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Research Article

Occupational Stress and Work Performance Among Elementary School Educators: Examining the Relationship Between Stress and Performance in Subic, Zambales

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ABSTRACT

Occupational stress remains a significant concern in the teaching profession as educators continue to manage increasing instructional responsibilities, administrative demands, classroom challenges, and diverse learner needs. This study determined the perceived impact of occupational stress on the work performance of elementary school educators in Subic, Zambales, as a basis for the development of an intervention plan. Specifically, it examined the level of occupational stress in terms of role overload, administrative stress, and classroom challenges, and assessed work performance in terms of task performance and contextual performance. The study employed a descriptive-quantitative research design involving 138 elementary school educators from Cluster 1 of the Subic District, Zambales. Data were gathered using a modified adopted and researcher-made survey questionnaire and were analyzed through appropriate descriptive and inferential statistical tools. The findings revealed that the respondents demonstrated a high level of work performance despite experiencing occupational stress in their teaching environment. Among the identified sources of stress, classroom challenges emerged as the most prominent concern, followed by role overload and administrative demands. Furthermore, the results showed that occupational stress had a significant positive relationship with both task performance and contextual performance, suggesting that teachers who carry greater professional responsibilities may also experience higher levels of stress while maintaining their commitment to effective work performance. Based on the findings, a Teacher Support and Stress Management Enhancement Plan was proposed to address classroom-related concerns, workload pressures, administrative demands, and teacher well-being while sustaining the professional effectiveness of elementary school educators.

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Introduction

The teaching profession has become increasingly demanding as educators perform multiple responsibilities beyond classroom instruction. Teachers are expected to facilitate learning, manage diverse learner needs, complete administrative requirements, participate in school activities, and respond to expectations from parents and stakeholders. These expanding responsibilities have contributed to growing concerns regarding occupational stress, as prolonged exposure to workplace demands may affect teachers' well-being, professional engagement, and effectiveness. Recent studies emphasize that teacher stress is a multidimensional concern influenced by the interaction of workload demands, organizational conditions, and available support systems rather than by a single source of pressure (Carroll et al., 2022; Collie & Mansfield, 2022).

Occupational stress among teachers is commonly associated with role overload, administrative demands, and classroom challenges. Excessive workload may occur when teachers handle numerous instructional and non-instructional responsibilities within limited time and resources, leading to exhaustion and reduced work-life balance. Sandmeier et al. (2022) found that workload overload and extended working hours contribute significantly to teacher exhaustion. Similarly, administrative requirements such as documentation, reporting tasks, and compliance demands may increase stress when they interfere with teaching responsibilities (Tsubono & Ogawa, 2022). Classroom-related concerns, including student behavior, classroom management, and diverse learning needs, also remain major sources of teacher stress because they require continuous emotional regulation and professional adjustment (Collie & Mansfield, 2022).

In the Philippine context, teachers experience similar challenges due to increasing professional responsibilities and evolving educational demands. Filipino educators are expected to perform instructional, administra-

tive, and community-related roles while maintaining quality teaching performance. Studies have reported that workload pressure, limited resources, classroom concerns, and organizational demands contribute to teachers' stress experiences and may influence their professional functioning (Orlanda-Ventayen & Ventayen, 2022). However, existing studies have largely focused on teacher stress, burnout, and psychological well-being, with fewer studies examining how specific dimensions of occupational stress relate to both task performance and contextual performance among elementary school educators.

Although previous literature establishes occupational stress as an important factor affecting teachers' professional experiences, limited evidence exists regarding how role overload, administrative stress, and classroom challenges are associated with teachers' work performance within specific local settings. Work performance involves not only the completion of instructional responsibilities but also collaboration, participation, and commitment to the school environment. Thus, this study aims to determine the perceived impact of occupational stress on the work performance of elementary school educators in Subic, Zambales, focusing on occupational stress dimensions and performance indicators as a basis for developing an appropriate intervention plan.

Review of Related Literature

Teacher work performance involves more than the completion of classroom duties; it includes the ability to manage instructional responsibilities, collaborate with colleagues, participate in school activities, and contribute to institutional goals. In elementary education, teachers are required to balance teaching tasks with various professional expectations, making performance dependent on both individual capability and workplace conditions. Recent research suggests that teachers' effectiveness is influenced by the availability of professional resources, organizational support, and the de-

mands placed on them within the school environment. Metrailler and Clark (2022) emphasized that school climate and occupational conditions are important factors shaping teachers' experiences and professional functioning, while workload and workplace demand continue to influence teachers' ability to maintain effective performance.

Occupational stress has been recognized as a major concern in the teaching profession because educators frequently experience pressure from workload, administrative responsibilities, and changing educational expectations. Stress occurs when professional demands exceed available resources, which may affect teachers' well-being, motivation, and work outcomes. Stang-Rabrig et al. (2022) highlighted that teachers' occupational well-being is influenced by the balance between job demands and available resources, including institutional support and personal coping capacities. Similarly, Braun et al. (2022) emphasized that teachers' occupational health is connected with classroom practices, suggesting that stress experiences may influence how educators manage teaching responsibilities and classroom environments.

Among the common sources of occupational stress, workload demands, administrative requirements, and classroom difficulties remain significant concerns. Excessive workload may result in work intensification, where teachers spend increasing amounts of time completing instructional and non-instructional responsibilities. A systematic synthesis by Bubb and Earley (2023) emphasized that workload intensification and limited time availability remain persistent challenges affecting teachers and school leaders. In addition, Tsubono et al. (2023) found that workload and long working hours were major contributors to teacher stress, while difficult student behaviors were identified as an important stressor among elementary educators. These findings demonstrate that teacher stress is shaped by both organizational demands and classroom realities.

Although previous studies have examined teacher stress and occupational well-being, limited research has explored how specific dimensions of occupational stress, such as role overload, administrative stress, and classroom challenges, are associated with both task

performance and contextual performance among elementary school educators. Existing literature has provided valuable evidence on teacher stress; however, there remains a need for localized studies that examine how stress influences teachers' professional responsibilities within specific educational contexts. Therefore, the present study addresses this gap by investigating the perceived impact of occupational stress on the work performance of elementary school educators in Subic, Zambales, providing evidence for the development of an appropriate intervention plan.

Theoretical/Conceptual Framework/Paradigm of the Study

This study was anchored on Role Theory and the Heuristic Framework of Individual Work Performance developed by Koopmans et al. (2011) to explain the relationship between occupational stress and work performance among elementary school educators in Subic, Zambales. Role Theory explains that individuals occupy social positions associated with specific expectations, responsibilities, and behavioral patterns (Biddle, 1986; Merton, 1957). In the teaching profession, educators perform multiple roles, including classroom instructor, curriculum implementer, assessor, adviser, and school contributor. When these expectations become excessive, conflicting, or difficult to manage, teachers may experience occupational stress through role overload, administrative demands, and classroom challenges. Therefore, Role Theory provides a foundation for understanding how the complexity of teachers' professional responsibilities contributes to their stress experiences.

However, the relationship between occupational stress and performance is not always viewed as entirely negative. While excessive and unmanaged stress may reduce effectiveness, manageable levels of stress may encourage teachers to become more focused, responsible, and committed to fulfilling their professional duties. In this study, occupational stress is understood as a condition that may represent both professional challenges and indicators of teachers' active involvement in their work, depending on their coping capacity, experience, and available organizational support. This perspective helps explain the positive

relationship observed between occupational stress and work performance in the findings of the study. Meanwhile, the Heuristic Framework of Individual Work Performance proposed by Koopmans et al. (2011) explains work performance as a multidimensional construct consisting of task performance and contextual performance. Task performance refers to teachers' ability to accomplish their core instructional responsibilities, including lesson preparation, instruction, assessment, and classroom management, while contextual performance involves behaviors that contribute to the social and organizational functioning of the school, such as collaboration, initiative, and commitment beyond formal duties (Koopmans et al., 2011). The integration of these theories provides a comprehensive explanation of how teachers' professional demands contribute to occupational stress and how these experiences are associated with their ability to perform both instructional and organizational responsibilities.

Significance of the Study

This study is significant because it provides a clearer understanding of how occupational stress relates to the work performance of elementary school educators in Subic, Zambales. By examining role overload, administrative stress, and classroom challenges alongside task performance and contextual performance, the study offers localized evidence that may help identify areas where teachers need stronger support. The findings may benefit elementary school educators by helping them recognize common sources of stress and encouraging the use of appropriate strategies for managing workload, classroom demands, and professional responsibilities. Principals and supervisors may use the results as a basis for developing supportive policies, workload adjustments, mentoring activities, and school-based wellness programs. Learners may also benefit indirectly, as teachers who receive adequate support are more likely to maintain positive classroom environments and sustain effective teaching practices. The Department of Education may use the findings as localized evidence in reviewing programs related to teacher welfare, workload, professional development, and performance. Finally, future researchers may

use the study as a reference for further investigations on occupational stress, teacher performance, burnout, coping strategies, organizational climate, leadership support, and other related factors in different educational settings.

Objectives of the Study

This study aims to determine the perceived impact of occupational stress on the work performance of elementary school educators in Subic, Zambales, as a basis for developing an appropriate intervention plan. Specifically, it seeks to describe the demographic profile of the respondents, assess their level of occupational stress in terms of role overload, administrative stress, and classroom challenges, and determine their level of work performance based on task performance and contextual performance. Furthermore, the study aims to identify whether significant differences exist in occupational stress and work performance when respondents are grouped according to their profile variables. It also seeks to examine the relationship between occupational stress and work performance among elementary school educators and use the findings as a basis for proposing strategies that may help address stress-related concerns while sustaining teachers' professional effectiveness.

Material and Methods

Research Design

This study employed a descriptive-quantitative research design to determine the perceived impact of occupational stress on the work performance of elementary school educators in Subic, Zambales. This design was considered appropriate because it allowed the researcher to describe the existing conditions of occupational stress and work performance without manipulating any variables. Through this approach, the study examined occupational stress in terms of role overload, administrative stress, and classroom challenges, while work performance was assessed based on task performance and contextual performance. The design also enabled the researcher to determine differences among respondents based on their profile variables and examine the relationship between occupational stress and work performance.

Respondents and Locale of the Study

The respondents of the study consisted of 138 elementary school educators from Cluster 1 of the Subic District, Zambales. The participating schools included Josephine F. Khonghun Elementary School, Mapanuepe Elementary School, Manggahan Elementary School, Manggan-Vaca Elementary School, and Subic Central School. Total population sampling was utilized, wherein all identified teachers from the selected schools were included as respondents. This sampling technique was appropriate because the target population was manageable and allowed the researcher to gather a more complete representation of the elementary school educators within the selected locale. The chosen schools provided a suitable setting for examining occupational stress and work performance because the respondents were directly involved in instructional, administrative, and classroom-related responsibilities.

Research Instrument

The study utilized a modified adopted and researcher-made survey questionnaire as the primary instrument for data gathering. The questionnaire consisted of three parts: the first part gathered the demographic profile of the respondents, including age, sex, civil status, highest educational attainment, years in service, and grade level taught; the second part measured work performance in terms of task performance and contextual performance; and the third part assessed occupational stress based on role overload, administrative stress, and classroom challenges. The instrument was reviewed and refined to ensure that the items were aligned with the objectives and variables of the study. Prior to administration, the questionnaire underwent validation and reliability testing to establish its appropriateness and consistency for measuring the identified constructs.

Data Collection Procedure

The researcher first secured the necessary permission and endorsement from the appropriate educational authorities and school administrators before conducting the study. After approval was granted, coordination with the

participating schools was undertaken to determine the appropriate schedule for questionnaire distribution and retrieval. The purpose of the study was explained to the respondents, and the questionnaires were administered at a time that would not interfere with their teaching responsibilities and other school-related activities. After completion, the questionnaires were collected, reviewed, organized, encoded, and prepared for statistical analysis.

Ethical Considerations

The study observed ethical principles throughout the research process to protect the rights, privacy, and welfare of the respondents. Participation was voluntary, and respondents were informed about the purpose, procedures, and significance of the study before answering the questionnaire. They were assured that they had the right to decline participation or withdraw at any stage without consequences. The confidentiality and anonymity of the respondents were maintained by ensuring that personal identities were not disclosed and that collected data were used solely for academic purposes. All information gathered was presented only in summarized form to prevent identification of individual participants.

Data Analysis

The gathered data were analyzed using appropriate descriptive and inferential statistical tools. Frequency and percentage distribution were used to describe the demographic profile of the respondents. Weighted mean was utilized to determine the level of occupational stress and work performance based on the identified indicators. To determine whether significant differences existed in occupational stress and work performance when respondents were grouped according to profile variables, t-test and Analysis of Variance (ANOVA) were employed. Furthermore, Pearson Product-Moment Correlation Coefficient was used to examine the relationship between occupational stress and work performance among elementary school educators. These statistical procedures provided the basis for interpreting the findings and developing the proposed intervention plan.

Results and Discussion

Table 1 presents the demographic profile of the 138 teacher-respondents in terms of age, sex, civil status, highest educational attainment, years of service, and grade level assignment. The data provide an overview of the re-

Demographic Profile of the Respondents

spondents' personal and professional characteristics, which are essential in understanding their background and possible influence on their experiences, practices, and perceptions related to the study.

Table 1. Frequency and Percentage Distribution of the Demographic Profile of the Teacher Respondents

Profile Variables	Category	Frequency	Percentage
Age (Mean=39.41 or 39 years old)	55-64	13	9.4
	45-54	28	20.3
	33-44	44	31.9
	25-34	48	34.8
	below 25	5	3.6
Sex	Male	37	26.8
	Female	101	73.2
Civil Status	Single	47	34.1
	Married	87	63.0
	Widow	4	2.9
Highest Educational Attainment	College Graduate	41	29.7
	w/MA units	76	55.1
	MA graduate	14	10.1
	w/Doctoral Units	5	3.6
	PhD/EdD Graduate	2	1.4
Years in Service (Mean=9.23 or 9 years)	below 3yrs	19	13.8
	3-6 years	27	19.6
	6-9 years	21	15.2
	9-12 years	31	22.5
	12-15 years	8	5.8
	more than 15 years	32	23.2
Gradel Level Teaching	Kinder	7	5.1
	Grade 1	18	13.0
	Grade 2	24	17.4
	Grade 3	21	15.2
	Grade 4	20	14.5
	Grade 5	27	19.6
	Grade 6	21	15.2

The results revealed that most of the respondents belonged to the age group of 25–34 years old (48 or 34.8%), followed by those aged 33–44 years old (44 or 31.9%). The mean age of 39.41 years indicates that the respondents are generally composed of teachers within the active stage of their professional careers. In terms of sex, female teachers comprised the majority with 101 or 73.2%, while male teachers accounted for 37 or 26.8%. This distribution reflects the common composition of the

elementary teaching workforce, where female educators continue to represent a larger proportion. According to Bond et al. (2024), teachers' demographic characteristics, including age and professional background, may influence their engagement, adaptability, and responses toward changes in educational practices.

The findings further showed that most respondents were married (87 or 63.0%), while 47 or 34.1% were single and 4 or 2.9% were widowed. This suggests that many teachers

balance their professional responsibilities with personal and family commitments. Regarding educational attainment, more than half of the respondents had completed master's degree units (76 or 55.1%), while others had attained master's degrees, doctoral units, and doctoral degrees. This indicates a strong commitment to continuous professional development and academic growth. Espiritu (2021) emphasized that teachers' professional competence is strengthened through continuous learning and alignment with professional standards, highlighting the importance of advanced education in improving teaching practices.

In terms of years in service, the respondents obtained a mean of 9.23 years, with those having more than 15 years of teaching experience comprising the largest group (32 or 23.2%). This indicates that a considerable number of participants possess substantial classroom experience and professional exposure. Meanwhile, the distribution of

respondents across grade levels from Kindergarten to Grade 6 demonstrates representation from various elementary teaching assignments, with Grade 5 having the highest number of respondents (27 or 19.6%). Overall, the demographic profile shows that the respondents are largely experienced, professionally developing educators who possess diverse backgrounds that may contribute to the succeeding findings of the study.

Work Performance Level of the Elementary School Educators

Table 2 presents the summary of the work performance level of elementary school educators in terms of task performance and contextual performance. It shows the mean, standard deviation, verbal interpretation, and rank of each indicator. The table provides an overview of how effectively teachers perform their assigned responsibilities and contribute to the overall goals and operations of the school.

Table 2. Summary of Work Performance Level of the Elementary School Educators

Work Performance	Mean	SD	VI	Rank
1. Task Performance	3.63	0.43	Extremely Well	1
2. Contextual Performance	3.54	0.45	Extremely Well	2
Overall Weighted Mean	3.59	0.44	Agree	

The results revealed that task performance obtained the highest mean of 3.63 (SD = 0.43), ranked first, and was interpreted as Extremely Well. This indicates that the respondents consistently perform their primary teaching responsibilities, such as preparing lessons, facilitating classroom instruction, assessing learners' progress, and completing academic requirements. Meanwhile, contextual performance obtained a mean of 3.54 (SD = 0.45), ranked second, and was also interpreted as Extremely Well. This suggests that teachers demonstrate strong commitment beyond their formal duties through collaboration with colleagues, participation in school activities, support for institutional programs, and maintenance of positive relationships within the school community. The findings imply that educators exhibit effectiveness not only in accomplishing instructional tasks but also in contributing to the overall development of the school.

The results are supported by studies emphasizing that teachers' professional competence, instructional practices, and continuous improvement are essential factors in achieving effective work performance. Pulido and Espiritu (2026) highlighted that the effective implementation of teaching strategies and classroom practices reflects teachers' capability to address learners' needs and enhance educational experiences. Similarly, König et al. (2022) emphasized that teachers' professional competence, particularly pedagogical knowledge and instructional skills, plays a significant role in improving teaching effectiveness and learner outcomes. These studies support the present findings that high-performing teachers demonstrate both strong task accomplishment and professional behaviors that contribute to a productive educational environment.

Overall, the respondents obtained an overall weighted mean of 3.59 (SD = 0.44), interpreted as Extremely Well. This indicates that elementary school educators consistently demonstrate a high level of work performance in fulfilling their professional responsibilities. The result reflects their dedication, competence, and commitment to maintaining quality teaching practices. The strong performance level may be attributed to their accumulated teaching experiences, professional development efforts, and adherence to the expectations and standards of the teaching profession.

Perceived Occupational Stress Among Elementary School Educators

Table 3 presents the level of occupational stress among elementary school educators in terms of role overload, administrative stress, and classroom challenges. It shows the mean scores, standard deviations, verbal interpretations, and ranks of each dimension. The table provides an overview of the different sources of stress experienced by teachers and the extent to which these factors affect their professional responsibilities and daily work experiences.

Table 3. Summary of the Level of Occupational Stress Among Elementary School Educators

Occupational Stress	Mean	SD	VI	Rank
1. Role of Overload	2.87	.75	Agree	2
2. Administrative Stress	2.68	.83	Agree	3
3. Classroom Challenges	3.02	.77	Agree	1
Overall Weighted Mean	2.87	0.78	Agree	

The findings revealed that classroom challenges obtained the highest mean of 3.02 (SD = 0.77), ranked first, and was interpreted as Agree. This indicates that difficulties related to classroom management, addressing diverse learner needs, and handling instructional demands are among the major sources of occupational stress experienced by the respondents. Meanwhile, role overload obtained a mean of 2.87 (SD = 0.75), ranked second, and was interpreted as Agree. This suggests that teachers experience pressure due to multiple responsibilities, including teaching tasks, preparation of instructional materials, assessment requirements, and additional school-related assignments. On the other hand, administrative stress obtained the lowest mean of 2.68 (SD = 0.83), ranked third, but was still interpreted as Agree, indicating that administrative duties and organizational requirements also contribute to teachers' stress levels, although to a lesser extent compared with classroom-related concerns.

The findings are supported by studies emphasizing that teachers commonly experience occupational stress due to workload demands, classroom management concerns, and professional responsibilities. Lonzon and Espiritu (2024) highlighted that behavioral concerns among learners can create challenges for teachers, requiring educators to develop strategies

in managing classroom situations and maintaining a supportive learning environment. Similarly, Madigan and Kim (2022) reported that teacher stress is associated with workload pressures, emotional demands, and challenges encountered in daily teaching practices. These studies support the present findings that occupational stress among educators is influenced by both classroom-related factors and the increasing demands associated with the teaching profession.

Overall, the respondents obtained an overall weighted mean of 2.87 (SD = 0.78), interpreted as Agree. This indicates that elementary school educators experience a moderate level of occupational stress brought about by various professional demands. Although the stress level is not extremely high, the findings suggest the need for appropriate support mechanisms, workload management strategies, and school-based interventions to help teachers cope effectively with occupational pressures and maintain their well-being and teaching effectiveness.

Test of Significant Difference in Work Performance When the Respondents Are Grouped According to Their Profile Variables

Table 4 presents the analysis of variance used to determine whether the task performance and contextual performance of

elementary school educators significantly differ when grouped according to age, sex, civil status, highest educational attainment, years in service, and grade level taught. The analysis used a 0.05 level of significance, where a p-value below .05 indicates a statistically significant difference among groups.

For task performance, a significant difference was found only when respondents were grouped according to years in service, $F(5,132) = 3.901$, $p = .002$. This indicates that teachers with different lengths of teaching experience vary significantly in how they perform their primary work responsibilities. In contrast, no significant differences were found according to

age ($p = .063$), sex ($p = .899$), civil status ($p = .410$), highest educational attainment ($p = .208$), and grade level taught ($p = .127$). For contextual performance, years in service was likewise the only variable with a significant difference, $F(5,132) = 2.831$, $p = .018$. Age ($p = .128$), sex ($p = .998$), civil status ($p = .384$), educational attainment ($p = .842$), and grade level taught ($p = .056$) were not statistically significant. These results suggest that teaching experience may contribute more strongly to differences in both task and contextual performance than the other demographic characteristics examined.

Table 4. Analysis of Variance to Test the Difference in the Work Performance of Elementary School Educators in Terms of Task Performance and Contextual Performance When Grouped According to Their Profile Variables

Work Performance Dimension	Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Task Performance	Age	Between Groups	1.667	4	.417	2.287	.063	Ho is rejected; Significant
		Within Groups	24.233	133	.182			
		Total	25.900	137				
	Sex	Between Groups	.113	3	.038	.195	.899	Do not reject Ho; Not Significant
		Within Groups	25.787	134	.192			
		Total	25.900	137				
	Civil Status	Between Groups	.340	2	.170	.898	.410	Do not reject Ho; Not Significant
		Within Groups	25.560	135	.189			
		Total	25.900	137				
	Highest Educational Attainment	Between Groups	1.112	4	.278	1.492	.208	Do not reject Ho; Not Significant
		Within Groups	24.787	133	.186			
		Total	25.900	137				
	Years in Service	Between Groups	3.334	5	.667	3.901	.002*	Ho is rejected; Significant
		Within Groups	22.566	132	.171			
		Total	25.900	137				
	Grade Level Taught	Between Groups	1.866	6	.311	1.695	.127	Do not reject Ho; Not Significant
		Within Groups						

Work Performance Dimension	Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Contextual Performance	Age	Within Groups	24.034	131	.183			
		Total	25.900	137				
		Between Groups	1.434	4	.359	1.822	.128	Do not reject Ho; Not Significant
		Within Groups	26.182	133	.197			
		Total	27.616	137				
		Between Groups	.007	3	.002	.011	.998	Do not reject Ho; Not Significant
	Sex	Within Groups	27.609	134	.206			
		Total	27.616	137				
		Between Groups	.389	2	.195	.965	.384	Do not reject Ho; Not Significant
		Within Groups	27.227	135	.202			
		Total	27.616	137				
		Between Groups	.289	4	.072	.352	.842	Do not reject Ho; Not Significant
	Highest Educational Attainment	Within Groups	27.327	133	.205			
		Total	27.616	137				
		Between Groups	2.675	5	.535	2.831	.018*	Ho is rejected; Significant
		Within Groups	24.941	132	.189			
		Total	27.616	137				
		Between Groups	2.437	6	.406	2.113	.056	Do not reject Ho; Not Significant
	Grade Level Teaching	Within Groups	25.179	131	.192			
		Total	27.616	137				

Legend: * Significant difference at the 0.05 level.

Related studies show that demographic and professional characteristics can influence teachers' work practices, although their effects are not always consistent across settings. Yan et al. (2022) found that years of teaching experience, teacher rank, school support, and teaching grade were associated with differences in teachers' professional practices, indicating that experience and workplace context can shape how educators perform their responsibilities. In contrast, Kotherja and Hamzallari (2022) reported that several socio-demographic

characteristics, including seniority and educational experience, did not produce significant differences in teachers' job performance. These contrasting findings suggest that the effect of demographic characteristics on performance depends on the work environment, professional demands, and characteristics of the teachers included in a particular setting.

Overall, the findings indicate that years in service is the only profile variable that significantly differentiates both task and contextual performance among the elementary school

educators. This may reflect differences in accumulated classroom experience, familiarity with school procedures, confidence in handling responsibilities, and adjustment to professional demands over time. The null hypothesis should therefore be rejected for years in service for both dimensions, while it should not be rejected for age, sex, civil status, highest educational attainment, and grade level taught. Thus, most demographic characteristics appear to have little statistical influence on work performance, while length of service shows a meaningful difference among the respondents.

Test of Significant Difference in the Perceived Occupational Stress When the Respondents

Are Grouped According to Their Profile Variables

Table 5 presents the analysis of variance conducted to determine whether significant differences exist in the perceived occupational stress of elementary school educators in terms of role overload and administrative stress when grouped according to their profile variables, including age, sex, civil status, highest educational attainment, years in service, and grade level teaching assignment. The table presents the source of variation, sum of squares, degrees of freedom, mean square, F-value, significance level, and the corresponding decision on the null hypothesis.

Table 5. Analysis of Variance to Test the Difference in the Perceived Occupational Stress of Elementary School Educators in Terms of Role Overload and Administrative Stress When Grouped According to Their Profile Variables

Occupational Stress Dimension	Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Role Overload	Age	Between Groups	2.520	4	.630	1.123	.349	Do not reject Ho; Not Significant
		Within Groups	74.641	133	.561			
		Total	77.161	137				
	Sex	Between Groups	5.149	3	1.716	3.193	.026*	Ho is rejected; Significant
		Within Groups	72.013	134	.537			
		Total	77.161	137				
	Civil Status	Between Groups	.040	2	.020	.035	.965	Do not reject Ho; Not Significant
		Within Groups	77.121	135	.571			
		Total	77.161	137				
	Highest Educational Attainment	Between Groups	2.552	4	.638	1.137	.342	Do not reject Ho; Not Significant
		Within Groups	74.609	133	.561			
		Total	77.161	137				
	Years in Service	Between Groups	6.626	5	1.325	2.480	.035*	Ho is rejected; Significant
		Within Groups	70.535	132	.534			
		Total	77.161	137				

Occupational Stress Dimension	Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Administrative Stress	Grade Level Teaching	Between Groups	5.865	6	.977	1.796	.105	Do not reject Ho; Not Significant
		Within Groups	71.297	131	.544			
		Total	77.161	137				
	Age	Between Groups	3.653	4	.913	1.329	.263	Do not reject Ho; Not Significant
		Within Groups	91.418	133	.687			
		Total	95.071	137				
	Sex	Between Groups	4.234	3	1.411	2.082	.106	Do not reject Ho; Not Significant
		Within Groups	90.837	134	.678			
		Total	95.071	137				
	Civil Status	Between Groups	.040	2	.020	.035	.965	Do not reject Ho; Not Significant
		Within Groups	77.121	135	.571			
		Total	77.161	137				
	Highest Educational Attainment	Between Groups	3.135	4	.784	1.134	.343	Do not reject Ho; Not Significant
		Within Groups	91.936	133	.691			
		Total	95.071	137				
	Years in Service	Between Groups	6.115	5	1.223	1.815	.114	Do not reject Ho; Not Significant
		Within Groups	88.957	132	.674			
		Total	95.071	137				
	Grade Level Teaching	Between Groups	6.329	6	1.055	1.557	.165	Do not reject Ho; Not Significant
		Within Groups	88.742	131	.677			
		Total	95.071	137				

Legend: * Significant difference at the 0.05 level.

The findings revealed that significant differences in role overload were observed when respondents were grouped according to sex ($F = 3.193$, $p = .026$) and years in service ($F = 2.480$, $p = .035$). This indicates that teachers' experiences of workload-related stress differ depending on their sex and length of teaching experience. However, no significant differences were found in role overload based on age ($p = .349$),

civil status ($p = .965$), highest educational attainment ($p = .342$), and grade level teaching assignment ($p = .105$). For administrative stress, none of the profile variables showed significant differences, suggesting that administrative demands and organizational pressures are experienced similarly among teachers regardless of their personal and professional characteristics.

The findings are supported by recent studies highlighting the influence of workload, professional demands, and workplace conditions on teachers' occupational stress. Burić and Kim (2022) emphasized that teachers' emotional demands, workload, and classroom responsibilities are important factors associated with occupational stress and burnout among educators. Similarly, Pressley (2021) reported that teachers experienced increased stress due to workload demands, changing professional expectations, and challenges in managing teaching responsibilities. These findings support the present result that workload-related factors, such as role overload, may vary among teachers depending on individual characteristics, while administrative pressures may be shared across the teaching workforce.

Overall, the results indicate that sex and years in service significantly influence teachers' perceived role overload, while other profile variables do not create significant differences in occupational stress. The significant effect of years in service may suggest that teachers at different stages of their careers experience varying levels of workload demands due to differences in responsibilities, accumulated tasks,

and professional expectations. Meanwhile, the consistent findings for administrative stress imply that organizational requirements affect teachers similarly regardless of their demographic background. Therefore, the null hypothesis is rejected for sex and years in service under role overload, while it is not rejected for the remaining variables and administrative stress dimension.

Test of Relationship Between Perceived Impact of Occupational Stress and Work Performance Among Elementary School Educators

Table 6 presents the Pearson Product-Moment Correlation analysis conducted to determine the relationship between perceived occupational stress and work performance among elementary school educators. The analysis examined the relationship between the occupational stress dimensions, namely role overload, administrative stress, and classroom challenges, and the work performance dimensions, including task performance and contextual performance. The table presents the Pearson correlation coefficients (r) and significance values to determine whether the relationship between the variables is statistically significant.

Table 6. Pearson Product-Moment Coefficient of Correlation to Test the Relationship Between Perceived Impact Occupational Stress and Work Performance Among Elementary School Educators

Correlations		Role Overload	Administrative Stress	Classroom Challenges
Task	Pearson Correlation	.313**	.305**	.225**
	Sig. (2-tailed)	.000	.000	.008
	N	138	138	138
Contextual	Pearson Correlation	.307**	.326**	.271**
	Sig. (2-tailed)	.000	.000	.001
	N	138	138	138

** . Correlation is significant at the 0.01 level (2-tailed).

Legend: * has significant difference at 0.05

The results revealed that all dimensions of occupational stress had a significant positive relationship with both task performance and contextual performance. For task performance, role overload showed a significant positive correlation ($r = .313$, $p = .000$), administrative stress ($r = .305$, $p = .000$), and classroom challenges ($r = .225$, $p = .008$). Likewise, contextual

performance was significantly associated with role overload ($r = .307$, $p = .000$), administrative stress ($r = .326$, $p = .000$), and classroom challenges ($r = .271$, $p = .001$). Although these relationships were statistically significant, the correlation coefficients ranged only from .225 to .326, indicating low to moderate relationships. Therefore, the findings should not be

interpreted that higher occupational stress improves teachers' performance. Instead, the results suggest that some teachers may continue to perform effectively despite experiencing occupational pressures due to factors such as professional commitment, adaptability, and coping strategies.

The findings are supported by recent studies highlighting the complex relationship between occupational stress and teacher functioning. Collie et al. (2022) emphasized that teachers' workplace stress is influenced by organizational conditions, emotional demands, and professional expectations, which may affect their well-being and work behaviors. Similarly, Skaalvik and Skaalvik (2022) reported that teacher stress is associated with job demands and emotional experiences, while personal resources and professional efficacy can help educators manage workplace challenges. These studies support the present findings by showing that occupational stress may coexist with maintained work performance; however, stress itself should not be considered a direct contributor to improved performance. Rather, the relationship may reflect teachers' capacity to manage demands and sustain their professional responsibilities.

Overall, the results indicate that perceived occupational stress has a significant but modest relationship with the work performance of elementary school educators. Since all obtained significance values were below the 0.01 level, the null hypothesis stating that there is no significant relationship between occupational stress and work performance is rejected. However, the relatively small correlation coefficients indicate that occupational stress accounts for only a limited relationship with teachers' performance. Other factors, including professional competence, organizational support, motivation, teaching experience, and individual coping mechanisms, may also contribute to educators' ability to maintain effective performance.

Proposed Intervention Plan

The proposed program entitled "Teacher Support and Stress Management Enhancement Plan for Sustaining Work Performance among Elementary School Educators" was developed

based on the major findings of the study. The results revealed that although the elementary school educators demonstrated a very high level of work performance in terms of task performance and contextual performance, they also experienced occupational stress, particularly from classroom challenges, role overload, and administrative demands. The findings showed that managing student behavior, addressing parent-related concerns, handling multiple responsibilities, bringing work home, and complying with urgent administrative requirements were among the major sources of stress experienced by the teachers. These results indicate that teachers continue to perform their professional responsibilities effectively despite experiencing considerable workplace demands. Therefore, the proposed intervention plan was designed not only to reduce the negative effects of occupational stress but also to strengthen existing support systems that will help teachers sustain their performance and overall well-being.

The intervention plan consists of several interconnected components that directly respond to the identified needs of the respondents. It includes classroom management enhancement activities through workshops, coaching sessions, case conferences, and peer-sharing activities to help teachers manage learner behavior, classroom disruptions, and parent-related concerns. It also incorporates workload and time-management strategies to assist teachers in organizing responsibilities, managing deadlines, and reducing role overload. In addition, administrative support measures are included to improve documentation practices and lessen the burden of paperwork and compliance requirements. The program further recognizes differences in teachers' professional experiences by providing support based on years of service, while wellness activities such as psychosocial support, peer assistance, counseling, and stress-management sessions are included to strengthen teachers' coping skills and resilience. Through these strategies, the intervention aims to maintain teachers' high level of work performance while creating a more supportive, balanced, and sustainable working environment for elementary school educators.

Conclusion

Based on the findings of the study, it can be concluded that the elementary school educators in Subic, Zambales demonstrated a very high level of work performance in both task performance and contextual performance, indicating their strong commitment and ability to fulfill their instructional responsibilities and contribute to school-related activities. However, despite their high level of performance, the respondents experienced occupational stress, with classroom challenges emerging as the most prominent source of stress, followed by role overload and administrative stress. The results further revealed that years in service significantly influenced both task and contextual performance, while certain profile variables such as sex and years in service influenced perceived role overload. Moreover, occupational stress was found to have a significant relationship with work performance, suggesting that teachers' professional demands and responsibilities are closely connected with how they perform their roles. Although stress may sometimes reflect teachers' strong commitment and involvement in their work, continuous exposure to demanding conditions may affect their well-being if adequate support systems are not provided. Thus, the proposed Teacher Support and Stress Management Enhancement Plan is necessary to help educators manage occupational stress, sustain their professional effectiveness, and promote a healthier and more supportive school environment.

Recommendations

Based on the findings and conclusions of the study, it is recommended that school administrators and educational stakeholders implement structured teacher support programs that focus on classroom management enhancement, workload and time-management strategies, administrative assistance, and stress management activities. School heads may strengthen support mechanisms by providing opportunities for professional development, peer collaboration, mentoring, and wellness initiatives that address the specific challenges experienced by teachers. Teachers are encouraged to participate actively in stress-management activities, maintain healthy coping strategies, and continue developing practices that

support effective teaching and professional growth. Furthermore, schools may consider reviewing administrative processes to minimize unnecessary workload and provide more efficient systems for documentation and reporting. Future researchers may conduct similar studies in other educational contexts, include additional variables such as organizational support, coping strategies, leadership practices, and teacher well-being, and further examine the long-term effects of stress-management interventions on teacher performance and retention.

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