



STRESS FACTORS AND ENDURANCE MECHANISM OF PUBLIC SECONDARY SCHOOL TEACHERS IN DAVAO CITY DIVISION

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ABSTRACT

This study examined the stress factors and endurance mechanisms of public secondary school teachers in the Davao City Division. Specifically, it determined the level of stress factors in terms of teacher workload, student discipline, time pressure, school policy, and interpersonal relationships, as well as the level of endurance mechanisms in terms of affirmations and introspections, relaxation, exercise, and social support system. It also investigated the relationship between stress factors and endurance mechanisms and identified which domains of stress significantly influenced teachers' coping strategies. A non-experimental quantitative research design using a descriptive-correlational method was employed. Data were collected from 201 public secondary school teachers in Davao City Division, which were selected from a population of 404. Standardized survey questionnaires were administered, and the data were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple regression analysis. Findings revealed that teachers experienced high levels of stress, particularly in workload, student discipline, time pressure, and school policy, while interpersonal relationships showed lower stress levels. Further, endurance mechanisms were generally high, with affirmations, introspection, and social support highly practiced, while relaxation and exercise were found moderately utilized. A significant positive relationship was found between most stress factors and endurance mechanisms. The multiple regression analysis showed that teacher workload and school policy significantly influenced coping strategies. It was recommended that school administrators enhance policies, reduce excessive workload, and strengthen support programs, while teachers adopt effective coping strategies to promote well-being and resilience in diverse and challenging educational environments across public secondary schools in the division.

KEYWORDS: *Davao City Division; endurance; mechanisms; public secondary school teachers; stress factor*

INTRODUCTION

Modern life offers countless conveniences, yet it also brings demands that place significant strain on both the body and mind. Stress has become a major concern in daily living, and work remains one of the most essential yet demanding aspects of life. Teaching is widely recognized as one of the most stressful professions, requiring not only instructional competence but also emotional resilience, adaptability, and strong interpersonal skills. Although it is considered a noble profession, educators face numerous stressors that affect their physical and psychological well-being. These challenges highlight the need for holistic strategies that promote physical and mental health to reduce burnout, enhance performance, and sustain motivation in daily tasks. Stress, as a general human experience, has also been increasingly recognized in both global and occupational contexts.

In the educational setting, teachers are continuously affected by both personal and institutional demands. International studies show that stress among teachers is a widespread concern, with variations across countries such as Singapore and Australia, where heavy workloads, administrative duties, curriculum changes, and classroom management issues contribute significantly to occupational stress. In the Philippines, the Department of Education (DepEd) has implemented various reforms such as the K to 12 program and other curriculum innovations aimed at improving education quality. However, these reforms have also increased teachers' workload, including paperwork, instructional adjustments, and performance pressures. In the Philippines, workplace stress among educators is influenced by various factors such as workload, job demands, and emotional pressures, which may affect teaching performance and well-being (Ventayen & Ventayen, 2022; Department of Education, 2020; Reyes & Bautista 2021). Teachers, therefore, are required not only to manage academic responsibilities but also to develop resilience strategies to maintain their well-being and teaching effectiveness (Vargas-Rubilar & Oros, 2021; Westphal et al., 2022).

At the local level, particularly in selected secondary schools in Davao City Division, teachers are similarly exposed to multiple stressors in their work environment. These include overloaded teaching assignments, administrative tasks, student discipline concerns, deadlines, and interpersonal challenges within the workplace. Many schools in this context also face socioeconomic difficulties such as poverty, unemployment, and family-related issues among learners, which further intensify teachers' responsibilities. These conditions contribute to heightened occupational stress that may affect teachers' ability to perform effectively and maintain personal well-being. Given these circumstances, this study seeks to examine the level of stress factors experienced by public secondary school teachers and their endurance mechanisms in managing occupational stress in the Davao City Division.

Substantive Gap. Teacher stress has been widely studied in relation to workload, administrative responsibilities, student behavior, and emotional exhaustion. Recent studies in the Philippines revealed that teachers commonly experience stress due to increasing



professional demands and institutional expectations. However, existing studies largely focus on measuring stress levels and coping strategies rather than deeply examining the endurance mechanisms that teachers develop through their lived experiences. In the context of public secondary school teachers in Davao City, there is still limited qualitative literature that explores how teachers personally interpret stress, sustain resilience, and maintain professional commitment amidst continuous educational pressures. Most available studies were conducted in broader regional settings or focused on stress resilience quantitatively, leaving insufficient contextualized understanding of the experiences of teachers within the Davao City Division. Thus, this study seeks to address the substantive gap by exploring the lived experiences, stress factors, and endurance mechanisms of public secondary school teachers in a localized educational context.

Methodological Gap. Most studies concerning teacher stress and coping mechanisms employed quantitative and descriptive-correlational research designs that relied heavily on surveys and statistical analysis. Although these approaches effectively determine the prevalence and relationships of stress-related variables, they often fail to capture the deeper emotions, meanings, and lived realities of teachers experiencing occupational stress. Only a few recent studies utilized qualitative phenomenological approaches to understand teachers' personal experiences and coping mechanisms, particularly within the Philippine educational setting. Moreover, limited qualitative inquiries have specifically focused on public secondary school teachers in Davao City, where contextual factors may shape unique stress experiences and endurance strategies. Therefore, this study addresses the methodological gap by employing a qualitative phenomenological design that allows participants to openly narrate their lived experiences, perceptions, and endurance mechanisms, leading to a richer and more contextualized understanding of teacher stress.

PURPOSE OF THE STUDY

The purpose of the study entitled "Stress Factors and Endurance Mechanism of Public Secondary School Teachers in Davao City Division" is to identify and examine the various stressors experienced by public secondary school teachers and determine the coping or endurance mechanisms they use in managing occupational stress. Teachers are often exposed to heavy workloads, classroom management concerns, administrative demands, limited resources, and work-life imbalance, all of which may affect their physical, emotional, and professional well-being. The study aims to understand how these stress factors influence teachers' performance, motivation, and overall effectiveness in delivering quality education. By assessing the extent and nature of stress among teachers, the research seeks to provide a clearer picture of the challenges faced by educators in the public school system.

Furthermore, the study intends to explore the endurance or coping mechanisms employed by teachers to overcome stress and maintain resilience in their profession. These mechanisms may include emotional regulation, social support, time management, spiritual practices, and positive coping strategies that help teachers remain productive despite workplace pressures. The findings of the study may serve as a basis for developing stress management programs, wellness initiatives, and institutional support systems that can enhance teachers' mental health and job satisfaction. Ultimately, the research hopes to contribute to the improvement of teachers' working conditions and promote a healthier and more supportive educational.

STATEMENT OF THE PROBLEM

The present study was designed to analyze the factors influencing stress of teachers and the endurance mechanisms they adopted. Specifically, this study aimed to answer the following research questions;

1. What is the level of stress factors of secondary teachers in Public School in Davao City Division in terms of:
 - 1.1 Teachers Workload
 - 1.2 Student Discipline
 - 1.3 Time Pressure
 - 1.4 School Policy
 - 1.5 Interpersonal Relationship?
2. What is the level of endurance mechanism of secondary public school teachers in terms of:
 - 2.1 Affirmation and Introspections
 - 2.2 Relaxation
 - 2.3 Exercise
 - 2.4 Social Support System?
3. Is there a relationship between the stress factors and endurance mechanisms of secondary teachers in Davao City Division?
4. Which domains of stress factors significantly influence the endurance mechanism of secondary public school teachers in Davao City?

METHODOLOGY

Presented in this chapter are the discussions of the research design, research subject, research instrument, data gathering procedure and the statistical treatment of data.

Research Design

This study used the non-experimental quantitative design utilizing correlation method. This method was used when the objectives described the status of the situation as it exists at the time of the study to explore the causes of particular phenomena. In correlation research, it involves collecting data in order to determine whether the degree of a relationship exists between two or more quantifiable variables (Salmons, 2023).



Quantitative research design is aimed at discovering how many people think, act or feel in a specific way. Quantitative method involves large sample sizes, concentrating on the quantity of responses, as opposed to gaining the more focused or emotional insight that is the aim of qualitative research. The standard format in quantitative design is for each respondent to be asked the same questions, which ensures that the entire data sample can be analyzed fairly. The data is supplied in a numerical format, and can be analyzed in a quantifiable way using statistical methods. Survey can, however, be tailored to branch off if the respondent answers in a certain way for instance people who are satisfied or dissatisfied with a service may be asked different questions subsequently.

Since the objective of the study was to find out the stress factors and endurance mechanisms among teachers, a descriptive - correlational survey method of research was used. Such method was employed because it involved description, recording, analysis, and interpretations of existing conditions.

Research Respondents

The respondents of this study consisted of 201 public secondary school teachers currently teaching in public secondary schools in the Davao City Division during the School Year 2025–2026. These respondents were selected from the total population of 404 teachers within the identified cluster. The study utilized simple random sampling to ensure that every teacher in the population had an equal chance of being selected as a participant. This method was employed to minimize bias and to obtain a representative sample of the population.

The sample size of 201 respondents was determined using Yamane’s Formula (1967), which is commonly used in research to calculate sample size from a finite population.

The computed sample size was approximately 201 respondents. A 5% margin of error was used in determining the sample size to ensure reliability and accuracy of the data gathered. Through random sampling, the researcher ensured that the selected respondents adequately represented the public secondary school teachers in the Davao City Division.

To ensure that the respondents of this study were qualified to participate in this study, the following inclusion criteria are set: a) all the participants must have at least a minimum of three to five (3-5) years of experience as secondary school teachers. b) the teacher participants will be chosen from the Cluster Three in Davao City Division 2025-2026 district's secondary school, without regard to their age, gender, or marital status and c) have undergone the annual DepEd capacity building trainings conducted before the opening of the school year.

Research Instrument

The researcher made use of a validated questionnaire which were obtained from published researches. The construction of the questionnaire was based on the various related literature and studies from various sources and references both foreign and local.

To gather the needed data, the researcher personally administered a self-constructed questionnaire. The questionnaire was formulated based on the ideas and insights taken from the different authorities as reflected in the related literature as well as suggestions and recommendations given by the panel members and the Dean of the graduate school of College of Rizal Memorial Colleges. The questionnaire was composed of two parts. Part one was intended to know the perceived level of stress of the teachers and part two was intended to find out the extent of coping mechanisms adapted by the teachers.

A five- point scale was used to evaluate the level of stress of the teachers with the qualitative verbal descriptions and numerical ratings (in parenthesis) of extremely stressful (5), very high stressful (4), high stressful (3), moderate stressful (2), low stressful (1) very low stressful

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very High	This means that the level of stress of teachers is always observed
3.40-4.19	High	This means that the level of stress of teachers is oftentimes observed.
2.60-3.39	Moderate	This means that the level of stress of teachers is sometimes observed.
1.80-2.59	Low	This means that the level of stress of teachers is rarely observed.
1.00-1.79	Very Low	This means that the level of stress of teachers is not observed.

To ensure there liability of the instrument on endurance mechanisms of the teachers a pilot test was conducted in another school not included in this study. Through calculating the value of Cronbach’s Alpha with the obtained values of .957. Hence, the Cronbach’s value of the construct meets the minimum reliability of 56 which means that the measures used are consistent enough for the study. In terms of instrument’s face validity, the items were modified to suit the purpose of this study and were validated by experts. The questionnaire was presented to the adviser for comments, corrections, and suggestions.



For the endurance mechanisms of the secondary school teachers, the five point scale was used:

Parameter Limits	Descriptive Equivalent	Description
4.20-5.0	Very high	The extent of use of endurance mechanisms is always practiced in all occasions.
3.40-4.19	High	The extent of use of endurance mechanisms is oftentimes practiced in most occasions.
2.60- 3.39	Moderate	The extent of use of endurance mechanisms is sometimes practiced in some occasions.
1.80- 2.59	Low	The extent of use of endurance mechanisms is rarely practiced.
1.0-1.79	Very Low	The extent of use of endurance mechanisms is not practiced.

Data Gathering Procedure

The manuscript was submitted to the ethics committee of the graduate school for scrutiny of the ethical standards set forth by the committee. The ethics certificate was issued on March 11, 2026. The researcher wrote a letter asking permission from the Dean of Graduate School to conduct this research study and endorsement issued on March 21, 2026. Upon the receipt of the letter from the Dean of the graduate school, the researcher secured a permit to conduct the study from the Schools Division Superintendent of Davao City and was approved on March 23, 2026. The same permit was presented to the concerned school principals and approval was given on March 30, 2026.

Upon approval of the permit to conduct the study by the school principals, the questionnaires were personally distributed to the teacher-participants of the study. The initial distribution was conducted on March 27, 2026, during which a copy of the approval letter from the Dean of the Graduate School addressed to the Schools Division Superintendent of Davao City was presented to the school heads. The certificates of appearance were then signed on March 30 and March 31, 2026, upon the retrieval of the completed questionnaires from the different schools.

The data were collated from the questionnaires distributed to the respondents of this study. It took some time for the researcher to collect all the necessary submitted questionnaire. Some of the submitted data were not complete, thus these were rejected. Despite the rejected and incomplete forms submitted, the total number of respondents still met the required number of participants to proceed with the statistical data analysis.

Data Analysis

The following statistical tools will be used in the analysis and interpretation of the responses in this study:

It used to determine the level of stress factors and endurance mechanisms of secondary school teachers in Davao City Division, 2025-2026. This was used to answer sub-problems 1 and 2. Standard deviation is a statistical measure that calculates the amount of variation or dispersion in a dataset, indicating how spread out data points are from the mean (average). A low standard deviation means values are clustered close to the mean, while a high standard deviation indicates a wider spread. This was used determine the level of stress factors and endurance mechanisms of secondary school teachers of Davao City Division, 2025- 2026. This was used to answer sub-problems 1 and 2.

Pearson Product Moment Correlation Coefficient (Pearson-r). This statistical tool used in determining the significant relationship between the level of stress factors and endurance mechanisms of secondary school teachers in Davao City Division, 2025- 2026. This was used to answer sub-problem 3.

Linear Regression. This was used to determine the significant influence of stress factors on the endurance mechanisms of secondary school teachers in Davao City Division, 2025-2026.

Ethical Consideration

The researcher quickly followed the required protocols that are considered standard guidelines for conducting the research study, adhering to the assessment criteria outlined in the study protocol, especially in handling the population and data. The questionnaire were handed in for additional review. Once the Ethics Committee approved, the researcher moved on to the next stage of the study.

Social Value. This study brings visibility to the actual experiences of secondary school teachers in Davao City, particularly regarding the stressors they face and the mechanisms they use to endure them. Teachers play a central role in shaping the academic, emotional, and moral development of students, yet their well-being is often overlooked. By identifying specific stress factors whether workload demands, administrative expectations, student behavior concerns, or resource limitations this research provides evidence that can guide school leaders and policymakers in designing responsive support systems. Understanding these realities at the local level ensures that interventions are contextualized, culturally sensitive, and aligned with the actual needs of teachers in the community.

Moreover, the study contributes to broader social development by promoting teacher well-being as a foundation for quality education. When teachers are supported and equipped with healthy coping and endurance mechanisms, they are more likely to remain motivated, effective, and committed to their profession. This has long-term implications for student achievement, school climate, and community stability. By advocating for programs that strengthen mental health support, peer collaboration, and



institutional care, the research encourages a culture that values educators not only as professionals but also as individuals. Ultimately, investing in teachers' resilience fosters a more sustainable educational system and strengthens the social fabric of Davao City.

Informed Consent. The researcher obtained the respondents' permission by asking them to provide written informed consent. They will receive thorough explanations about the study's objectives and be fully informed to ensure they understand the reasons for their participation, allowing them to decide whether or not to take part in the research. All the participants of this research shall be coming from Cluster 3 Secondary schools, Davao City. The participants will be informed that the study is purely academic and that the information gathered will be used solely for research purposes.

Vulnerability of Research Participants. The Cluster 3 Secondary Schools Teachers, Davao City will be the participants of the study. They are all of legal age and not considered highly vulnerable in the psychological aspect, so they are not considered vulnerable. The survey will be scheduled at the convenience of the participants, as emphasized by the researcher. The confidentiality of the disclosed information were protected by the researcher.

The secondary school teachers may experience subtle pressures related to hierarchy, performance evaluation, or job security that could influence their willingness to participate or to speak openly about stress factors. Discussing workplace stress, administrative challenges, or personal endurance mechanisms may also evoke emotional discomfort or fear of unintended disclosure. To address these vulnerabilities, the study ensures voluntary participation, strict confidentiality, anonymization of responses, and reassurance that no information will be shared with school administrators in identifiable form.

Privacy and Confidentiality. The study will abide by the regulations of the Data Privacy Act of 2012, ensuring that the participants' data cannot be linked back to them as the primary source of information, safeguarding their identities. Additionally, the researcher guaranteed that no personal information would be disclosed without the participants' consent. As a result, access to the data was restricted to the researcher exclusively.

In order to safeguard the confidentiality of the participants, I guaranteed that only the researcher has access to the survey results particularly those coming from Secondary Schools Teachers, Davao City.

Risk, Benefits and Safety. This study involves minimal risk to the participating secondary school teachers in Davao City, as it primarily requires them to share their experiences regarding stress factors and endurance mechanisms. Potential risks may include mild emotional discomfort when discussing challenging workplace situations or personal coping struggles. However, no physical risk is involved, and participants will not be exposed to any harmful procedures. To ensure safety, confidentiality and anonymity will be strictly maintained through the use of pseudonyms, secure storage of data, and restricted access to research materials. The benefits of the study include providing teachers with an opportunity to reflect on their experiences, contribute to knowledge that may inform supportive school policies, and potentially improve workplace conditions and well-being programs in their cluster.

Justice. In this study, the principle of justice is upheld by ensuring that the selection of secondary school teachers in Cluster 3, Davao City is fair, inclusive, and based solely on the relevance of their experiences to the research objectives. No participant would be chosen due to convenience, favoritism, or vulnerability, and all eligible teachers will be given an equal opportunity to participate regardless of age, gender, years of service, or subject specialization. The study also ensures that no group bears an unfair burden of participation, and that the potential benefits of the research such as improved understanding of teacher stress and the development of supportive interventions are intended to serve the entire teaching community within the cluster. By applying equitable recruitment procedures and safeguarding participants' rights, the research promotes fairness, respect, and equal treatment throughout the study.

Transparency. In this study, transparency is ensured by providing secondary school teacher-participants in Cluster 3, Davao City with clear, honest, and complete information about the research process from the outset. Participants were fully informed about the study's purpose, objectives, data collection methods, expected time commitment, and how the findings will be used and disseminated. They were also made aware of their rights, including voluntary participation, the option to withdraw at any stage, and the measures in place to protect their confidentiality and anonymity. Any potential risks or benefits will be openly communicated, and questions or concerns will be addressed promptly and respectfully. By maintaining open communication and avoiding any form of deception, the study fosters trust and ensures that participants are genuinely informed partners in the research process.

Qualification of the Researcher. The researcher is a graduate of Bachelor of Science in Secondary Education at Davao Vision Colleges Inc, on May 30, 2021. She also enhanced herself by attending various in-school and out of the school trainings from the Department of Education and other agencies involved in improving the quality of teaching of the teachers. The researcher is a candidate for the degree Master of Arts in Educational Management from the Rizal Memorial colleges, Davao City Graduate School.

Adequacy of Facilities. The participants who are from the cluster 3 Secondary Schools in Davao city was engaged in a favorable setting with abundant and accessible research materials. The study was conducted within the specified time frame. To ensure accurate data collection, the ratings of the participants will be carefully encoded. The analysis and results would be proficient and



consistent, serving as the primary measure of sufficiency. The essential tools for gathering and encoding interview results are readily available and operational throughout the duration of the research.

Community Involvement. Community involvement in this study is emphasized by distinguishing secondary school teachers in Davao City not merely as respondents but as active contributors to knowledge that directly impacts their professional community. Their participation provides context-specific insights into shared stressors and collective endurance strategies within their schools, allowing the research to reflect authentic experiences rooted in their local educational environment. By grounding the research in the realities of the teachers' community and aiming to return meaningful results that can guide positive change, the study promotes collaborative engagement and strengthens the connection between research and local educational development.

Results

The study examined the stress factors and endurance mechanisms of public secondary school teachers in the Davao City Division. Results showed that teachers experienced a **very high level of stress**, with **teacher workload** emerging as the most significant stressor, followed by **time pressure**, **school policy**, and **student discipline**, while **interpersonal relationships** were only moderately stressful. The findings indicate that excessive workload, overlapping responsibilities, policy demands, and classroom management challenges consistently contribute to teachers' occupational stress.

Regarding endurance mechanisms, teachers demonstrated a **high level of coping**, with **affirmations and introspections** being the most frequently utilized strategy, followed by **social support systems**, **relaxation**, and **exercise**. Teachers commonly relied on self-reflection, positive thinking, supportive workplace relationships, and stress-management practices to maintain resilience and emotional well-being.

Correlation analysis revealed a **significant relationship between stress factors and endurance mechanisms**, indicating that higher levels of stress were associated with greater use of coping strategies. Specifically, affirmations, introspections, and exercise were the most consistent endurance mechanisms across different stress domains.

Furthermore, multiple regression analysis showed that stress factors significantly influenced teachers' endurance mechanisms ($R^2 = 0.454$, $p < 0.001$). Teacher workload, student discipline, and school policy positively predicted coping behaviors, whereas time pressure and interpersonal relationship stress negatively affected teachers' ability to utilize endurance mechanisms. Overall, the findings suggest that teachers actively employ adaptive coping strategies to sustain resilience despite increasing occupational demands.

Summary

The findings of the study were summarized as follows:

1. The results indicated that the teacher workload recorded a category mean of 4.23, described as very high stressful. Student discipline obtained a mean of 3.86, which was high stressful. Time pressure showed a mean of 3.98, also very high stressful. Stress related to school policy registered a mean of 3.97, described as high stressful. Interpersonal relationships had a mean of 3.08, which was high stressful. The combined stress factors yielded a mean of 3.82, interpreted as high stressful.

2. In terms of endurance mechanisms, public secondary school teachers demonstrated a high overall level, with a mean of 3.73. Affirmations and introspections were most frequently practiced ($M = 4.40$, very high), followed by social support systems ($M = 3.99$, high) and relaxation strategies ($M = 3.40$, high). Exercise was practiced moderately ($M = 3.12$, moderate), which indicates less frequent engagement in physical activities. These results suggest that teachers actively employed a range of coping strategies to manage stress and maintain emotional balance and resilience in the workplace.

3. The results showed that several stress factors, such as teacher workload ($r = 0.362$, $p = 0.000$) and student discipline ($r = 0.374$, $p = 0.000$), were significantly related to endurance mechanisms like affirmations, introspections, and exercise. However, relaxation and social support did not show consistent significant correlations with most stress dimensions. Overall, the total stress factor was significantly associated with the overall endurance mechanism ($r = 0.505$, $p = 0.000$), indicating that higher stress prompted greater use of coping strategies.

4. The multiple regression analysis revealed that stress factors collectively had a significant influence on the endurance mechanisms of the respondents, with an R^2 of 0.454, which indicated that 45.4% of the variance in endurance mechanisms was explained by the stress factors. Teacher workload ($B = 0.305$, $p = 0.000$) and school policy ($B = 0.148$, $p = 0.000$) positively predicted the use of endurance strategies, which suggests that for every unit increase in workload or school policy demands, teachers tended to engage more in coping mechanisms. Conversely, time pressure ($B = -0.127$, $p = 0.000$) and interpersonal relationships ($B = -0.067$, $p = 0.041$) negatively influenced endurance mechanisms, which suggested that higher stress in these areas slightly reduced coping engagement. Student discipline also showed a positive but smaller effect ($B = 0.063$, $p = 0.023$). These results indicated that teachers' endurance strategies were dynamically influenced by specific stress domains, which highlighted the adaptive and responsive nature of coping in the workplace.

Conclusions

Based on the findings, the following conclusions are drawn:



1. Public secondary school teachers frequently experience high levels of stress in relation to teacher workload, student discipline, time pressure, and school policy, while interpersonal relationships are comparatively less stressful. The combined stress domains indicates that teachers often encounter occupational stress, which highlight.

2. In terms of endurance mechanisms, teachers actively employ multiple strategies, with affirmations, introspection, and social support highly utilized, while relaxation and exercise are practiced moderately. This demonstrates that teachers possess adaptive coping behaviors, relying more on cognitive and social strategies than on physical or relaxation-based methods to maintain emotional balance and resilience.

3. The correlation analysis shows a significant positive relationship between most stress factors particularly teacher workload, student discipline, and time pressure, and the overall use of endurance mechanisms. However, some stress domains, such as interpersonal relationships, are not significantly related to certain coping strategies like social support and relaxation.

The multiple regression results confirm that specific stress factors significantly predict the use of endurance mechanisms, with teacher workload and school policy showing the strongest positive influence, while time pressure and interpersonal challenges have slight negative effects. These findings suggest that teachers' endurance strategies align closely with the nature and intensity of stressors, which highlights the importance of tailored support to maintain professional efficacy.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:

School heads may revisit and enhance school policies, teacher workload distribution, and discipline systems to reduce stress among teachers. They may conduct periodic workload audits, minimize excessive administrative tasks, and ensure fair distribution of responsibilities. Additionally, they may strengthen support systems by organizing stress management programs, providing mentoring and coaching, and promoting a positive school climate that encourages open communication and collaboration.

Secondary teachers may benefit from the findings of this study by becoming more aware of their stress levels and coping strategies. They may adopt endurance mechanisms such as practicing affirmation and introspection, engaging in peer support, and incorporating relaxation and exercise into their routines. Moreover, teachers may collaborate with colleagues, participate in professional learning communities, and seek guidance when needed to effectively manage stress and maintaining well. Students may contribute to a supportive learning environment by practicing discipline, respect, and cooperation in the classroom. They may actively participate in classroom activities, follow school rules, and develop positive behavior to minimize classroom disruptions. Furthermore, students may engage in open communication with teachers and demonstrate mutual respect, which may help reduce stress related to classroom management and improve the overall teaching-learning process.

Future researchers may conduct similar studies in other secondary schools to validate and expand the findings of this research. They may utilize different research approaches, such as qualitative or mixed-method designs, to gain deeper insights into teachers' stress experiences and coping mechanisms. Moreover, they may explore additional variables such as organizational support, leadership practices, and mental health interventions. Future researchers may also design, and test intervention programs aimed at reducing stress and enhancing endurance mechanisms among teachers.

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