



Work-related stressors of secondary school teachers: Basis for developing a stress management program

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ABSTRACT

This descriptive action research aimed to determine the work-related stressors of secondary school teachers' experience, particularly in the school. Based on the gathered data, it is evident that the majority of secondary school teachers have to adjust to the evolving way of teaching. The hybrid approach to teaching and learning (face-to-face and online) takes a toll on teachers' preparation. Utilizing several tools and platforms and incorporating various techniques to engage learners has caused teachers to spend significant time and resources in preparation. On top of it, the additional clerical and administrative tasks have caused the secondary school teachers to be exhausted and under pressure daily. Adapted survey questionnaires were administered to assess the respondents' stressors, particularly at school. There was a total of eighty-four (84) purposely selected secondary school teachers/faculty members. Furthermore, a five-point Likert scale was employed to determine the respondents' results, eventually leading to data interpretation using descriptive ratings. On the other hand, Cronbach Alpha was used to check the internal validity of the surveys with a result of .87 for the first part of the questionnaires (work-related stressors experienced) and .94 for the second part (extent effect of work-related stress) which are both acceptable. The results reveal that secondary school teachers' main causes of stress were multitasking at work with a mean of ($M=3.97$) followed by tedious tasks at work with a mean of ($M=3.44$). Negative stress has caused a tremendous burden on school teachers. According to respondents, the emotional aspect requires immediate attention to reduce stress. This aspect receives the highest response of 45% followed by the physiological aspect at 24%. Primary consideration is given to the conduct of action research to determine whether secondary school teachers are emotionally, mentally, and physically in excellent health. The findings led to the development of a stress management program (SMP) specifically designed for secondary school teachers.

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INTRODUCTION

Teaching is the noblest profession since it produces all the experts in the world. Without educators, no knowledge can be delivered or transferred. The study of (Clipa, 2017) suggests that being an educator is one of the most rewarding nevertheless sometimes demanding occupations (pp. 120-128). Modern investigation has shown that teaching tension is greater than stress from other jobs making teaching the most stressful occupation. Teachers' emotions can have an impact on their student's well-being. As the students' weariness increases, so do their acceptance and encouragement, as well as their outcomes too. (Maya et al., 2016) state that as a result of all of this occurring in the classroom, teachers develop a negative mindset and become inefficient, resulting in educational failure. (Ventayen, 2021) recommends that for the educational system to improve, healthy teachers are required in the classroom.

Meanwhile, (Harshana PVS et al., 2018) defined stress as the uncertain reaction of the physical human body to any pressure put onto it" Positive stress can foster biopsychosocial health and functioning. Moreover, helpful stress is also believed to play a part in inspiration, adjustment, and response to the neighboring environment. On the other hand (Harmsen et al., 2018) connote those high extents of stress may cause biological, psychological, and social complications, as well as severe injury to people. Furthermore, high quantities of stress produce negative outcomes, comprising achievements, uncommitted, incitement, and appalling classroom teaching excellence. As a result, stress appears to be widespread among all teachers working at all levels in various institutions (Waqar et al., 2016). Additionally, (Ventayen, 2021) study says that academic workload should also be controlled in order for teachers to be as productive as possible.

Today's teachers are under a lot of anxiety according to (Al Lily et al., 2020) alongside high-stakes challenges and schools' loads for high-quality teacher/student performance, educators experience numerous traces of stress. The impacts of stress are not only deleterious to the particular teacher but likewise to the teacher's students and the learning atmosphere as well. It is imperative in the 21st Century to invest in quality education and evaluate whether students have mastered the skills taught and whether they have acquired the necessary skills (UNESCO Report, 2015). The evident negative result on the school environment results in poor learning performance, both academically and behaviorally (European Union Monitoring Report, 2013). The nature and severity of these concerns underscore the need for initiatives aimed to alleviate stress among secondary school teachers. Additionally, Teachers and teaching activities could be affected long-term by the COVID-19 pandemic (Holmes et al., 2020), as well as children and adolescents. We might be better equipped to put in place the necessary support structures if we consider how teachers are dealing with the return to school during this pandemic (Dalton et al., 2020; Holmes et al., 2020; Wang et al., 2020). Hence, the current study targets to conclude the stressors experienced by secondary school teachers and to focus on the most critical component of stress that requires immediate attention. These will be the most important factors to consider when creating a stress management program.

Statement of the Problem

The study is designed to answer the following questions:

1. What work-related stressors are commonly encountered by secondary school teachers?
2. What is the level of stress manifestation in the workplace as identified by the respondents in terms of:
 - 2.1 Tedious Tasks;
 - 2.2 Work Overload;
 - 2.3 Impending deadlines;
 - 2.4 Multitasking at work;
 - 2.5 Unjustified work assignment?
3. To what extent are the effects of work-related stress on the secondary school teachers' performance be made basis in proposing the stress management program specifically designed for the secondary school teachers?

OBJECTIVES OF THE STUDY

In this study the researchers aim to do the following:

1. To identify the work-related stressors at work among secondary school teachers.
2. To point out the level of stress manifestation in the workplace as identified by the respondents in terms of tedious tasks, work overload, impending deadlines, multitasking at work, and unjustified work assignments.
3. To know the extent effect of work-related stress on teachers' performance and to develop a stress management program specifically designed for secondary school teachers.

SIGNIFICANCE OF THE STUDY

This study will be beneficial to secondary school teachers, as well as to educators who have experienced recurring stress at work.

The study is limited to the following:

1. Secondary teachers have purposely been selected for this particular study.
2. Only eighty-four (84) respondents were able to answer the questionnaires given with the use of Google Forms.

REVIEW OF RELATED LITERATURE/ RELATED STUDY

Teaching-related stress is referred to as "the teachers facing adverse reactions including pressure, defeat, anxiety, anger, and misery as a result of several training phases (Sandilos et al., 2018), as "several additional features of the school setting that embodies a threat to the educator" (Fitzgerald, 2015), or as a trained exhaustion occurrence (Cozolino, 2017). It is well known that stressful job has a negative influence on teachers' general physical health, job contentment, work performance, and dedication (Waqar et al., 2016). The tedious task at work, work overload, impending deadlines, multitasking, and unjustified work assignments are some of the commonly connected job stressors that teachers face.

Stress can be defined as positive and negative stress. Positive stress examples are the approaching vacations, wedding ceremonies, expecting moms, and other exciting events that cause a person's emotions to become thrilled. This kind of stress is called eustress. On the other hand, negative stress is called distress, where its negative effect will produce loss of productivity, health problems, and exhaustion. This is according to the study done by (Smith, M., 2021) from the health guide on how to manage stress.

Identified stressors at work. Being a teacher is both a rewarding and challenging profession (Clipa, 2017). Monitoring stress at work is thus one of the fundamental situations for an educator to achieve. Teachers' usual activities at work may cause stressors that may affect their performance. Such stressors are identified as follows:

- 1.) tedious tasks, 2. work overload, 3. impending deadlines, 4. multitasking, 5. unjustified work assignment.

These stressors imply to hamper teachers' productivity and effectiveness. The *tedious tasks* can be defined as boring or rather frustrating. Concurring to the media, educators are facing an uncontrollable volume of planning, marking, clerical duties, and non-teaching assignments. The load was "one of the major threats" to teacher recruitment and retention, this is conferring to The State of Technology in Education Statement (2018/19) UK&I edition. *Multitasking* occurs when someone attempts to execute multiple tasks together or switch. Different activity to the next, or complete two or more tasks in quick succession. Being able to multitask in the workplace thought as efficient, but according to research published in the Paper of Experimental Psychology: Human Perception and Performance (Vol. 27, No. 4), multitasking is less effective since this needs spare time to turn intellectual mechanisms each moment an individual shift between tasks. In addition, *impending deadlines*, and *unjustified work assignments* are part of the identified work stressors.

Furthermore, In the past years, education is becoming more thought-provoking as a vocation: additional administration, more paperwork, and unrulier classes. Educators have many things in thought, their responsiveness is allocated to countless responsibilities, thus, educators reflect through multiple considerations in educating schoolchildren who lack enthusiasm, upholding restraint in the teaching space, defying wide-ranging time stresses and job loads, being uncovered to an enormous quantity of adjustment, being assessed by others, having thought-provoking connections by coworkers, management, and organization, and being uncovered to a commonly unfortunate working situation, substandard working situations, the vagueness in the educator's part, pitiable relations with coworkers, learners, and supervisors, and career uncertainty. Educators have uncovered many causes of stress (Hasan, 2015).

As a consequence of extreme volumes of administrative tasks, at the same time educating students, educators trade off the recreation they desire and most probably equate to pressure established on the research shown in Saudi (Tahseen, 2015). In Sweden, education affirmed high stages of related-pressure signs, fatigue paralleled to other occupations. Nine out of ten educators identified encountered tasks as illogical (Jendle et al., 2017).

It is apparent that workload is one of the aspects resulting in stress among educators that originates from condensed tangible and inner vigor (Malik, 2019). Aspects of the source of fatigue can contain a prolonged duration of the training and conducive environments where the workplace fails to deliver (Demirel et al., 2015).

The majority of the educators experience pressure because of their job load, as they plan instructions, establish activities, improve syllabus, manage extra-curricular events, manage periods, deliver evidence, uphold discipline, provide cover for teacher absences and deficiencies, preserve registers, manage assigned schedule, assess, evaluate learners' output, furthermore, students' enthusiasm in participating in the assigned activities (Desouky et al., 2017).

What's more, countless studies have found that there are many bases of educators' anxiety and difficulties such as teaching unenthusiastic learners, upholding correction, time pressures and quantity of work, handling challenges, tasks to be assessed by colleagues, building relationships with co-workers, maintaining excellence, fostering a positive relationship with the leadership, struggles, and uncertainty, lack of infrastructure that promotes good working condition. Contending demands of countless assignment outcomes in deprivation of the expected outcome (Alkahtani et al., 2016).

The challenge in the education section is a global occurrence that adversely influences educators and the value of learning as a whole. Probable significance at educator tension somehow condensed in educator's personal-ability, lesser work fulfillment, substandard obligation, in addition to that, sophisticated stages of exhaustion (Skaalvik et al., 2016). More educators choose another vocation because of work environments in addition to other causes, such as wages (Tehseen et al., 2015).

Aspects of stress. As stated by Friedman, W. J., Ph.D. on Kinds of Stress and Their Symptoms; Specified that work-related stress has been related as a reason in 95% of all physical illnesses' development, it is imperative that an effective and holistic stress management program should be developed to address this looming issue. This stress management program should begin with identifying five certain varieties of stress affecting secondary school teachers and how these stressors (that is, what demands a change from them) are exhibited or revealed in the workplace. Certain changes are visible and happening on a daily basis such as the immediate decision of changing the classes from face-to-face to online due to new restrictions being implemented in consideration of the pandemic. At times when the assessment is already set for all students, then sudden changes must be made as the covid-19 emerges in different forms. These kinds of changes are what the majority of secondary school teachers must adjust and adapt to in a short span of time. Apparently, these educators wear many hats, they are also parents, husbands/wives, and brothers/sisters who also serve in different communities where they belong.

As cited in Trivieri, Jr, L., (1993) his study affirmed that persistent pressure may equate to repressing immunity and amplified proneness to infections, and invulnerability to sickness or cancer. Emotional stress can also cause distress in grown-related disproportions of the body's defenses that foster interference with the body's natural resistance to sickness. Prolonged exposure to stress weakens the immune system. Once this happens, many possibilities of physical illness can occur. This is the reason why many health experts suggest giving importance to leisure or breaks, in that way the physical body can re-adjust to the pressure. More companies now, even hospital employees, have considered the integration of physical activities as part of their yearly plan to improve the employee's overall well-being. Much more in the school where the teachers spend most of their time, standing, sitting, talking, and monitoring the students. Some schools managed to have mini-Olympics, where the participants are the teachers. This way, the educators can have the time to shift their mental state from being occupied with so many deliverables to having a time out from the usual tasks.

Furthermore, stress was categorized into five aspects, such as cognitive, emotional, behavioral, psychological, and social stress. This is based on Trivieri, Jr, L., (1993) in his study about behavioral and cognitive strategies. He defined these aspects and broke them down into specific experiences. Henceforward, cognitive is defined as having anxious feelings, frightful expectations, reduced attention, and short-term memory issues. The emotional aspect is when the person is suffering from thoughts of pressure, petulance, anxiety, incapacity to loosen up, and unhappiness. In the behavioral aspect, a person is experiencing deterring assigned work; difficulty resting; having trouble completing scheduled activities; fidgeting; quivers; anxious expression; clasp hands; tearfulness; variations in consumption of liquor or puffing activities. In the Physiological aspect, the person may suffer from, inflexible in other words, stressed physiques, crunching incisors, perspiring, pressure nuisances, faded moods, clogging sensation, trouble in absorbing, heartburn, nausea, inability to excrement, occurrence and insistence micturate, tiredness, trembling or trembles, heaviness. And lastly, the social aspect is when the person is experiencing feeling stressed, they prefer to talk to someone. Others tend to exclude themselves from the crown. Similarly, people under stress prefer to be alone, and their relationships with others are seriously affected.

Moreover, inappropriately or incompetently managed stress typically takes a toll on a person's physical well-being. When stress-related thoughts, temperaments, and reactions are pressed on a person's physical body, the output and efficacy at work are disturbed. For this reason, secondary school teachers' productivity is also affected. This is visible in how the secondary school teachers' teaching and learning are executed in the class. When the teacher is ineffective, students' engagement and interest in the subject are also affected. In this case, the purpose of teaching and learning is clearly defeated. Therefore, a mentally, emotionally, psychologically, and socially stable educator is a must in the classroom.

MATERIALS AND METHODS

In carrying out this action research, the descriptive qualitative method was utilized in order to observe teachers' current conditions, particularly at the secondary level. In attaining this, a survey questionnaire via google forms was used.

Participants and/or other Sources of Data and Information

The researcher employed a purposive sampling design. Table 1 presents the subject of the study. A total of eighty-four (84) respondents from the secondary level of teachers/faculty members from different schools were purposely selected; This is the researcher's preferred population. This study quantifies the critical theorem in Mathematics which states that any number from thirty (30) and above can approximate normality (Lafontaine, 2015).

Table 1. The Secondary School Teachers Respondents

Gender	Actual No of Respondents	Percentage
Male	16	20.4

Female	68	79.6
Total	84	100

Table 1 indicates the number of respondents, 16 male, and 68 females with a total of 84. This only demonstrates that the purposely selected participants are females, thus the majority of the results were derived from them. These numbers are reasonable enough to know the pulse of the secondary school teachers pertaining to work-related stress they are experiencing in the workplace.

Internal Consistency

For the purpose of validating the items in the questionnaires which represent their credibility, Cronbach’s Alpha coefficient was utilized. The results show that the causes of stress are at .87 and the extent of the effect of stress is at .94, both are acceptable. Upon the completion of the survey questionnaires, the collected data were evaluated and analyzed.

RESULTS OF THE STUDY

Commonly Encountered Stressors
Table 2 – The Commonly encountered work-related stressors of the respondents

Questions	Mean	Result Description
1. I often experienced Tedious Tasks at work.	3.44	Moderate
2. I often experienced Work Overload.	3.33	Moderate
3. I often experienced Impending Deadlines.	3.29	Moderate
4. I often experienced Multitasking at work.	3.97	Severe
5. I often experienced Unjustified Work Assignment.	3	Moderate
n=84		

Legend: The Likert-type scaling 4.5 – 5.00 Extremely Severe; 3.50 – 4.49 Severe; 2.50 – 3.49 Moderate; 1.50 – 2.49 Mild; 1.00 – 1.49 Normal

The results shown in Table 2 exhibit the commonly encountered stressors of the respondents. The mean obtained of the identified stressors is clearly classified from severe to moderate. It is acknowledged that the main cause of stress using the 5-point Likert scale was pinpointed as multitasking at work. It is evident that even in other fields, multitasking is part of daily experiences. However, when this stressor is happening more often, particularly at the secondary level, pressure may equate to repressing immunity and amplified proneness to infections, and invulnerability to sickness or cancer as asserted by Trivieri, Jr. L., (1993). In the long run, it will possibly affect the educator’s overall effectiveness. Another stressor that is commonly encountered is tedious task work, which receives second to the highest rank. Repetitive tasks such as follow-up of the students, remedial classes, checking of attendance, preparing lessons using different instructional platforms, etc. Thus, these tedious tasks are required for the secondary school teacher to be effective and engage the students in the class. Moreover, work overload comes on the third spot such as administrative tasks, checking of students’ height, weight, etc. along with this, the secondary school teacher is required to follow up with them with their students. Impending deadlines receive the fourth spot, and lastly unjustified work assignments.

Meanwhile, the overall mean showed that multitasking at work garnered the highest total of (M=3.97). According to the verbal interpretation, the respondents experienced severe multitasking at work. The capacity to execute multitasking at work is considered competence. However, As cited in the study by Levy, et al., (2001) signifies that being able to multitask is inefficient since ample time is required to turn intellectual mechanisms to shift

between assigned tasks. Multitasking at work would cause ineffectual outcomes for both educators and students. When secondary school teachers cannot specify their priorities, most likely, their productivity is also affected.

Finally, as an educator, it is evident that indeed multitasking is needed to perform and complete teaching and learning in the prescribed manner. This phenomenon is considered to be an occurrence in the lives of educators, as they go along with the teaching and learning it is crucial then that the focus of attention must be on the educator’s well-being to lessen the stress experienced. Furthermore, the rest of the work-related stressors receive a moderate response.

Extent Effect of Work-Related Stress
Table 3 – The Extent of the effect of work-related stress on the respondents

Questions:	Weighted Mean	Result Description
1. I start doing one thing and get distracted into doing something else.	3.1	Severe
2. I have trouble making up my mind.	2.75	Moderate
3. I lose my temper and regret it.	2.52	Moderate
4. I find myself having trouble with concentration and memory.	2.69	Moderate
5. I feel irritated easily.	2.66	Moderate
6. I always feel overwhelmed dread or fear.	2.51	Moderate
7. I am decreasing my efficiency and effectiveness.	2.51	Moderate
8. I have difficulty communicating.	2.34	Mild
9. I am always irritable, with frequent outbursts of anger, and always an argumentative stance.	2.27	Mild
10. I feel changes in my sleeping patterns.	2.82	Moderate
11. I found it hard to wind down.	2.47	Mild
12. I tend to overreact to situations.	2.36	Mild
13. I felt that I was using a lot of nervous energy.	2.53	Moderate
14. I found myself agitated.	2.36	Mild
15. I skip meals. I just get so busy, I forget to eat, or I don't get around to it until I'm starving.	2.52	Moderate
Overall Weighted Mean	2.56	Moderate
n=84		

Legend: The Likert-type scaling 4.5 - 5.00 Extremely Severe; 3.50 - 4.49 Severe; 2.50 - 3.49 Moderate; 1.50 - 2.49 Mild; 1.00 - 1.49 Normal

Table 3 shows the results of extent experienced work-related stress was experienced by the respondents. The respondents asserted that the fifteen (15) questionnaires given comprised five (5) aspects categorized as cognitive, emotional, behavioral, psychological, and social aspects; in question number 1, the respondents attest that majority of respondents start doing one thing and get distracted into doing something else. This particular question is under the cognitive aspect. It simply means that being able to multitask at work is a phenomenon that needs to be acknowledged and should be given importance. Especially when the task is not related to the teacher's job role. This particular question receives the highest weighted mean of (M=3.1) interpreted as severe. This affirms the first results indeed

imply that the secondary teachers succumbed to multitasking at work, which is experienced multiple times on a daily basis.

The second to the highest result falls on question no ten (10) which states that I feel changes in my sleeping patterns. Constantly it will happen when secondary school teachers aren't able to complete their tasks in the workplace due to multiple workloads. Usually, secondary school teachers must prepare their lessons ahead of time, on top of that, they have to plan how to engage their students during lectures. This preparation requires ample time, such as studying the learning platforms, especially now that most educators are having diverse types of learning. As some students are coming to school and some are online. Preparations for these learnings vary depending on students' levels and types of learning. Furthermore, in question number two (2) I have trouble making up my mind to receive the third spot. In Sweden, some educators affirmed nine out of ten educators identified encountered tasks as illogical (Jendle et al., 2017).

Although the overall weighted mean (M=2.56) falls on moderate when measuring the respondents' total experienced stress at work. The rest of the questionnaires garner moderate results a total of nine (9) and mild a total of five (5). Only one question receives the highest mean which is question number one (1). Although the overall experienced extent stress of the respondents received a result of 2.56, interpreted as moderate.

The baseline for developing a Stress Management Program (SMP)
Table 4 – The Aspects of stress that needs immediate attention

Questions	Count	Percentage %
1. Cognitive Aspect - E.g. Anxious feelings, fearful expectation, poor attention, difficulty with remembrance.	9	11%
2. Emotional Aspect - E.g. Feelings of pressure, petulance, restlessness, anxieties, incapacity to relax, unhappiness.	38	45%
3. Behavioral Aspect- E.g. Averting of tasks; sleep difficulties; difficulty in finishing work tasks; fidgeting; quivers; anxious face; claspng fists; tearful; variations in drinking, consumption, or smoking activities.	10	12%
4. Physiological Aspect - E.g. Inflexible in other words, stressed physiques, crunching incisors, perspiring, pressure nuisances, faded moods, clogging sensation, trouble in absorbing, heartburn, nausea, in ability to excrement, occurrence and insistence micturate, tiredness, trembling or trembles, heaviness.	20	24%
5. Social Aspect - when feeling stress, they prefer to talk to someone. Other, tend to exclude themselves from the crown. Similarly, people under stress prefers to be alone, their relationship to others are seriously affected.	7	8%
Total	84	100%

Table 4 represents the respondents' results on the aspect of stress that needed immediate attention. The emotional aspects garner a total percentage of 45% which is the highest among other aspects. The response to pressure includes restlessness, incapacity to relax, and unhappiness. When the teachers are tasked to juggle multiple works, the level of effectiveness and efficiency will be affected. This was also proven by many researchers who studied stress among educators. According to (Ventayen, 2021), The educational load must also be measured in order for educators to be dynamic as much as possible. Furthermore, the physiological aspect receives a 24% which is the second-highest among other aspects, teachers experience uncompromising in other words, stressed physiques,

crunching incisors, sweating, pressure nuisances, faded moods, clogging sensation, trouble in absorbing, heartburn, nausea, inability to excrement, occurrence and insistence micturate, tiredness, trembling or trembles, heaviness.

This is possible when the educators are doing multiple tasks at the same time. Additionally, the cognitive aspect is at 11% and the social aspect received only 8%. These results show that the emotional and physiological aspects must be given high priority in developing a Stress Management Program specifically designed for secondary school teachers.

Action Plan

Primary Objective

The Stress Management Program (SMP) will attempt to lessen the experienced work-related stress of the secondary school teachers at work. The program shall encourage awareness of positive health behaviors, and encourage teachers to willingly embrace improved behaviors, this is also to provide breaks, and to foster a positive lifestyle change. Although there are general activities to lessen stress at work, such as walking, practicing positive talk, meditation, creating artwork, eating a balanced diet, regular exercise, and alike.

Thus, this particular Stress Management Program is aimed to embed into teachers' usual activities at work.

Table 5 - Stress Management Program (SMP) designed for Secondary School Teachers

SMP/Activities/Section	Processes/Monitoring	Timeline/Reporting	Expected Outcome
Place to unwind Quite Time Room Place to listen to music Recreation Area Such as: Darts Area Table Tennis Badminton Area Swimming Pool Massage Chair	The secondary school teachers in particular will be given a Stress Management Program (SMP) plan. They can choose activities to do in a week. A maximum of 3 activities can be done in a week. This SMP Plan will be monitored by SMP in charge or personnel who is assigned per section/department.	2 – 3x a week per activity Monthly basis	At the end of the month, The SMP will report that secondary school teachers improved their ability to manage tasks effectively and efficiently. There's improvement in their awareness of positive health conduct ad have adopted healthier behaviors. There's a substantial development in their emotional well-being and ability to cope and deal with stress in a daily basis. There's an enhancement in their overall health states that can be seen on their annual physical examination outcomes.
Cafeteria Offers healthy food/ snacks	SMP in charge shall record secondary school teachers' overall weight, height, and BMI.	Daily basis Monthly basis	ST's physical condition will improve, those who are overweight, and

	<p>Secondary school teachers will be given a selection of healthy food to consume on a daily basis.</p> <p>It's either from their own houses or from the school cafeteria.</p> <p>SMP in charge will monitor secondary school teachers' food intake.</p>		<p>underweight, changes will be seen from the time secondary school teachers started the program.</p>
<p>A place to release</p> <p>Secondary School teachers Own Counselor</p>	<p>Secondary school teachers must visit the counselor's office 1-2x a week.</p> <p>SMP in charge shall monitor secondary school teachers visit.</p>	<p>One to two times a week</p> <p>Monthly basis</p>	<p>ST's are expected to be emotionally stable.</p> <p>There's improvement in class management, and critical thinking is visible in decision-making and challenging scenarios.</p>
<p>Professional Development/Team Building</p> <p>A Special Professional Development/Team Building for secondary school teachers.</p>	<p>A special Professional Development/Team Building will be launched only for STs.</p> <p>There's a specific program to address issues at work, such as new updates, camaraderie, and other important aspects to improve their special skills.</p> <p>SMP in- charge shall plan the Professional Development/ team building activity</p>	<p>Quarterly</p>	<p>Performance at work and mastery of the subject is more apparent</p>
<p>Best STs of the Month</p> <p>A special program to be given to the secondary school teachers.</p>	<p>To increase self-esteem, catch them when they do something good.</p> <p>SMP in charge will prepare criteria to select the Best secondary school teachers on a monthly basis.</p> <p>Selected secondary school teachers shall receive a certificate and special token.</p>	<p>Once a month</p>	<p>ST's overall performance will improve</p>

Legend: Secondary Teachers – (ST), Stress Management Program (SMP)

Table 5 embodies the stress management program designed for secondary school teachers. There are five (5) proposed activities that will address the inevitable work-related stress encountered by secondary school teachers, comprises of four components such as the SMP/Activities/Section, Process/Monitoring, Timeline/Reporting, and Expected Outcome.

The first SMP/Activities/Section is set for a recreation area or a place to unwind. The school administrators will provide a place for the secondary school teachers to exercise time out within the work schedule at school. The secondary school teachers will be tasked to have at least two to three times a week allotted for any chosen activity. This is to foster a new habit for secondary school teachers, which is to improve their overall well-being.

The second activity is to monitor and offer the secondary school teachers healthy food selection within the school vicinity. Healthy food can help boost teachers' mood and physical well-being. Numerous studies asserted that keeping an equalized gut due to a steady diet can fight against emotional imbalance. Keeping a stringent healthy food intake can boost the feeling of happiness and a healthy mindset.

Furthermore, the third activity of SMP is for secondary school teachers to have their counselors. Secondary school teachers must have a scheduled time to visit the assigned counselor at least one to two times a week. This is to guarantee that the secondary school teachers shall have someone to talk to about their mental well-being. It is necessary that the secondary school teachers would have a place to vent out all their frustrations and other matters that may disturb them mentally, emotionally, and socially, finding a sincerely good listener is crucial.

Moving forward, the fourth activity of SMP is for Professional Development/Team Building specifically designed for secondary school teachers. With the abrupt and fast-moving technological advancement, educators must be the first to implement or discover innovation and research. Through educators, where the vessels of knowledge come from; therefore, robust professional development must be given at least on a quarterly basis or as needed. With the recent updates, needed upskills training for a more thorough and in-depth training can support the secondary school teachers' mastery of their own specialization.

Finally, the fifth activity of SMP is to recognize teachers' efforts. There will be a monthly best teacher to be awarded in front of other educators. The criteria will be set by the SMPs personnel. When teachers are awarded, this will give them the motivation to perform up to their maximum potential. Anyone whose work is acknowledged publicly becomes more able and motivated to exert effort in whatever they do. As it is more effective to *criticize* in public and *praise* in public.

These five activities are aimed to address the five aspects of work-related stress mentioned in the previous discussion. As a matter of fact, when the well-being of secondary school teachers is taken good care of, a positive result is expected. A mentally, and emotionally healthy educator can influence and produce students, whose interest in learning is to level up. It is true that we cannot give on what we don't have, similarly to the educators, when the teachers are stressed, it will only reflect in their teaching, if the teachers are unmotivated, they will just do the task just to get by.

However, an excellent outcome can be expected once the secondary school teachers are empowered, nurtured, and trained holistically; mentally, emotionally, physiologically, and socially. School administrators should prioritize investing in the overall well-being of their educators.

This will create a positive ripple effect (domino effect) on the educators' overall well-being, first in their personal well-being, the family they represent, and in turn in society as a whole.

CONCLUSION

Based on the outcomes of the study, the following conclusions were drawn;

- The most common stressors encountered by secondary school teachers at school include having tedious tasks, getting work overload so many impending deadlines, having to multitask at work, and sometimes unjustified work assignments. These identified work stressors are commonly encountered daily by the secondary school teacher.
- Multitasking at work is the top stressor cited by the respondents, along with tedious tasks. Due to the pandemic's nature, it is undeniable that everyone's daily work activities have become stressful since it began two years ago. These changes have had a significant impact on secondary school teachers. Having to prepare the learning tools needed for both face-to-face and online teaching has caused work overload for secondary school teachers, as they also have administrative tasks besides teaching; these administrative tasks demand

immediate deadlines, which is second to the last stressors faced by secondary school teachers. It clearly shows that educators must be given a life balance, and justified work assignment especially at the secondary level. In the long run, prolonged exposure to stress would cause health problems.

- The extent of the effects of work-related stress on secondary school teachers is not that observable, as most of the questionnaires have moderate results except for the questions related to multitasking. Additionally, secondary school teachers are expected to learn diverse teaching skills, as this reduces the stress experienced at work due to tedious tasks and multitasking. Also, when educators are adept enough with the use of technology and other challenging learning platforms, the amount of stress they experience will be reduced. Secondary school teachers can adapt to the abrupt changes with training, mastery of the subject, and the use of technology. They must do this for themselves and their students.
- It is, therefore, imperative to develop a stress management program specifically designed for secondary school teachers. The emotional aspects were carefully examined to determine the possible impact of stress specifically on secondary school teachers. As part of this study, the researchers had perceived the stressors that respondents encountered particularly at school. Therefore, executing the action plan proposed by the researchers is necessary.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered for consideration:

- Conducting a pre-and post-test on the respondents will produce a more comprehensive outcome. The results may differ from the first time the respondents have answered the questionnaires, and after experiencing the stress management program. This is a must in order to attest the effectiveness of the proposed action plan intended for secondary school teachers.
- The adapted questionnaires must have at least 5 or more questions per aspect. This is to measure secondary school teachers holistically and specifically. Being stressed at work is inevitable, considering the demand for teaching and learning. Teachers in particular at the secondary level take a toll on their health facing different challenges. With this, it is important for the teachers to have a break in the middle of the week. Hence, a special program must be given to secondary school teachers in order to lower the stress experienced in the workplace.
- In light of a detailed analysis of the main causes of stress among secondary teachers, it is recommended that administrators implement proactive/preventative activities to enhance the teachers' experience at the school.
- Institutionalizing wellness in school by integrating it into the faculty programs can be considered to lessen the stress experienced by secondary school teachers.
- It is crucial to conduct action research focusing on secondary school teachers' experiences regarding stress at work. One of the primary goals is to ensure that secondary school teachers remain emotionally, mentally, and physically healthy. In order for secondary school teachers to be able to fulfill their passion for teaching holistically, multiple experienced stressors at work would cause negative stress on their health with long exposure.

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