International Journal of Economics, Business and Management Research

Vol. 10, No.11; 2026

ISSN: 2456-7760

Quality Teaching Processes and Their Relationship to Job-Related Stress Among Teachers in the Identified Schools in Cordova District

[1]Fred Alsmith P. Tiro
Cebu Technological University – Main Campus
[2]Gengen G. Padillo, Ph.D.
https://orcid.org/0000-0002-3591-305
Cebu Technological University - Main Campus
[3]Ramil P. Manguilimotan, Ph.D.
https://orcid.org/0000-0002-5237-5555
Cebu Technological University - Main Campus

doi.org/10.51505/IJEBMR.2026.11124 URL: https://doi.org/10.51505/IJEBMR.2026.11124

Received: Nov 10, 2026 Accepted: Nov 16, 2026 Online Published: Nov 25, 2026

Abstract

This study examined the relationship between quality teaching processes and job-related stress among teachers in identified schools in the Cordova District, Cebu Province Division, during School Year 2025–2026, as the basis for a Strategic Action Plan to enhance teacher well-being and Sustain Quality Teaching. Specifically, it determined the respondents' profile, assessed the extent of quality teaching processes in terms of acts of teaching, results of teaching, and professional behavior, measured the degree of job-related stress across its identified dimensions, and tested the significant relationship between the two variables. The study employed a quantitative descriptive-correlational research design involving 42 teachers selected through universal sampling from Gilutongan Integrated School and Gabi Elementary School. The researchers gathered data using adapted survey questionnaires and analyzed them using frequency, percentage, weighted mean, and Pearson r. The findings revealed that teachers demonstrated a very high level of quality teaching processes while experiencing a low degree of job-related stress. Statistical analysis further indicated no significant relationship between quality teaching processes and job-related stress, suggesting that teachers' instructional practices are not associated with their work-related stress experiences. The study concludes that sustaining quality teaching requires not only instructional competence but also comprehensive institutional support that promotes teachers' professional well-being and effectiveness. Based on these findings, the researchers developed a Strategic Action Plan for Enhancing Teacher Well-Being and Sustaining Quality Teaching to strengthen instructional practices, promote teacher wellness, improve workload management, and foster a supportive school environment.

Keywords: Administration and Supervision, Quality Teaching Processes, Job-Related Stress, Teacher Well-Being, Strategic Action Plan, Descriptive Correlational, Cebu

Vol. 10, No.11; 2026

ISSN: 2456-7760

1. Introduction

Quality teaching is fundamental to achieving meaningful learning outcomes. It encompasses effective instruction, meeting learning objectives, and fulfilling teachers' professional responsibilities. Teachers are required to plan and deliver instruction, assess learner progress, and address diverse classroom needs. Balancing these responsibilities with administrative tasks and additional work demands often results in job-related stress. Gooden et al. (2023) identified workload, administrative demands, and workplace relationships as primary factors influencing teachers' occupational experiences. Similarly, Zhou et al. (2024) demonstrated that teachers' well-being and work engagement are closely associated with job demands and the resources available in their workplace.

Job-related stress can undermine teachers' ability to maintain effective instructional practices and meet their professional responsibilities. In the Philippine context, Item and Almasa (2025) identified time management and work-related concerns as significant stressors that may impede instructional delivery. Similarly, Johnson et al. (2021) examined the relationship between teacher stressors, workplace support, and classroom quality, emphasizing the need to consider working conditions when evaluating instructional effectiveness.

Although previous studies have examined teacher stress in relation to well-being and classroom quality, its connection to specific dimensions of teaching quality—particularly teaching acts, teaching outcomes, and professional behavior—requires further investigation. Evidence on this relationship among teachers in the identified schools in the Cordova District, Cebu Province Division, is also limited. Bottiani et al. (2019) found that higher teacher stress was linked to fewer demanding classroom practices, especially instructional dialogue. Likewise, Elliott et al. (2024) found no significant link between stress and observed instructional or behavioral practices, though stress was associated with perceived support and student outcomes. Jõgi et al. (2023) also reported no significant association between teachers' physiological stress, teaching practices, or pupils' mathematics performance.

Moreover, Zakariya and Adegoke (2024) found that self-efficacy strongly contributed to instructional practices, while stress was indirectly and negatively associated with teaching practices through teachers' professional resources. Dang et al. (2024) similarly reported that job stress had both direct and indirect relationships with instructional practices, with self-efficacy and job satisfaction serving as mediating factors. Jentsch et al. (2023) found that teachers' stress and job satisfaction were associated with self-efficacy and school leadership, highlighting the importance of supportive school environments. In addition, Jerrim and Sims (2022) established that accountability pressures were associated with increased teacher stress, while Liebowitz and Porter (2019) found that effective principal behaviors were positively associated with teacher well-being and instructional practices. Taken together, these findings suggest that the relationship between job-related stress and teaching quality is complex and may depend on teachers' personal resources and the support available in their schools.

Vol. 10, No.11; 2026

ISSN: 2456-7760

2. Objectives

This study aimed to determine the relationship between quality teaching processes and job-related stress among teachers in the identified schools in Cordova District, Cebu Province Division, during School Year 2025–2026. Specifically, it sought to determine the extent of quality teaching processes in terms of acts of teaching, results of teaching, and professional behavior; assess the degree of job-related stress experienced by teachers across its identified dimensions; and determine whether a significant relationship existed between quality teaching processes and job-related stress. Furthermore, the findings served as the basis for developing a Strategic Action Plan.

3. Methodology

The study employed a quantitative descriptive-correlational research design to determine the relationship between quality teaching processes and job-related stress among teachers in the identified schools in Cordova District, Cebu Province Division, during School Year 2025–2026. The respondents included all teachers from Gilutongan Integrated School and Gabi Elementary School, selected through universal sampling, as they represented the entire teacher population in the two identified schools. The researchers gathered data using a two-part survey questionnaire. The first assessed the extent to which quality teaching was evident in teachers' practices and was adapted from Passe (2015). The second measured the respondents' degree of job-related stress and was adapted from the Cumbria County Council's Model "Whole School" Stress Survey Questionnaire. The collected data were analyzed using frequency, percentage, weighted mean, and Pearson r. The descriptive analysis determined the levels of the two major variables.

4. Results and Discussions

This part presents, analyzes, and interprets the data gathered from the respondents. Specifically, it examines the extent of teachers' quality teaching processes in terms of acts of teaching, results of teaching, and professional behavior, as well as the degree of teachers' job-related stress in terms of job, role, relationship, career development, organizational structure, and home-work interface.

4.1 Extent of Teachers' Quality Teaching Process in Teaching

This section presents respondents' views on teachers' instructional quality across three dimensions: acts of teaching, results of teaching, and professional behavior. It examines effective teaching through teacher–child relationships, classroom management and environment, children's interactions, curriculum and lesson planning, learning assessment, child development, language and literacy, general knowledge, health, and family engagement. Together, these dimensions illustrate how teachers create supportive, engaging, and developmentally appropriate learning environments.

Vol. 10, No.11; 2026

ISSN: 2456-7760

4.1.1 Acts of Teaching

Acts of teaching encompass teachers' quality instructional practices in classroom environment and management, teacher–child rapport, curriculum implementation, lesson preparation, developmentally appropriate activities, and assessment. Results are presented in Table 1.

Table 1 Respondents' Perceived Quality of Teaching as to Acts of Teaching

		n=42	
S/N	**Acts of Teaching**	**WM**	**Verbal Description**
1.	The materials are developmentally appropriate and organized for learning.	3.40	Very High
2.	The classroom is uncluttered.	3.26	Very High
3.	Children can access materials independently.	2.98	High
4.	The classroom schedule is developmentally appropriate and balances teacher-directed activities.	3.38	Very High
5.	Conflicts are rare and easily managed.	3.14	High
6.	Children smile, laugh, talk, listen, ask questions, and help each other.	3.60	Very High
7.	Schedule, activities, and materials reflected the curriculum in all learning centers (literacy, math, science, blocks, library, sensory, manipulatives, mealtime circle, large and small groups).	3.45	Very High
8.	A written lesson plan is posted.	3.90	Very High
9.	The activities reflect the lesson plan.	3.43	Very High
10.	Children can do activities at various proficiency levels. Children listen, talk, read, and write throughout the day.	3.21	High
11.	Children learn by playing, exploring, and using standardized tools.	3.33	High
12.	Assessments are developmentally appropriate.	3.29	Very High
13.	Assessments are both observational and standardized tools.	3.31	High
14.	Collected data reflects children's learning and behaviors (notes, photos, work samples, scores, videos)	3.43	Very High
	Aggregate Weighted Mean	**3.44**	**Very High**

Legend: 3.26-4.00 Very High; 2.51-3.25 High; 1.76 – 2.50 Low; 1.00 – 1.75 Very Low

Table 1 indicates that teachers' quality teaching practices were rated Very High, with an aggregate weighted mean of 3.44. The highest-rated practice was posting written lesson plans (WM = 3.90), followed by encouraging positive classroom interactions (WM = 3.60) and providing a developmentally appropriate classroom schedule (WM = 3.38). Lower ratings were

Vol. 10, No.11; 2026

ISSN: 2456-7760

given for allowing children to access learning materials independently (WM = 2.98), providing activities for different ability levels (WM = 3.21), and managing classroom conflicts (WM = 3.14). These findings show that while teachers excel in several areas, some instructional practices require further improvement.

The findings emphasize that quality teaching involves more than delivering lessons; it also requires creating a classroom where children feel comfortable, actively participate, explore, and learn at their own pace. This is consistent with the National Association for the Education of Young Children's emphasis on developmentally appropriate learning experiences that respond to children's individual needs (Nganga et al., 2024). Similarly, Lovell (2025) and Zhang (2022) highlighted the importance of positive teacher-child interactions and play-based learning, while Montoya-Fernández et al. (2024) emphasized the value of observational and authentic assessment in understanding children's progress. These findings point to the need for continued teacher development, particularly in promoting children's independence, providing varied learning activities, and using appropriate assessment strategies.

4.1.2 Results of Teaching

Teaching results encompass not only children's learning and progress but also the effective use of assessment evidence and collaboration with colleagues and parents to enhance teaching and learning. Table 2 presents the results.

Table 2 Respondents' Perceived Quality of Teaching as to Results of Teaching

		n=42	
S/N	**Results of Teaching**	**WM**	**Verbal Description**
1.	Collected data are organized in a portfolio.	3.10	High
2.	Data are analyzed.	3.24	High
3.	Data are used to inform teaching at the group and individual levels.	3.31	Very High
4.	Children's growth and learning are quantified.	3.29	High
5.	Children learn.	3.52	Very High
6.	Progress happens.	3.48	Very High
7.	Co-workers understand what the children are learning and how to support it.	3.36	Very High
8.	Parents understand what their children are learning and how to support it.	3.12	High
	Aggregate Weighted Mean	**3.30**	**Very High**

Legend: 3.26-4.00 Very High; 2.51-3.25 High; 1.76 – 2.50 Low; 1.00 – 1.75 Very Low

As presented in Table 2, the overall weighted mean of 3.30, verbally interpreted as **Very High**, indicates that respondents generally perceived teaching practices as effective in supporting children's learning and developmental progress. The highest-rated indicators were "Children

learn" (*WM* = 3.52) and "Progress happens" (*WM* = 3.48), followed by collaboration among co-workers in supporting children's learning (*WM* = 3.36) and using assessment data to guide instruction (*WM* = 3.31). Comparatively lower ratings were recorded for analyzing assessment data (*WM* = 3.24), communicating learning progress and support strategies to parents (*WM* = 3.12), and organizing collected data in portfolios (*WM* = 3.10). These results suggest that teachers recognize children's learning and progress as the primary outcomes of quality teaching, although documentation, data analysis, and family communication still need improvement.

These findings are supported by Varier and Yun (2023), who emphasized that assessment information helps early childhood teachers monitor children's development, guide instruction, and identify individual learning needs. Similarly, Calo (2022) highlighted the role of formative assessment in informing instructional decisions, while Hooker (2017, 2019) highlighted how portfolios support documentation, reflection, and monitoring of children's learning progress. Stratigos and Fenech (2021) further emphasized the value of digital documentation in strengthening assessment practices and communication with parents. Likewise, Alaçam and Olgan (2025) underscored the importance of systematically organized portfolios in documenting children's development. These studies reinforce the importance of assessment literacy, organized learning records, and meaningful family engagement in sustaining children's learning and developmental progress.

4.1.3 Professional Behavior

Professional Behavior measures teachers' consistent ethical conduct, professionalism, and adherence to early childhood education standards. Results are presented in Table 3.

Table 3 Respondents' Perceived Quality Teaching as to Professional Behavior

		n=42	
S/N	**Professional Behavior**	**WM**	**Verbal Description**
1.	It does not use a cellphone while on duty with children.	3.40	Very High
2.	Follows all health and safety procedures (handwashing, toy cleaning, etc.)	3.26	Very High
3.	Absences are rare.	3.52	Very High
4.	Absences are justified.	3.55	Very High
5.	Parents are satisfied with teacher interactions.	3.33	Very High
6.	Disagreements with parents are handled respectfully.	3.52	Very High
7.	No ongoing conflicts with colleagues.	3.55	Very High
8.	Dress, shoes, and nails are appropriate for teaching young children (for example: sitting on floors or small chairs, lifting children, playing outside, messy activities).	3.38	Very High
9.	No gossip is generated about families and children.	3.43	Very High

10.	No gossip is generated about colleagues.	3.55	Very High
11.	Confidentiality rules are used to stop gossip.	3.45	Very High
12.	The tone is positive.	3.43	Very High
13.	Tone and language are respectful during disagreements (for example, no shouting, stomping, or threats).	3.33	Very High
	Aggregate Weighted Mean	**3.68**	**Very High**

Legend: 3.26-4.00 Very High; 2.51-3.25 High; 1.76 – 2.50 Low; 1.00 – 1.75 Very Low

Table 3 indicates that teachers' professional behavior was rated Very High, with an aggregate weighted mean of 3.68, reflecting consistent adherence to professional standards. The highest-rated practices were justifying absences, no ongoing conflicts with colleagues, and avoiding workplace gossip. Respectful communication with parents and colleagues, maintaining confidentiality, and positive interactions also received high ratings. Following health and safety procedures had the lowest mean (WM = 3.26) but still fell within the Very High category.

These findings are further supported by international studies showing that teachers' professionalism is reflected in ethical conduct, confidentiality, respectful communication, and positive relationships with colleagues and families. Thomas (2012) noted that early childhood teachers' professional identities are shaped by ethical practices and relationships with parents and colleagues. Skoglund et al. (2022) explained that trust, honesty, fairness, and respect are central values guiding teachers' professional decisions and everyday interactions. In addition, Quinones and Adams (2026) found that collaborative relationships grounded in mutual respect strengthen professional practice in early childhood settings.

4.1.4 Summary of the Perceived Extent of Teachers' Quality Teaching Process in Teaching

Table 4 presents the summary of the extent of the teacher's quality teaching process on teaching across the three major dimensions: acts of teaching, results of teaching, and professional behavior.

Table 4 Summary Table on the Perceived Extent of Teachers' Quality Teaching Process in Teaching

n=42

S/N	Indicators	WM	Verbal Description
A.	Acts of Teaching	3.44	Very High
B.	Results of Teaching	3.30	Very High
C.	Professional Behavior	3.68	Very High
	Aggregate Weighted Mean	**3.47**	**Very High**

Legend: 3.26-4.00 Very High; 2.51-3.25 High; 1.76 – 2.50 Low; 1.00 – 1.75 Very Low

Vol. 10, No.11; 2026

ISSN: 2456-7760

Table 4 shows that the overall quality of teachers' teaching processes received an aggregate weighted mean of 3.47, classified as **Very High**. Of the three dimensions, Professional Behavior was rated highest (*WM* = 3.68), followed by Acts of Teaching (*WM* = 3.44) and Results of Teaching (*WM* = 3.30). While all dimensions were rated Very High, respondents identified professional conduct as teachers' strongest area, with teaching outcomes, especially assessment and documentation, needing further improvement.

These findings indicate that quality teaching encompasses more than lesson delivery; it requires sound instructional practices, meaningful learning outcomes, and professional conduct. Teachers' ethical behavior, accountability, and respectful relationships foster a positive classroom environment, while effective instruction and ongoing assessment support children's learning and development. This aligns with Darling-Hammond et al. (2024), who emphasize effective instructional practices, continuous assessment, and professional responsibility in improving teaching quality. Similarly, Yang and Kaiser (2022) note that teachers' professional competence contributes to classroom quality. Overall, these results underscore that sustained quality teaching depends on maintaining professional standards and continually improving instructional and assessment strategies.

4.2 Degree of Job-Related Stress of the Respondents

This section discusses the job-related stress of the teacher respondents in the two identified schools in the Cordova District, Cebu Province Division, across the six dimensions, namely: job, role, relationship, career development, organizational structure and climate, and home and work interface.

4.2.1 Job

Job refers to the respondents' perceptions of the work-related conditions that influence their level of job-related stress. Table 5 presents the results.

Table 5 Perceived Degree of Job-Related Stress of the Respondents in terms of their Job

		n=42	
S/N	**Indicators**	**WM**	**Verbal Description**
1.	I am generally satisfied with my job.	1.29	Very Low
2.	My skills, knowledge, and experience match the requirements of my job.	1.26	Very Low
3.	My skills, knowledge, and experience are utilized to the extent that I would like.	1.33	Very Low
4.	The time allotted for class preparation is adequate.	1.74	Very Low
5.	I have adequate resources to perform my job effectively.	1.98	Low
6.	My workload is manageable.	1.79	Very Low

Vol. 10, No.11; 2026

ISSN: 2456-7760

7.	The deadlines and targets assigned to me are reasonable and achievable.	1.76	Very Low
8.	My school prioritizes the health, safety, and welfare of its staff.	2.26	Low
9.	I am satisfied with my physical working environment, including heating, lighting, space, and equipment	2.14	Low
10.	I am satisfied with the facilities provided for food, drinks, and rest periods.	2.12	Low
11.	I have sufficient opportunities during my working day for rest, relaxation, or exercise.	2.14	Low
12	I am satisfied with the counseling, health, and safety support services and information provided to staff.	2.14	Low
	Aggregate Weighted Mean	**1.83**	**Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 5 shows an overall weighted mean of 1.83, interpreted as **Low**, indicating that respondents generally rated their working conditions and organizational support unfavorably. The highest rating was for the school's prioritization of staff health, safety, and welfare (*WM* = 2.26). The lowest ratings were for the alignment of teachers' skills and experience with job requirements (*WM* = 1.26), overall job satisfaction (*WM* = 1.29), and use of professional competencies (*WM* = 1.33). Workload management, reasonable deadlines, and adequate class preparation time also received Very Low ratings. These results indicate that teachers faced challenges with workload, role alignment, job satisfaction, and workplace support, although health and safety provisions were viewed more positively.

These results highlight the need to provide teachers with manageable workloads, sufficient preparation time, appropriate resources, and opportunities to use their professional skills. Sandmeier et al. (2022) found that work overload led to emotional exhaustion, especially with extended working hours. Wartenberg et al. (2023) reported that job satisfaction was positively linked to teacher-student interactions and student outcomes. Zhou et al. (2024) identified job demands and available resources as key factors affecting teacher well-being. Collectively, these findings emphasize the need for school administrators to improve workload management, working conditions, and organizational support to promote teacher well-being and sustain effective teaching.

4.2.2 Role

Role refers to how clearly teachers understand, are recognized for, and participate in fulfilling their professional responsibilities. The results are presented in Table 6.

Vol. 10, No.11; 2026

ISSN: 2456-7760

Table 6 Perceived Degree of Job-Related Stress of the Respondents in terms of their Role

		n=42	
S/N	**Indicators**	**WM**	**Verbal Description**
1	I am satisfied with my level of involvement in the decision-making processes.	1.67	Very Low
2	My work is appreciated and recognized as valuable.	1.64	Very Low
3	My job description and duties are clearly defined.	1.62	Very Low
	Aggregate Weighted Mean	**1.64**	**Very Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 6 shows an overall weighted mean of 1.64, classified as Very Low, indicating that respondents perceived limited positive role-related conditions in their workplace. Satisfaction with involvement in decision-making received the highest rating (WM = 1.67), followed by recognition and appreciation of work (WM = 1.64). Clarity of job descriptions and responsibilities received the lowest rating (WM = 1.62). While differences among indicators were minimal, all remained in the Very Low category, highlighting concerns about role clarity, professional recognition, and participation in school decisions. These results suggest potential sources of role-related stress, especially when teachers are uncertain about their responsibilities and feel their contributions are not sufficiently acknowledged.

The findings underscore the need for clear work expectations, recognition of teachers' contributions, and meaningful involvement in decision-making. These issues may be particularly significant in geographically isolated schools, where communication and coordination with administrators are more challenging. Macovei et al. (2023) found that role ambiguity is associated with poorer teacher well-being, lower teaching efficacy, and weaker school connectedness. Similarly, Collie (2023) emphasized supportive leadership, clear organizational expectations, and teacher involvement in school decisions for job satisfaction and professional well-being. These results suggest that administrators should clarify teachers' roles, establish regular communication and consultation channels, and recognize teachers' contributions.

4.2.3 Relationship

Relationship refers to teachers' perceived quality of interpersonal relationships in the school community. Table 7 shows perceived job-related stress related to relationships.

Vol. 10, No.11; 2026

ISSN: 2456-7760

Table 7 Perceived Degree of Job-Related Stress of the Respondents in terms of their Relationship

n=42

S/N	Indicators	WM	Verbal Description
1	My colleagues and I assist and support one another.	1.60	Very Low
2	I am satisfied with the way staff members relate to one another.	1.71	Very Low
3	I am free from bullying or harassment in the workplace.	1.57	Very Low
4	I have adequate opportunities to receive and provide feedback among my colleagues.	1.62	Very Low
5	I am satisfied with the way I relate to my pupils/students.	1.38	Very Low
6	I am satisfied with the way my pupils/students relate to me.	1.43	Very Low
	Aggregate Weighted Mean	**1.55**	**Very Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 7 shows that interpersonal relationships received a weighted mean of 1.55, classified as **Very Low**. Satisfaction with relationships among staff was highest (*WM* = 1.71), while satisfaction with teacher–student relationships was lowest (*WM* = 1.38). Collegial feedback (*WM* = 1.62), mutual support (WM = 1.60), and freedom from workplace bullying or harassment (*WM* = 1.57) were also rated Very Low. These findings indicate that respondents experienced limited collegial support, collaboration, and positive teacher–student interactions, suggesting workplace relationships may significantly contribute to job-related stress.

These findings align with Kaihoi et al. (2022), who highlighted how collegial networks provide emotional support and help teachers cope with occupational stress. Likewise, Kollerová et al. (2023) found that workplace bullying and disruptive student behavior were linked to greater teacher exhaustion, highlighting the need for a supportive, respectful school environment. Blair et al. (2024) also noted that positive collegial relationships support teachers' well-being. Regarding teacher–student interactions, Haldimann et al. (2023) found that these relationships play an important role in teachers' daily well-being.

4.2.4 Career Development

Career Development refers to teachers' perceptions of equitable opportunities for professional growth and advancement. It is measured by satisfaction with training availability and quality, fair development opportunities, staff induction, performance appraisal, career advancement, and school support for professional growth. Table 8 presents the results.

Vol. 10, No.11; 2026

ISSN: 2456-7760

Table 8 Perceived Degree of Job-Related Stress of the Respondents in terms of their Career Development

		n=42	
S/N	**Indicators**	**WM**	**Verbal Description**
1	I am satisfied with the amount of training available to me at work.	2.02	Low
2	I am satisfied with the quality of training that I receive.	1.74	Very Low
3	Training, professional growth, and career development opportunities are fair to all staff.	1.67	Very Low
4	I am satisfied with the staff induction program.	1.86	Low
5	I am satisfied with the performance appraisal and review system.	1.81	Low
6	My school provides opportunities for me to advance in my career.	1.67	Very Low
7	My school encourages me to pursue career advancement.	1.43	Very Low
	Aggregate Weighted Mean	**1.74**	**Very Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 8 reports an aggregate weighted mean of 1.74, classified as Very Low, indicating that respondents perceived limited support for professional growth and career advancement. Satisfaction with available training received the highest rating (WM = 2.02, Low), followed by the staff induction program (WM = 1.86, Low) and the performance appraisal system (WM = 1.81, Low). The lowest rating was for the school's encouragement of career advancement (WM = 1.43, Very Low). These results indicate that while some training and induction opportunities exist, teachers are dissatisfied with their quality, fairness, and impact on long-term career development.

The results also suggest that limited professional development and advancement opportunities may contribute to teachers' frustration, reduced motivation, and job-related stress. This issue may be more significant in geographically isolated schools, where distance, transportation costs, and limited access to training institutions restrict participation in professional learning. However, these findings alone do not confirm that the school's island location caused the low ratings; this interpretation should be considered alongside respondents' actual access to training and career opportunities.

These findings align with Wang and Chen (2022), who found that professional development programs improved teachers' well-being, engagement, and sense of achievement and identified underdeveloped areas. Similarly, Kingsford-Smith et al. (2023) reported that relevant professional development is particularly important for rural teachers' well-being. Admiraal and

Vol. 10, No.11; 2026

ISSN: 2456-7760

Kittelsen Røberg (2023) identified perceived barriers to professional development as significant job demands affecting teachers' job satisfaction. Zhao (2024) also found that career development is positively associated with career satisfaction and teacher well-being. Collectively, these studies highlight the importance of accessible, relevant, and equitable professional learning opportunities, clear career pathways, and institutional support in sustaining teachers' motivation and well-being.

4.2.5 Organizational Structure and Climate

Organizational Structure and Climate is defined as the extent to which teachers perceive their school as providing a supportive, well-organized, and fair working environment. Table 9 presents the results.

Table 9 Perceived Degree of Job-Related Stress of the Respondents in terms of Organizational Structure and Climate

		n=42	
S/N	**Indicators**	**WM**	**Verbal Description**
1	I am satisfied with the communication methods used in my school/unit.	2.12	Low
2	I am treated as an individual with respect and fairness.	1.62	Very Low
3	I am satisfied with the overall management structure of my school/unit.	1.64	Very Low
	Aggregate Weighted Mean	**1.79**	**Very Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 9 reports an aggregate weighted mean of 1.79, classified as Very Low, indicating that respondents viewed the school's organizational structure and climate unfavorably. Communication methods received the highest rating (WM = 2.12, Disagree), while the overall management structure (WM = 1.64, Strongly Disagree) and fair and respectful treatment (WM = 1.62, Strongly Disagree) received the lowest. These results indicate concerns about communication, management practices, and fairness, which may contribute to teachers' organizational stress and dissatisfaction.

The findings underscore the need for transparent communication, fair treatment, and supportive leadership to foster a healthy organizational climate. These challenges may be greater in geographically isolated schools, where distance from district or division offices can hinder coordination and access to administrative support. However, the island setting should be considered a potential contextual factor, not a definitive explanation for the respondents' ratings.

Nalipay (2023) supports these findings, showing that school climate, especially stakeholder participation and disciplinary conditions, is linked to teachers' job satisfaction and well-being. Similarly, Dang et al. (2024) found that school climate, work pressure, and teachers' sense of affiliation affect job satisfaction, with positive affiliation reducing stress. Xia et al. (2024) also found that organizational climate influences kindergarten teachers' job satisfaction, partly through occupational stress and emotional labor. Ouellette et al. (2018) identified organizational health as a key predictor of teachers' job stress and satisfaction, highlighting the importance of principal support and teacher connectedness. Collectively, these studies confirm that transparent communication, fair management, supportive leadership, and participative decision-making are essential for a positive school climate and reduced work-related stress.

4.2.6 Home and Work Interface

Home and Work Interface is the extent to which teachers perceive the interaction between their work responsibilities and their personal or family life, and how this interaction contributes to job-related stress. Table 10 presents the results.

Table 10 Perceived Degree of Job-Related Stress of the Respondents in terms of Home and Work Interface

		n=42	
S/N	**Indicators**	**WM**	**Verbal Description**
1	My home or social life is negatively affected by work-related events.	1.76	Very Low
2	Events in my home or social life negatively affect my work.	2.14	Low
3	I have taken leave from work due to stress-related health problems.	2.27	Low
4	My work negatively affects my physical, mental, or emotional well-being.	2.00	Low
5	I have increased my use of cigarettes, alcohol, or other substances to cope with work-related problems.	3.90	High
	Aggregate Weighted Mean	**2.42**	**Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 10 shows an aggregate weighted mean of 2.42, classified as **Low**, indicating that respondents generally experienced low work–home interference. The highest-rated indicator was increased use of cigarettes, alcohol, or other substances to cope with work-related problems (WM = 3.90, High), the only item rated High. Taking leave due to stress-related health problems (WM = 2.27), the effect of home or social events on work (WM = 2.14), and the effect of work on physical and emotional well-being (WM = 2.00) were all rated Low. The lowest rating was for the negative effect of work-related events on home or social life (WM = 1.76, Very Low).

Vol. 10, No.11; 2026

ISSN: 2456-7760

While respondents generally reported limited work–home interference, the high rating for substance use highlights concern about unhealthy coping with occupational stress.

These findings highlight the need to promote healthy coping mechanisms and ensure teachers have access to mental health support. Stapleton et al. (2020) found that teachers experienced psychological distress related to work demands, with some reporting alcohol-related concerns. Agyapong et al. (2022) documented high rates of stress, anxiety, and depression among teachers, emphasizing the need for mental health interventions. Zhou et al. (2024) identified disengagement coping as a strong negative predictor of teacher well-being. Collectively, these findings support offering counseling, wellness activities, peer support, and stress-management programs to encourage healthier responses to work-related pressures.

4.2.6Summary on the Perceived Degree of Job-Related Stress of the Respondents

This portion summarizes the respondents' perceived degree of job-related stress in terms of their job, role, relationship, career development, organizational structure and climate, and home-work interface. Table 11 presents the results.

Table 11 Perceived Summary Table on the Degree of Job-Related Stress of the Respondents

	n=42	
Job-Related Stress	**WM**	**Verbal Description**
Job	1.83	Very Low
Role	1.64	Very Low
Relationship	1.55	Very Low
Career Development	1.74	Very Low
Organizational Structure and Climate	1.79	Very Low
Home/Work Interface	2.42	Low
Aggregate Weighted Mean	**1.83**	**Low**

Legend: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 11 presents an aggregate weighted mean of 1.83, classified as **Low**. Of the six dimensions, Home/Work Interface had the highest mean (*WM* = 2.42), followed by Job (*WM* = 1.83). Relationship (*WM* = 1.55), Role (*WM* = 1.64), Career Development (*WM* = 1.74), and Organizational Structure and Climate (*WM* = 1.79) were rated Very Low. These results suggest respondents viewed workplace relationships, role clarity, career development, and organizational support particularly unfavorably. These areas should be prioritized to improve teachers' working conditions and well-being.

The results are consistent with Collie (2023), who found that supportive leadership and positive relationships with colleagues and students contribute to teacher well-being, while time pressure and disruptive behavior function as job demands. Similarly, Portuguese teachers in Castro Silva

Vol. 10, No.11; 2026

ISSN: 2456-7760

(2026) reported that colleague support and autonomy helped buffer the negative effects of job demands on well-being. Dang et al. (2024) also found that positive school affiliation could mitigate teacher stress, while work pressure contributed to it. Moreover, Zhou et al. (2024), in a meta-analysis of 173 studies involving 89,876 participants, identified job competencies, motivation, and psychological resources as important factors associated with teacher well-being. Collectively, these studies emphasize the importance of supportive leadership, healthy professional relationships, clear roles, and accessible professional development in promoting teachers' well-being.

4.3 Test of the Significance of the Relationship

This study hypothesized that no significant relationship exists between the perceived extent of teachers' quality teaching process and the degree of Job-related stress of the respondents. Table 12 presents the results.

Table 12 Test of the Significance of the Relationship between the Extent of Teachers' Quality Teaching Process and the Degree of Job-Related Stress of the Respondents

	n=42			
Variables	**r-value**	**p-value**	**Decision**	**Interpretation**
Quality Teaching Process and Job-Related Stress	0.046	0.770	Do not reject H0	Not Significant

******significant at $p < 0.05$

Table 12 presents a negligible positive relationship between teachers' perceived teaching quality and job-related stress ($r = .046$, $p = .770$). Because the p-value exceeds 0.05, this relationship is **not statistically significant**. The null hypothesis is therefore supported, indicating no significant association between these variables. Additionally, teachers' perceived teaching quality did not differ significantly across varying levels of reported job-related stress.

This finding indicates that teachers maintained their teaching practices despite workplace pressures. However, this does not imply that stress has no effect on teaching quality. Additional factors, including professional competence, motivation, instructional resources, and administrative support, may also influence teachers' effectiveness.

This result is consistent with Jõgi et al. (2023), who reported no significant relationship between teachers' physiological stress and observed teaching practices. However, their study found that self-reported stress was associated with child-centered teaching approaches. These findings suggest that the relationship between stress and teaching practices may depend on how stress is experienced and measured.

Vol. 10, No.11; 2026

ISSN: 2456-7760

5. Conclusion and Recommendations

Based on the findings, school heads and administrators are encouraged to help teachers further improve their teaching practices, particularly in assessing learners, documenting their progress, and communicating with parents. They should also provide a more supportive work environment by addressing workload concerns, recognizing teachers' efforts, providing opportunities for professional growth, and strengthening workplace relationships. The proposed Strategic Action Plan may be implemented to promote teachers' well-being and help them continue delivering quality education.

6. Conflict of Interest

The authors have no conflict of interest.

7. Acknowledgment

The authors would like to acknowledge all the respondents, the school heads of each school, and others who have contributed to the completion of this study.

8. Funding

This paper is not funded by any external funding.

References

Admiraal, W., & Kittelsen Røberg, K.-I. (2023). Teachers' job demands, resources and their job satisfaction: Satisfaction with school, career choice and teaching profession of teachers in different career stages. *Teaching and Teacher Education*, *125*, 104063. https://doi.org/10.1016/j.tate.2023.104063

Agyapong, B., Obuobi-Donkor, G., Burback, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review. *International Journal of Environmental Research and Public Health*, *19*(17), 10706. https://doi.org/10.3390/ijerph191710706

Alaçam, N., & Olgan, R. (2025). How do child portfolios enable assessment? Content analysis of portfolios from a Reggio Emilia-inspired preschool and a university preschool in Türkiye and the United States. *Education 3-13*, *53*(5), 756–767. https://doi.org/10.1080/03004279.2023.2220339

Blair, E. E., Sandilos, L. E., Ellis, E., & Neugebauer, S. R. (2024). Teachers survive together: Teacher collegial relationships and well-being during the COVID-19 pandemic. *School Psychology*, *39*(5), 499–509. https://doi.org/10.1037/spq0000596

Bottiani, J. H., Duran, C. A. K., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, *77*, 36–51. https://doi.org/10.1016/j.jsp.2019.10.002

Calo, K. M. (2022). Supporting teacher candidates' use of early childhood formative assessment to promote positive outcomes for young children. *Journal of Early Childhood Teacher Education*, *43*(4), 588–599. https://doi.org/10.1080/10901027.2021.1957045

Vol. 10, No.11; 2026

ISSN: 2456-7760

Castro Silva, J., Peixoto, F., Galhoz, A., & Gaitas, S. (2026). Job demands and resources as Predictors of well-being in Portuguese teachers. *European Journal of Teacher Education*, *49*(1), 84–107. https://doi.org/10.1080/02619768.2023.2288552

Collie, R. J. (2023a). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. *British Journal of Educational Psychology*, *93*(3), 712–726. https://doi.org/10.1111/bjep.12587

Collie, R. J. (2023b). Teacher well-being and turnover intentions: Investigating the roles of job resources and job demands. *British Journal of Educational Psychology*, *93*(3), 712–726. https://doi.org/10.1111/bjep.12587

Dang, V. H., Nguyen, L. T., & Pham, H. T. (2024). The mediating role of self-efficacy and stress on school climate and teachers' job satisfaction linkages. *Journal of General Management*, 03063070241280432. https://doi.org/10.1177/03063070241280432

Darling-Hammond, L., Schachner, A. C. W., Wojcikiewicz, S. K., & Flook, L. (2024). Educating teachers to enact the science of learning and development. *Applied Developmental Science*, *28*(1), 1–21. https://doi.org/10.1080/10888691.2022.2130506

Elliott, A., Reddy, L. A., Lekwa, A. J., & Fingerhut, J. (2024). Teacher stress and supports, classroom practices and student outcomes in high poverty urban elementary schools. *Psychology in the Schools*, *61*(1), 29–42. https://doi.org/10.1002/pits.23023

Gooden, C., Zelkowski, J., & Smith, F. A. (2023). A Systematic Literature Review on Factors of Stress, Burnout and Job Satisfaction of Secondary Grades Teachers at Time of Professional Crisis. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *96*(5), 162–171. https://doi.org/10.1080/00098655.2023.2238880

Haldimann, M., Morinaj, J., & Hascher, T. (2023). The Role of Dyadic Teacher–Student Relationships for Primary School Teachers' Well-Being. *International Journal of Environmental Research and Public Health*, *20*(5), 4053. https://doi.org/10.3390/ijerph20054053

Hooker, T. (2017). Transforming teachers' formative assessment practices through ePortfolios. *Teaching and Teacher Education*, *67*, 440–453. https://doi.org/10.1016/j.tate.2017.07.004

Hooker, T. (2019). Using ePortfolios in early childhood education: Recalling, reconnecting, restarting and learning. *Journal of Early Childhood Research*, *17*(4), 376–391. https://doi.org/10.1177/1476718X19875778

Item, M. J., & Almasa, R. D. (2025). The role of stressors and supports in early childhood education instructional quality. *Social Sciences & Humanities Open*, *11*, 101233. https://doi.org/10.1016/j.ssaho.2024.101233

Jentsch, A., Hoferichter, F., Blömeke, S., König, J., & Kaiser, G. (2023). Investigating teachers' job satisfaction, stress and working environment: The roles of self-efficacy and school leadership. *Psychology in the Schools*, *60*(3), 679–690. https://doi.org/10.1002/pits.22788

Jerrim, J., & Sims, S. (2022). School accountability and teacher stress: International evidence from the OECD TALIS study. *Educational Assessment, Evaluation and Accountability*, *34*(1), 5–32. https://doi.org/10.1007/s11092-021-09360-0

Jõgi, A.-L., Pakarinen, E., & Lerkkanen, M.-K. (2023). Teachers' physiological and self-reported stress, teaching practices and students' learning outcomes in Grade 1. *British Journal of Educational Psychology*, *93*(S1), 211–226. https://doi.org/10.1111/bjep.12529

Johnson, A. D., Phillips, D. A., Schochet, O. N., Martin, A., & Castle, S. (2021). To Whom Little Is Given, Much Is Expected: ECE Teacher Stressors and Supports as Determinants of Classroom Quality. *Early Childhood Research Quarterly*, *54*, 13–30. https://doi.org/10.1016/j.ecresq.2020.07.002

Kaihoi, C. A., Bottiani, J. H., & Bradshaw, C. P. (2022). Teachers Supporting Teachers: A Social Network Perspective on Collegial Stress Support and Emotional Wellbeing Among Elementary and Middle School Educators. *School Mental Health*, *14*(4), 1070–1085. https://doi.org/10.1007/s12310-022-09529-y

Kingsford-Smith, A. A., Collie, R. J., Loughland, T., & Nguyen, H. T. M. (2023). Teacher wellbeing in rural, regional, and metropolitan schools: Examining resources and demands across locations. *Teaching and Teacher Education*, *132*, 104229. https://doi.org/10.1016/j.tate.2023.104229

Kollerová, L., Květon, P., Zábrodská, K., & Janošová, P. (2023). Teacher exhaustion: The effects of disruptive student behaviors, victimization by workplace bullying, and social support from colleagues. *Social Psychology of Education*, *26*(4), 885–902. https://doi.org/10.1007/s11218-023-09779-x

Liebowitz, D. D., & Porter, L. (2019). The Effect of Principal Behaviors on Student, Teacher, and School Outcomes: A Systematic Review and Meta-Analysis of the Empirical Literature. *Review of Educational Research*, *89*(5), 785–827. https://doi.org/10.3102/0034654319866133

Lovell, M. M. (2025). *Teacher's Perceptions of Implementing Play-Based Learning in Early Childhood Classrooms: A Study of Children Aged 3–5* [PhD Thesis, Concordia University Wisconsin]. https://search.proquest.com/openview/e068406858e710f856796a4a85984fa7/1?pq-origsite=gscholar&cbl=18750&diss=y

Macovei, C. M., Bumbuc, Ștefania, & Martinescu-Bădălan, F. (2023). Personality traits, role ambiguity, and relational competence as predictors for teacher subjective wellbeing. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.1106892

Montoya-Fernández, C., Gil-Madrona, P., Losada-Puente, L., & Gómez-Barreto, I. M. (2024). Play-based assessment: Psychometric properties of an early childhood learning and development assessment battery. *Education Sciences*, *14*(11), 1240.

Nalipay, Ma. J. N. (2023). What Aspects of School Climate Matter Most to Asian Teachers' Job Satisfaction and Well-Being? Evidence from the TALIS 2018. *Teachers College Record*, *125*(3), 264–288. https://doi.org/10.1177/01614681231171804

Nganga, L., Sisson, J., Thapa, S., Kambutu, J., & Madrid Akpovo, S. (2024). Deconstructing the 2022 National Association for the Education of Young Children (NAEYC) standards: A cross-cultural analysis of developmentally appropriate practices in Australia, Kenya and Nepal. *International Journal of Early Years Education*, *32*(3), 696–719. https://doi.org/10.1080/09669760.2024.2342352

Ouellette, R. R., Frazier, S. L., Shernoff, E. S., Cappella, E., Mehta, T. G., Maríñez-Lora, A., Cua, G., & Atkins, M. S. (2018). Teacher Job Stress and Satisfaction in Urban Schools: Disentangling Individual-, Classroom-, and Organizational-Level Influences. *Behavior*

Therapy, The Intersection of Implementation Science and Behavioral Health, *49*(4), 494–508. https://doi.org/10.1016/j.beth.2017.11.011

Quinones, G., & Adams, M. (2026). Becoming a professional: Exploring vulnerabilities in an Australian birth-to-three-year-old professional experience. *European Early Childhood Education Research Journal*, *34*(4), 634–647. https://doi.org/10.1080/1350293X.2025.2527236

Sandmeier, A., Baeriswyl, S., Krause, A., & Muehlhausen, J. (2022). Work until you drop: Effects of work overload, prolonging working hours, and autonomy need satisfaction on exhaustion in teachers. *Teaching and Teacher Education*, *118*, 103843. https://doi.org/10.1016/j.tate.2022.103843

Skoglund, R. I., Ye (叶菊艳), J., & Jiang (姜勇), Y. (2022). Ethical Codes for Early Childhood Teachers: How and Why Should We Use Them. *ECNU Review of Education*, *5*(4), 563–576. https://doi.org/10.1177/20965311221127322

Stapleton, P., Garby, S., & Sabot, D. (2020). Psychological distress and coping styles in teachers: A preliminary study. *Australian Journal of Education*, *64*(2), 127–146. https://doi.org/10.1177/0004944120908960

Stratigos, T., & Fenech, M. (2021). Early childhood education and care in the app generation: Digital documentation, assessment for learning and parent communication. *Australasian Journal of Early Childhood*, *46*(1), 19–31. https://doi.org/10.1177/1836939120979062

Thomas, L. (2012). New possibilities in thinking, speaking and doing: Early childhood teachers' professional identity constructions and ethics. *Australasian Journal of Early Childhood*, *37*(3), 87–95. https://doi.org/10.1177/183693911203700312

Varier, D., & Yun, S. (2023). A review of research on assessment use: Implications for preparing early childhood educators for data-informed decision-making. *Journal of Early Childhood Teacher Education*, *44*(4), 1067–1092. https://doi.org/10.1080/10901027.2023.2257157

Wang, X., & Chen, Z. (2022). "It Hits the Spot": The Impact of a Professional Development Program on English Teacher Wellbeing in Underdeveloped Regions. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.848322

Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and High Performing? A Meta-Analysis and Systematic Review of the Correlates of Teachers' Job Satisfaction. *Educational Psychology Review*, *35*(4), 114. https://doi.org/10.1007/s10648-023-09831-4

Xia, W., Fan, Y., Bai, J., Zhang, Q., & Wen, Y. (2024). The relationship between organizational climate and job satisfaction of kindergarten teachers: A chain mediation model of occupational stress and emotional labor. *Frontiers in Psychology*, *15*. https://doi.org/10.3389/fpsyg.2024.1373892

Yang, X., & Kaiser, G. (2022). The impact of mathematics teachers' professional competence on instructional quality and students' mathematics learning outcomes. *Current Opinion in Behavioral Sciences*, *48*, 101225. https://doi.org/10.1016/j.cobeha.2022.101225

Zakariya, Y. F., & Adegoke, N. A. (2024). Teacher instructional practices: Untangling their complex relations with self-efficacy, job satisfaction, stress, and cooperation among mathematics teachers. *Frontiers in Education*, *9*. https://doi.org/10.3389/feduc.2024.1367076

Vol. 10, No.11; 2026

ISSN: 2456-7760

Zhang, A. (2022). Rethinking Teachers' Roles in Creating a Play-based Learning Environment. *Dimensions of Early Childhood*, *50*(3), 19–25.

Zhao, G. (2024). Career development and foreign language teacher well-being: Mediating effect of career satisfaction. *Social Behavior and Personality: An International Journal*, *52*(10), 1–7. https://doi.org/10.2224/sbp.13674

Zhou, S., Slemp, G. R., & Vella-Brodrick, D. A. (2024). Factors Associated with Teacher Wellbeing: A Meta-Analysis. *Educational Psychology Review*, *36*(2), 63. https://doi.org/10.1007/s10648-024-09886-x