructional effectiveness.

This study aligns most directly with SDG 3 – Good Health and Well-Being because it addresses teacher stress, mental health, emotional regulation, coping, wellness practices, and psychosocial support. By focusing on stress management skills, the study contributes to sustaining teachers' psychological well-being and reducing risks associated with burnout and emotional exhaustion. It also supports SDG 4 – Quality Education because classroom efficiency directly affects instructional planning, classroom management, assessment, learner engagement, adaptability, technology integration, and reflective teaching practice. Teachers who manage stress effectively are better positioned to create organized, responsive, and effective learning environments. The study further connects with SDG 8 – Decent Work and Economic Growth because it deals with teachers' work conditions, workload pressures, professional development, occupational stress, and sustainable performance. Strengthening teachers' stress management skills supports healthier and more productive work environments. Finally, the study relates to SDG 16 – Peace, Justice, and Strong Institutions because it is grounded in legal and institutional frameworks that promote mental health, psychosocial support, and responsible governance in education. The inclusion of Republic Act No. 11036, DepEd Order 14, s. 2020, and DepEd Order 74, s. 2021 highlights the role of institutions in protecting teacher well-being and improving educational service delivery.

The study contributes to public health sustainability by emphasizing stress management, mental health protection, healthy lifestyle practices, and emotional well-being among teachers. It contributes to educational sustainability by linking teacher wellness with classroom efficiency, learner engagement, effective assessment, instructional planning, and adaptive teaching. It also supports socio-economic and workplace sustainability by addressing teacher burnout, absenteeism, productivity, professional satisfaction, and the need for supportive work conditions. For school leaders and DepEd decision-makers, the study provides a basis for wellness programs, professional development initiatives, and more responsive administrative support. The study contributes to institutional and governance sustainability by aligning teacher well-being with existing mental health laws and DepEd policies. It also supports technological and digital sustainability by recognizing that technology use can both enhance instruction and contribute to teacher stress when training, infrastructure, and resources are insufficient. Finally, it strengthens community sustainability by promoting stable, supportive, and effective classrooms where teachers and learners can function in a healthier educational environment.

2. Material and methods

2.1 Research Design

The study used a descriptive-quantitative research design with a correlational method. This design was appropriate because the study aimed to determine whether a significant relationship existed between teachers' stress management skills and their perceived classroom efficiency without manipulating any variables. The survey method was used to collect data on respondents' background characteristics, perceived stress management skills, and perceived classroom efficiency. Pearson's *r* was used to determine the strength and direction of the relationship between the two main variables.

2.2 Locale of the Study

The study was conducted in the Danao City Division, Danao City, Cebu. Danao City is a third-class component city located approximately 33 kilometers north of Cebu City along National Route 8. It is bordered by Carmen in the north, Asturias in the west, Compostela in the south, and the Camotes Sea in the east. The city consists of 42 barangays with coastal, flatland, and mountainous areas. The Danao City Division has 61 public schools, but the study focused only on public elementary

schools across its ten districts. These schools differed in enrollment size, distance from the city proper, and community classification. The locale was selected because it provided an appropriate setting for examining the study variables in their natural context and allowed access to the target respondents.

2.3 Respondents of the Study

The respondents were public elementary school teachers in the Danao City Division for the school year 2025–2026. They were selected based on the following criteria: they were elementary teachers in public schools, had been teaching for at least one year, and were willing to participate in the study. The total population consisted of 637 public elementary school teachers.

2.4 Sample and Sampling Procedure

Using Slovin's formula with a 0.05 margin of error, the required sample size was 246 teachers, representing 38.62% of the total population. Stratified random sampling was used to ensure that teachers from the ten districts of the Danao City Division were fairly and proportionately represented. After determining the number of respondents needed from each district, the participants were selected using a Microsoft Excel random number generator. This procedure minimized sampling bias and improved the representativeness and reliability of the data.

2.5 Research Instrument

The study used an adapted survey questionnaire as the main data-gathering instrument. The questionnaire was developed based on the Teacher Stress Scale by Chen et al. (2022) and the standardized assessment of teachers' classroom efficiency by the National Assessment of Educational Progress (NAEP, 2019). It had three major parts. The first part gathered respondents' background characteristics, including age, gender, position or rank, number of learners handled, years of teaching experience, distance of school assignment, and attendance at stress management seminars. The second part measured perceived stress management skills in terms of self-awareness, emotional regulation, time management, healthy lifestyle practices, coping strategies, social support and communication, and professional development. The third part measured perceived classroom efficiency in terms of instructional planning and delivery, classroom management, schedule management, assessment and feedback, student engagement and motivation, adaptability and differentiation, use of technology and resources, and professionalism and reflective practice. The questionnaire used a five-point Likert scale in which respondents indicated whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed, or strongly disagreed with each statement. The instrument was pretested with elementary teachers from a nearby school comparable to the research environment to determine its validity and reliability. Items found to be unclear or problematic were modified, rephrased, or removed. Three master teachers assessed the content validity of the questionnaire, and the research adviser reviewed it for grammatical accuracy.

2.6 Data Gathering Procedure

Before data collection, the researcher sent a transmittal letter to the Schools Division Superintendent of the Danao City Division to request approval to conduct the study. After approval was granted, another letter was sent to the school heads to request permission and assistance in administering the survey to teachers under their supervision. Once the required approvals were secured, the researcher administered the questionnaires to the respondents. The participants were informed that their participation was voluntary and that they would not receive rewards for participating or penalties for declining.

2.7 Data Analysis Techniques

The collected data were collated and consolidated using a spreadsheet program, while descriptive and inferential statistical analyses were conducted using the Statistical Package for the Social Sciences. Frequency, totals, ranges, and percentages were used to analyze respondents' background characteristics. Frequency, totals, standard deviation, mean, and weighted mean were used to describe the perceived level of stress management skills and classroom efficiency. Pearson Product-Moment Correlation Coefficient was used to test the significant relationship between stress management skills and perceived classroom efficiency at the 0.05 level of significance. The weighted mean results for stress management skills and classroom efficiency were interpreted using a five-point scale. Scores from 4.21 to 5.00 indicated very high levels, 3.41 to 4.20 indicated high levels, 2.61 to 3.40 indicated average levels, 1.81 to 2.60 indicated low levels, and 1.00 to 1.80 indicated very low levels.

2.8 Ethical Considerations

The study observed ethical procedures in data collection and handling. Respondents were informed that their participation was voluntary. The study also complied with Republic Act 10173, known as the "Data Privacy Act of 2012." The researcher ensured that all information gathered from the survey was treated with confidentiality and that the identities of the respondents would not be disclosed. After data collection, the researcher checked the responses for errors, inconsistencies, and missing data before coding and categorizing them for analysis.

3. Results and Discussion

3.1 Background Characteristics of the Respondents

3.1.1 Age

The data showed that the largest group of respondents was 36–40 years old, with 60 teachers or 24.39%. The 31–35 and 41–45 age groups each had 49 respondents or 19.92%, followed by 34 teachers or 13.82% who were 26–30 years old. Teachers aged 46–50 represented 28 respondents or 11.38%, while those aged 51 years old and above represented 26 respondents or 10.57%. No respondent was 25 years old or below. The results indicate that the teaching workforce was largely composed of mid-career and experienced teachers. This suggests that many respondents likely had substantial classroom experience but may also face heavier professional and personal responsibilities. Andres et al. (2021) explained that instructional effectiveness depends on teachers' ability to adjust to evolving student needs and diverse learning styles, while Lumbao (2023) noted that younger teachers often show greater ease in technology-rich environments. Since the respondents were mostly mid-career and seasoned teachers, continuous training remains important to help all age groups respond effectively to contemporary classroom demands.

3.1.2 Gender

The respondents were predominantly female, with 216 teachers or 87.80%, while male teachers accounted for 30 respondents or 12.20%. This shows that the public elementary teaching workforce in the division was largely female. The result reflects the long-standing gender pattern in elementary education, where women make up the majority of teachers. This composition suggests that wellness programs and institutional support should consider the experiences of both female and male teachers in a female-dominated workplace. Agyapong et al. (2024) reported a similar female majority in teaching-related research, while Schmidt et al. (2024) also documented a strong female majority among teachers in Slovenia. These findings support the view that gender composition influences school dynamics, professional expectations, and support needs.

3.1.3 Position or Rank

The largest group of respondents held the rank of Teacher III, with 141 teachers or 57.32%. This was followed by Teacher I, with 73 respondents or 29.67%, Teacher II with 16 respondents or 6.50%, Master Teacher I with 10 respondents or 4.07%, and Master Teacher II with 6 respondents or 2.44%. The findings suggest that many respondents had already advanced beyond entry-level teaching positions, which often involve broader instructional expectations and additional responsibilities. The smaller number of Master Teachers reflects the selective nature of higher-rank promotions. Bongco and David (2020) noted that seasoned teachers often face expanded responsibilities and the pressure to maintain instructional quality. Antipolo and Rogayan (2021) explained that teachers in earlier ranks focus on developing pedagogical competence and adapting to curriculum demands, while Algar et al. (2025) emphasized that rank progression requires sustained professional growth but may also increase administrative and instructional workload.

3.1.4 Number of Learners Handled

Most respondents handled 21 to 40 learners, with 154 teachers or 62.60%. Teachers handling 41 to 60 learners accounted for 41 respondents or 16.67%, while 26 teachers or 10.57% handled 81 learners and above. Those handling 20 learners and below represented 19 respondents or 7.72%, and only 6 teachers or 2.44% handled 61 to 80 learners. The findings show that many teachers handled moderately sized classes, but some managed very large groups. This suggests differences in workload, classroom management demands, and opportunities for individualized instruction. Hasnanto (2024) found that class size affects how teachers manage responsibilities and sustain classroom performance. Moderate class sizes allow better monitoring of learner progress, while larger classes increase pressure in maintaining engagement, order, and instructional pacing.

3.1.5 Years of Teaching Experience

The respondents were mostly experienced teachers. Sixty-five teachers or 26.42% had 7 to 8 years of teaching experience, 62 teachers or 25.20% had 5 to 6 years, and 58 teachers or 23.58% had 9 years and above. Meanwhile, 37 respondents or 15.04% had 3 to 4 years of experience, and 24 respondents or 9.76% had 2 years or less. The results suggest that the respondents formed a mature teaching workforce with substantial classroom exposure. This experience may strengthen the reliability of their insights because years of teaching can develop confidence, coping skills, classroom management ability, and professional judgment. As stressed by Westphal et al. (2022), experienced teachers are more likely to manage classroom behavior, balance instructional demands, and respond to unexpected challenges effectively, thereby reducing anxiety and emotional strain.

3.1.6 Distance of School Assignment

Most teachers were assigned close to their residences. A total of 130 respondents or 52.85% worked within 1 to 3 kilometers from home, while 37 teachers or 15.04% were assigned 4 to 6 kilometers away. Thirty-four teachers or 13.82% traveled 16 kilometers or more, 20 teachers or 8.13% traveled 10 to 12 kilometers, 15 teachers or 6.10% traveled 7 to 9 kilometers,

and 10 teachers or 4.07% traveled 13 to 15 kilometers. The findings suggest that many teachers benefited from short commutes, which may help conserve time and energy. However, a portion of the workforce traveled long distances, which could contribute to fatigue and stress. These commuting differences imply that workload and wellness initiatives should consider the varied daily travel demands of teachers.

3.1.7 Attendance at Stress Management Seminars

The respondents were almost evenly divided in terms of attendance at stress management seminars. A total of 122 teachers or 49.59% had attended such seminars, while 124 teachers or 50.41% had not. The findings suggest that formal stress management training had reached only about half of the respondents. This implies that many teachers may depend on personal coping methods or informal support systems. More regular and accessible stress management seminars may therefore help strengthen teachers' coping capacity, well-being, and classroom performance.

3.2 Perceived Level of Stress Management Skills

3.2.1 Self-Awareness

The respondents reported a very high level of self-awareness, with a weighted mean of 4.32 and a standard deviation of 0.5649. They strongly agreed that they recognized personal stress signals, identified situations that caused stress, maintained a realistic view of their strengths and limitations, engaged in self-reflection, and practiced mindfulness and emotional control during challenging situations. The findings suggest that teachers had developed strong habits of recognizing early stress signals and understanding their emotional responses. This supports deliberate decision-making and balanced classroom behavior. Westphal et al. (2022) emphasized that teachers with strong self-awareness manage stress more effectively by monitoring internal cues and adjusting their responses before pressures escalate. The results therefore reinforce the role of self-awareness in teacher resilience and stable instructional performance.

3.2.2 Emotional Regulation

The respondents demonstrated a very high level of emotional regulation, with a weighted mean of 4.22 and a standard deviation of 0.6393. They strongly agreed that they used coping strategies, maintained a positive and professional demeanor, and responded constructively to conflicts. They also agreed that they stayed calm during high-pressure situations and recovered quickly from emotional setbacks. The findings indicate that teachers were generally able to manage emotions constructively and remain professional under pressure. This helps support smoother classroom interaction, clearer judgment, and resilience after difficult situations. Shang and Singh (2024) emphasized that teachers with steady emotional regulation show clearer judgment, adapt better to instructional challenges, sustain positive classroom climates, and reduce the spillover of stress into teaching performance.

3.2.3 Time Management

The respondents showed a very high level of time management, with a weighted mean of 4.29 and a standard deviation of 0.5926. They strongly agreed that they planned lessons and activities, prioritized tasks, and allocated time wisely among teaching, grading, meetings, and personal responsibilities. They also agreed that they met deadlines and avoided procrastination through organized schedules. The findings suggest that teachers relied on structured planning and time-bound routines to manage multiple responsibilities. This supports productivity and reduces the likelihood of work-related overwhelm. Sarita and Saldajeno (2025) emphasized that planning, task prioritization, and structured routines help reduce work-related stress and improve occupational performance. The result supports the view that effective time management contributes to both teacher well-being and professional efficiency.

3.2.4 Healthy Lifestyle Practices

The respondents had a high level of healthy lifestyle practices, with a weighted mean of 4.02 and a standard deviation of 0.6914. They agreed that they maintained balanced eating habits, engaged in physical activity, obtained rest, avoided unhealthy coping mechanisms, and practiced relaxation techniques or hobbies that supported emotional wellness. The findings indicate that teachers practiced health-conscious behaviors, although this component was lower than the other stress management areas. These habits may help sustain energy, focus, and resilience during the workday. Sarita and Saldajeno (2025) emphasized that balanced nutrition, physical activity, rest, and relaxation techniques contribute to stress reduction and occupational well-being. The results suggest that reinforcing healthy lifestyle practices could further improve stress resilience.

3.2.5 Coping Strategies

The respondents had a very high level of coping strategies, with a weighted mean of 4.24 and a standard deviation of 0.6018. They strongly agreed that they used positive self-talk, sought support from colleagues, friends, or family, participated in stress-relief activities, and adapted flexibly to uncertainty. They also agreed that they used problem-solving approaches to break stressful tasks into manageable steps. The findings suggest that teachers had adaptive coping skills that helped them respond constructively to workplace challenges. Their reliance on internal strategies, support systems,

stress-relief activities, and problem-solving helped preserve emotional balance and professional performance. These strategies are essential in managing workplace pressure while sustaining teacher well-being.

3.2.6 Social Support and Communication

The respondents recorded the highest stress management rating in social support and communication, with a weighted mean of 4.37 and a standard deviation of 0.6090. They strongly agreed that they built positive relationships with colleagues, administrators, students, and parents; expressed thoughts respectfully; listened with empathy; sought advice or emotional support; and participated in professional learning communities or support groups. The findings suggest that teachers used interpersonal relationships and communication as key stress management tools. Open communication, active listening, and supportive networks helped reduce conflict and strengthen resilience. Hirooka et al. (2021) found that individuals who cultivate supportive relationships, practice effective communication, and maintain healthy habits tend to perform better professionally and experience greater life satisfaction. This supports the finding that social support contributes to both stress management and healthier school environments.

3.2.7 Professional Development

The respondents showed a very high level of professional development as a stress management skill, with a weighted mean of 4.31 and a standard deviation of 0.5864. They strongly agreed that they sought training and workshops, reflected on professional experiences, applied new knowledge, set realistic career goals, and engaged in lifelong learning. The findings indicate that teachers used professional development to strengthen both instructional competence and stress management. Reflection, training, practical application of new skills, and goal setting supported motivation and reduced burnout risk. Isaikina and Shilova (2024) emphasized that ongoing learning, reflection on experiences, and goal-oriented growth help manage work-related stress and enhance professional effectiveness.

3.2.8 Overall Stress Management Skills

Overall, the respondents' perceived level of stress management skills was very high, with a weighted mean of 4.25 and a standard deviation of 0.6122. Social support and communication obtained the highest mean of 4.37, followed by self-awareness at 4.32, professional development at 4.31, time management at 4.29, coping strategies at 4.24, emotional regulation at 4.22, and healthy lifestyle practices at 4.02. The results suggest that teachers had a strong overall capacity to manage stress through interpersonal support, self-awareness, emotional control, time management, coping, and professional growth. However, healthy lifestyle practices appeared to be the least developed among the areas assessed. These findings align with Westphal et al. (2022), who noted that teachers who integrate relaxation activities, stress management techniques, and technology-assisted teaching are better able to manage professional demands while maintaining balance and resilience.

3.3 Perceived Level of Classroom Efficiency

3.3.1 Instructional Planning and Delivery

The respondents reported a very high level of classroom efficiency in instructional planning and delivery, with a weighted mean of 4.33 and a standard deviation of 0.5958. They strongly agreed that they designed well-structured lesson plans, used varied instructional strategies, delivered lessons clearly, incorporated engaging activities and materials, and adjusted instruction based on student feedback and performance. The findings indicate that teachers were highly capable of designing, delivering, and adjusting instruction to improve learning. Their use of varied strategies and engaging materials supported student understanding and participation. Antipolo and Rogayan (2021) emphasized that teachers who plan effectively, use diverse instructional approaches, and adjust instruction based on student performance are better able to enhance understanding, participation, and overall classroom outcomes.

3.3.2 Classroom Management

The respondents showed a very high level of classroom management, with a weighted mean of 4.43 and a standard deviation of 0.5697. They strongly agreed that they established clear rules, maintained routines, addressed behavioral concerns, created positive classroom atmospheres, and managed transitions and time-on-task effectively. The findings suggest that teachers were effective in maintaining order, consistency, and a supportive learning environment. This helped reduce disruptions and maximize instructional time. Schmidt et al. (2024) emphasized that structured routines, timely interventions, and supportive classroom environments are essential for promoting engagement, minimizing disruptions, and ensuring efficient teaching and learning.

3.3.3 Schedule Management

The respondents demonstrated a very high level of schedule management, with a weighted mean of 4.33 and a standard deviation of 0.5946. They strongly agreed that they allocated time effectively, started and ended classes on time, fulfilled non-academic responsibilities without compromising teaching quality, planned ahead, met deadlines, and adjusted schedules when necessary. The findings indicate that teachers were able to organize instructional and non-instructional responsibilities efficiently. Punctuality, planning, deadline compliance, and flexible scheduling supported classroom flow

and teaching quality. Schmidt et al. (2024) emphasized that careful planning, adherence to timelines, and adaptable scheduling promote classroom efficiency and support both teaching quality and student engagement.

3.3.4 Assessment and Feedback

The respondents had a very high level of classroom efficiency in assessment and feedback, with a weighted mean of 4.39 and a standard deviation of 0.6105. They strongly agreed that they designed assessments aligned with objectives, used varied assessment methods, provided timely and constructive feedback, analyzed results for instructional decisions, and encouraged student reflection and self-assessment. The findings suggest that teachers were highly capable of using assessment and feedback to guide learning improvement. Their use of varied assessment methods and feedback helped address diverse needs and promote student ownership of learning. DiCarlo and Cooper (2014) emphasized that purposeful assessments combined with constructive feedback enhance student learning, promote self-awareness, and contribute to overall classroom effectiveness.

3.3.5 Student Engagement and Motivation

The respondents reported a very high level of student engagement and motivation, with a weighted mean of 4.42 and a standard deviation of 0.6019. They strongly agreed that they implemented interactive and student-centered activities, connected lessons to real-life experiences, recognized student achievements, promoted inclusive classrooms, and used varied materials and technology to sustain interest. The findings indicate that teachers used engagement strategies that promoted active participation, relevance, confidence, and inclusivity. Dipasupil et al. (2019) showed that meaningful participation increases student motivation and investment in learning. Kong (2021) likewise emphasized that experiential learning, hands-on activities, and real-life connections strengthen engagement and skill development. These findings are also supported by the combined evidence that real-life learning connections and recognition of achievement foster motivation and participation (Dipasupil et al., 2019; Kong, 2021).

3.3.6 Adaptability and Differentiation

The respondents demonstrated a very high level of adaptability and differentiation, with a weighted mean of 4.32 and a standard deviation of 0.6083. They strongly agreed that they modified lesson plans, used differentiated materials, responded flexibly to unexpected classroom situations, implemented individualized support, and adjusted instruction based on feedback and performance data. The findings suggest that teachers were capable of responding to diverse learning needs and unexpected classroom challenges. Differentiated instruction, individualized support, and data-based adjustments supported equitable learning opportunities. Hasnanto (2024) emphasized that effective strategies for guiding behavior, structuring activities, and maintaining engagement make classrooms more positive and productive.

3.3.7 Use of Technology and Resources

The respondents showed a very high level of classroom efficiency in the use of technology and resources, with a weighted mean of 4.29 and a standard deviation of 0.5664. They strongly agreed that they integrated digital tools, used instructional materials aligned with objectives, facilitated interactive activities through technology, used multimedia resources, and ensured student access to learning materials. The findings indicate that teachers were proficient in using digital tools, multimedia, and instructional resources to enhance classroom learning. These practices supported student engagement, independent learning, and varied content delivery. Westphal et al. (2022) emphasized that technology integration with targeted training enhances teaching effectiveness and learning outcomes, suggesting that skilled use of digital resources improves classroom efficiency and instructional quality.

3.3.8 Professionalism and Reflective Practice

The respondents recorded a very high level of professionalism and reflective practice, with a weighted mean of 4.41 and a standard deviation of 0.6022. They strongly agreed that they demonstrated punctuality, responsibility, ethical behavior, continuous self-reflection, openness to feedback, participation in professional development, and accurate recordkeeping. The findings suggest that teachers upheld professional standards and used reflection to improve instructional effectiveness. Their commitment to ethics, accountability, feedback, and continuous development supported a credible and well-functioning classroom environment. Alvarez and Tolentino (2023) noted that teachers who prioritize professionalism and self-reflection tend to be more punctual, well-prepared, and committed to ongoing career development, which contributes to sustained classroom efficiency and a positive learning environment.

3.3.9 Overall Classroom Efficiency

Overall, the respondents' perceived classroom efficiency was very high, with a weighted mean of 4.37 and a standard deviation of 0.5937. Classroom management obtained the highest mean of 4.43, followed by student engagement and motivation at 4.42, professionalism and reflective practice at 4.41, assessment and feedback at 4.39, instructional planning and delivery and schedule management at 4.33, adaptability and differentiation at 4.32, and use of technology and resources at 4.29. The findings suggest that teachers maintained consistently high classroom efficiency across planning, instruction,

management, assessment, engagement, differentiation, technology use, and professional practice. Well-planned and effectively delivered lessons enhance student understanding (Antipolo & Rogayan, 2021), while structured classroom management and adherence to schedules contribute to a productive learning environment (Schmidt et al., 2024). Effective assessment practices and timely feedback promote student growth and learning progress (DiCarlo & Cooper, 2014), while engagement strategies connected to real-life experiences foster motivation and participation (Dipasupil et al., 2019; Kong, 2021). Adapted instruction helps meet diverse learning needs (Hasnanto, 2024), technology integration enhances interactive learning (Westphal et al., 2022), and professionalism and reflective practice reinforce continuous improvement (Alvarez & Tolentino, 2023).

3.4 Relationship Between Stress Management Skills and Classroom Efficiency

The correlation results showed that all stress management components had statistically significant positive relationships with classroom efficiency at the 0.05 level. Self-awareness had a moderate positive relationship with classroom efficiency, with $r = 0.450$ and $p = 0.000$. Emotional regulation had a moderate positive relationship, with $r = 0.515$ and $p = 0.000$. Time management also had a moderate positive relationship, with $r = 0.516$ and $p = 0.000$. Healthy lifestyle practices had a moderate positive relationship, with $r = 0.412$ and $p = 0.000$. Coping strategies had a strong positive relationship, with $r = 0.645$ and $p = 0.000$. Social support and communication had the strongest relationship, with $r = 0.661$ and $p = 0.000$. Professional development also showed a strong positive relationship, with $r = 0.655$ and $p\text{-value} = 0.000$. The null hypothesis was rejected for all components. The findings indicate that teachers with stronger stress management skills tend to report higher classroom efficiency. Self-awareness, emotional regulation, time management, and healthy lifestyle practices supported better planning, emotional stability, task organization, energy, and focus. Coping strategies, social support and communication, and professional development showed stronger associations, suggesting that resilience, collaboration, reflective practice, and continuous learning are especially important for efficient classroom functioning. These findings are consistent with studies indicating that when educators flexibly adjust strategies to meet diverse learners' needs and respond effectively to changing classroom situations, their teaching performance improves significantly (Andres et al., 2021). Overall, stress management skills appear foundational to maintaining classroom efficiency, supporting learning outcomes, and sustaining productive teaching environments.

4. Conclusion & Recommendations

The study concluded that the public elementary school teachers in the Danao City Division generally possessed very high stress management skills and very high perceived classroom efficiency. Most respondents were female, held Teacher III positions, managed class sizes within an optimal range, and were assigned near their residences, suggesting that class size and distance of school assignment were not major stressors. However, healthy lifestyle practices emerged as an area for improvement despite the overall very high rating in stress management skills. The very high perceived classroom efficiency may be attributed partly to the self-rating survey method, although the results also indicate teachers' confidence in performing their duties effectively. Overall, the findings confirmed that self-awareness, emotional regulation, time management, healthy lifestyle practices, coping strategies, social support and communication, and professional development were significantly related to teachers' classroom efficiency.

The study recommended that schools conduct in-service training on stress management during mid-year and year-end sessions, especially because many teachers had not attended relevant seminars. These activities should be gender-sensitive, considering that most respondents were female, and should be aligned with DepEd Order 74, s. 2024, the "Inclusion and Promotion of Mental Health in all DepEd Events and Programs." Schools should also implement regular wellness activities, including guided physical exercise, sleep hygiene workshops, nutrition education, and stress-awareness seminars to strengthen healthy habits and prevent unmanaged occupational stress. Since teachers demonstrated very high classroom efficiency, schools and DepEd administrators should sustain and enhance instructional planning and delivery, classroom management, schedule management, assessment and feedback, student engagement and motivation, adaptability and differentiation, use of technology and resources, and professionalism and reflective practice. The study further recommended adopting the "Stress Reduction for Maximum Classroom Effectiveness and Enhancement Plan" to promote teacher well-being, professional growth, instructional competence, and a less stressful work environment.

The provided conclusion and recommendation section did not explicitly state formal limitations of the study. However, it identified directions for further research on occupational stress management skills and classroom efficiency, the influence of teachers' stress management skills on learner performance, stress management practices as predictors of literacy and numeracy competency, the association between stress management skills and job satisfaction, and phenomenological inquiry into public school teachers' lived experiences of stress management skills and classroom efficiency.

Compliance with ethical standards

This study was conducted in accordance with institutional ethical standards and relevant research protocols, with approval and permission secured from the appropriate school authorities before data collection. Participation of public elementary school teachers in the Danao City Division was voluntary, and respondents were properly informed about the purpose of the study before giving their consent. All information gathered was treated with strict confidentiality and handled in compliance with the Data Privacy Act of 2012, ensuring that respondents' identities and responses were protected. The author declares no conflict of interest in the conduct of the study and acknowledges the support of the research adviser, panel members, school officials, and teacher-respondents. Copyright ownership of the research remains with the author, subject to institutional policies and applicable academic publication guidelines.

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