

Level of Teaching-Related Stress Among Public School Teachers In Balingoan District

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Abstract

This study aimed to determine the level of teaching-related stress in terms of Workload, Students' Behavior and Responsiveness of the Stakeholders and the extent of the level stress among the 120 Public School teachers of Balingoan District, Misamis Oriental Division. The significant relationship between teaching-related stress and extent of level of stress was also determined. The instruments used in this study were from Ferguson et al., (2017), for the teaching-related stress and for the Level of Stress, the Perceived Stress Questionnaire of Levenstein et al., (2012) was utilized. Findings revealed that teaching-related stress in terms of Workload, Students' Behavior and Responsiveness of the Stakeholders have Significant Relationship to the Levels of Stress experienced by the teachers in the school. Moreover, data revealed that teachers are Most Stressed in terms of Responsiveness of the Stakeholders. The high levels of stress that teachers experience can be attributed to the lack of support from stakeholders and excessively demanding obligations that are associated with the teaching profession. In general, stress among teachers is commonplace and is becoming an increasingly significant problem. Therefore, it is recommended that the government and administrators should look at the possible intervention to minimize the level of stress of educators. However, if the stress is already pushing teachers to their breaking point and is uncontrollable, it is strongly suggested that they seek consultation and advice from professional experts.

Keywords: stress; teaching-related stress; workload; pupils' behavior; responsiveness of the stakeholders

1. Introduction

The role of a teacher is absolutely necessary for the accomplishment of any educational endeavor to be successful. The productivity of teachers, their attitudes toward their coworkers and especially their interactions with their students can all be negatively impacted by stress. Stress is the reaction of the body to a change that requires an adjustment or response on a physical, mental, or emotional level. Any circumstance or thought that provokes feelings of frustration, anger, nervousness, or anxiety to a person is a potential source of stress. It is essential, in order for teachers to be able to triumph over the detrimental effects of the high levels of stress, they are subjected to on the job, to determine which of the numerous potential stressors are the most significant.

Teachers' stress, according to Olson et al., (2017), is a state of pressure that arises from a perceived

need to change adaptive behavior. Dunham et al., (2018) defined stress as a series of behavioral, emotional, and physical responses triggered by persistent pressures that are far greater than the ability of adaptive systems to cope. On the other hand, Wong (2020) saw stress as a positive or negative arousal response to a work-related or personal stimulus. Stress can be beneficial if it drives a person to act in a certain scenario, but it can also be harmful if it becomes excessive and causes a person to perform poorly or not at all.

According to Gomes et al., (2019), teaching has been found to be the most stressful profession or job in comparison to other professions or jobs. Today's teaching profession requires excellent physical, intellectual, and emotional health to survive in the profession. Teachers' personal distress has a negative impact on their ability to teach students.

Teaching, according to Rotas and Cahapay (2020), is considered one of the most difficult fields to work in, requiring multitasking skills to deal with curriculum. It is a job which plans lessons, manages students' behavior, comes up with ways to teach more than one subject at the same time, controls student s' behavior, and prepares teaching tools. Teachers as information dispensers are clearly exposed to excessive teaching burdens, which cause them stressed. The rising problem of student misbehavior has made stress a common side effect of classroom experiences. Workload stress affects a variety of aspects of teaching, including cognitive achievement, school motivation and results-based performance.

Based on the researcher's interview of several teachers during the conduct of the pre-validation on the expansion of the Limited-face-to-face program (LFTF) Program, it was found out that majority of the teachers experienced stress when: there are visitors coming in, excessive workloads with extra ancillary services, misbehaving learners during the conduct of the LFTF, uncooperative parents when there are school activities and unsupportive barangay officials.

Thus, such challenges observed, the researcher came up with this study to identify the level of teaching-related stress and extent of the level of stress among teachers of Balingoan District.

2. Conceptual Framework

This study was based on the research conducted by Ferguson et al. (2017), on the Teaching-related stress. Accordingly, educators rarely discussed their stress with their families, friends, colleagues, and even, on occasion, with their principals. The number of times that teachers accessed their various social support networks did vary depending on the types of stressors they experienced. It may be Workload, Students' Behavior, Professional Relationships, Societal Attitudes, and Employment Conditions. In this study, the researcher included only the Workload, Students' Behaviors and Societal Attitude on which the latter, the researcher referred it as the responsiveness of the stakeholders to the school.

On the other hand, to confirm the respondents' Levels of Stress, a Perceived Stress Questionnaire (PSQ) from Levenstein et al., (2012) was also used. Respondents were given a set of instructions on how to score the PSQ. The questionnaire asked about stressful feelings and experiences from the last year or two. Respondents rated how often they feel certain stress-related feelings.

3. Method

The study utilized descriptive quantitative research method which were appropriate for determining the Teaching-related Stress and the Extent of the levels of Stress among Public School teachers in Balingoan District. According to Bhandari (2021), quantitative research is the process of collecting and evaluating numerical data in order to uncover patterns and averages, predict the future, find causal connections, and extrapolate findings to a larger group of people. Quantitative research is the process of gathering and evaluating numerical data. Additionally, according to Bhandari (2021), this strategy can be used to find patterns, averages, predictions, causal links, and generalizations.

Furthermore, the primary objective in a quantitative study is to discover the link between two variables such as the Independent Variable and a Dependent or Product Variable (Babbie, 2020). Subjects are either measured only once, as in descriptive research, or twice, as in experimental research. A descriptive investigation establishes merely correlations between variables, whereas an experimental study demonstrates causality. Lastly, a correlational research methodology was employed to assess teachers' levels of stress and professional satisfaction at work.

The data gathered by the study provided a basis for possible intervention to uplift teachers' morale, thus reducing the impact of stress in their daily lives. That eventually brought fruitful outcomes in the operation of the district where the research was conducted. The method involved recording, analysis, and interpretation of the prevailing conditions. The investigation of the effects of teaching related stress on the professional satisfaction of teachers during pandemic served as the focus of this study.

This study was conducted in the District of Balingoan. It is located in the Misamis Oriental province of the Philippines. Balingoan is formally known as the Municipality of Balingoan (Cebuano: Lungsod sa Balingoan; Tagalog: Bayan ng Balingoan). The town is divided into nine barangays, five of which are located in the hinterland (uptown) and four of which are situated along the National Highway (downtown). Nine elementary schools, an integrated school, a senior high school, and two secondary schools make up the school system.

The following is a list of the schools that fall under the purview of the recently established Balingoan District. Balingoan Central School, Bauk-bauk Elementary School, Dahilig Elementary School, Kabangasan Elementary School, Kauswagan Elementary School, Mantangale Elementary School, Mapua Elementary School, San Alonzo Elementary School, Kabulakan Integrated School, Mantangale National High School, and Mantangale Senior High School.

Each of the educational institutions in the Balingoan area has a distinct School-based Management Level. Only six of the eleven schools are in the SBM Level 2, or "maturing," stage of practice. This is the case in 55% of schools. To put it another way, this means that the school is committed to a culture of continuous development that includes the participation of the entire community in order to make major gains in student achievement and academic success. More than half the schools are still in SBM Level 1 practice, which is also known as Developing Level of practice, at five (5) out of eleven (11). Systems and methods are being put in place that will allow the community to get involved and have a positive effect on student learning.

The respondents of the study were all the elementary and secondary school Public School teachers of Balingoan District, Division of Misamis Oriental for School Year 2021-2022 for a total of One hundred and twenty (120). The number of respondents were purposively decided for the researcher's proximity and convenience in administering the instrument.

Located in the Division of Misamis Oriental, Balingoan District is a recently formed district. Eleven schools that includes: (8) Elementary Schools, one (1) Integrated School, one (1) Junior High School, and one (1) stand-alone Senior High School make up the district. It has 120 teaching staff and eight (8) non-teaching staff members in total. Total enrollment in the Balingoan District for the 2021-2022 school year was 2,791 students.

The research devices in this study were from Ferguson et al., (2017), for the teaching-related stress and the Perceived Stress Questionnaire (PSQ) of Levenstein et al., (2012), for the Level of Stress. The researcher emailed the above authors for permission to use the instruments because the details of the questionnaires were considered standard up to this day. Questions were encoded to Google Form for easy retrieval of responses from the respondents who are from elementary and secondary Public School teachers of the District of Balingoan, Misamis Oriental, for the school year 2021–2022.

Through a letter of request that was duly signed by the Dean of the Graduate School of Southern Philippine College, the researcher was able to obtain permission from the Schools Division Superintendent,

Division of Misamis Oriental, for the School Year 2021-2022. This permission was granted for the research project. After that, the researcher approached the Public Schools District Supervisor of the District of Balingoan, Division of Misamis Oriental, for the School Year 2021-2022 to request permission for the approval and launch of the instrument as well as the collection of data. After receiving clearance from the PSDS, the school principals gave their faculty members the instruction to take part in the survey. The researcher asked the teachers to respond to the survey using the Google Form that was sent to them via the District Group Chat messenger. The link to the Google Form was included in the email. After that, the data is gathered for subsequent analysis.

After all the questionnaires were collected, the gathered data were subjected to statistical treatment. The scale, range of interval, and qualitative description used in this study were patterned after a Likert-type scale.

A. Teaching Related Stress

Scoring	Scale	Description	Interpretation
4	3.25-4:00	Strongly Agree	Extremely Stressed
3	2.50-3.24	Agree	Very Stressed
2	1.75-2.49	Disagree	Slightly Stressed
1	1.0-1.74	Strongly Disagree	Not At All Stressed

B. Level of Stress

Scoring	Scale	Description	Interpretation
4	3.25-4:00	Usually	Extremely Stressed
3	2.50-3.24	Often	Very Stressed
2	1.75-2.49	Sometimes	Stressed
1	1.0-1.74	Almost	Slightly Stressed

The following are some of the methods that the researcher utilized in order to interpret the data that was gathered: Mean

value and Standard Deviation were utilized for Problem 1 and 2. Pearson Product Moment Correlation Coefficient was used to determine the Significant Relationship between the teaching-related stress to the extent of the level of stress among Public School teachers of Balingoan District.

4. Results and Discussions

Problem 1. What is the level of teaching-related stress among Public School Teachers of Balingoan District in terms of :

- 1.1 Workload;
- 1.2 Handling Pupils Behavior; and
- 1.3 Responsiveness of Stakeholders?

Table 1

Teacher's Workload				
Indicators	Mean	SD	Description	Interpretation
I am stressed in...				
1. Too much work to do	2.58	1.17	Agree	Very Stressed
2. Not enough time to do the work	2.73	1.13	Agree	Very Stressed
3. Administrative paperwork/ ancillary work	2.74	1.14	Agree	Very Stressed
4. Taking courses / attending seminar while having full teaching load	2.87	1.07	Agree	Very Stressed
5. Being accountable for students' achievement	2.69	1.24	Agree	Very Stressed
Overall Mean	2.72	1.15	Agree	Very Stressed

Note: 3.25-4.00 Strongly Agree-Extremely Stressed; 2.50-3.24 Agree-Very Stressed; 1.75-2.49 Disagree-Slightly Stressed; 1.0-1.74 Strongly Disagree-Not At All Stressed

Table 1 presents the distribution of respondents' Level of Teaching-related Stress in terms of Workload. It reveals the overall Mean of 2.72 (SD=1.15) described as Agree and interpreted as Very Stressed. This suggests that respondents are Very Stressed in their Workload. Teachers experienced this burden of workloads in their daily lives as part of the sworn duty. However, if one learns to manage one's workload along with time management it will be possible that one's burden will become lightweight. According to (Odujami et al., 2017), teacher's workload contributed to the levels of stress experienced by teachers. Furthermore, he pointed out that these stressors had a significant impact on teacher's performance along the way.

The indicator, "*Taking courses / attending seminar while having full teaching load*", got the highest Mean of 2.87 (SD=1.07) which is described as Agree and interpreted as Very Stressed. This means that teachers are Very Stressed when attending seminars or taking short courses while they were in full teaching load (Sarabia & Collantes 2020). This links to several factors that includes conflict of schedule, distance from the seminar venue, access to public transport and or connectivity for those who are doing seminars online or webinars. To lessen the above areas of concerned, one should learn to maximize and optimize the resources to achieve one's goals. On the other hand, the indicator, "*Too much work to do*", got the lowest Mean of 2.58 (SD=1.17) which is described as Agree but still with the interpretation of Very Stressed. This implies that teachers are also Very Stressed with the amount of workload they are carrying. Doing non-teaching paper work is one of the most common agony of teachers nowadays. This resulted to overwork among teachers. As teachers, we should learn to understand first the nature of our work so that we can easily cope up with the above-mentioned stressor. According to Hadadian (2018), overworked people usually have unreasonable workloads; work long (and/or odd) hours; undergo a more challenging working pace; feel pressure to work overtime (paid or unpaid); and receive shorter breaks, days off, and vacations (or none at all). All these are experienced by teachers firsthand.

Table 2*Students' behavior*

Indicators	Mean	SD	Description	Interpretation
I am stressed in...				
1. Poorly motivated learners	2.63	1.20	Agree	Very Stressed
2. Impolite and disruptive behavior of learners	2.77	1.09	Agree	Very Stressed
3. Mixed ability of Learners	2.48	1.18	Disagree	Slightly Stressed
4. Learners with difficulty at home	2.43	1.28	Disagree	Slightly

5. Learner's lack of participation	2.70	1.13	Agree	Stressed Very Stressed
Sub Total	2.60	1.18	Agree	Very Stressed

Note: 3.25-4.00 Strongly Agree-Extremely Stressed; 2.50-3.24 Agree-Very Stressed;
 1.75-2.49 Disagree - Slightly Stressed; 1.0-1.74 Strongly Disagree-Not At All Stressed

Table 2 presents the distribution of respondents' Level of Teaching-related Stress in terms of Students' Behavior. It reveals the overall Mean of 2.60 (SD=1.18) respondents' Level of teaching related stress in terms of Students' Behavior which is described as Agree and interpreted as Very Stressed. This suggests that teachers are Very Stressed in managing learners' behavior inside the classroom. Teachers sometimes find themselves confronted with a classroom full of students that come from diverse backgrounds, have a wide range of interests, behave in a variety of ways, and possess varying levels of ability. Being a teacher, one should extend patience beyond limits so that one can manage our learner's behavior along the way. Patience and resilience are the key to a successful classroom management. It is unavoidable for the teacher to be responsible for the careful management of the classroom as well as the surrounding environment in order to address these discrepancies (Adedigba & Sulaiman, 2020).

The indicator, "*Impolite and disruptive behavior of learners*", got the highest Mean of 2.77 (SD=1.09) which is described as Agree and interpreted as Very Stressed. This signifies that these teachers are Very Stressed due to impolite and disruptive behavior of the learners as this affect the teaching and learning process inside the classroom (Sezer, 2017). This scenario now causes stress for teachers. As person in authority inside the classroom, one should exercise maximum tolerance to the learners at the same time impose discipline to them without harming and depriving their constitutional rights. Teachers should always base his disciplinary measure to the school manual so that he can be safe from any problems that may arise in imposing such discipline to the learners.

On the other hand, the indicator, "*Learners with difficulty at home*" got the lowest Mean of 2.43 (SD=1.28) which is described as Disagree and interpreted as Slightly Stressed. This implies that teachers are just Slightly Stressed in dealing with learners with difficulty at home. Learners experiencing difficulty at home due to various factors such as home pressure, living with extended family, poor mental and physical health, issues surrounding public security, unemployment and underemployment, as well as low levels of unity, respect, and resources (Pinoncely, 2016). With this, teachers, as second parents, can be of assistance to students by offering moral comfort, fostering healthy relationships with friends, and interacting schoolchildren with other teachers and administrators who may be helpful in this situation. In addition, providing learners who are dealing with challenges at home with stress debriefing and psychosocial orientation will assist those students in releasing some of the pressures and strains that they are bearing. As a result, the effect will be eradicated along the way.

Table 3

Responsiveness of Stakeholders

Indicators	Mean	SD	Description	Interpretation
1. Lack of Cooperation with parents	3.32	0.77	Strongly Agree	Extremely Stressed
2. Lack of respect in society for schools and teachers	3.27	0.82	Strongly Agree	Extremely Stressed
3. Lack of recognition for the contributions of teachers.	3.32	0.80	Strongly Agree	Extremely Stressed

4. Undeserved criticism of teachers and school	3.33	0.82	Strongly Agree	Extremely Stressed
5. Lack of participation among stakeholders	3.37	0.88	Strongly Agree	Extremely Stressed

OVERALL MEAN **3.32** **0.82** **Strongly Agree** **Extremely Stressed**

Note: 3.25-4.00 Strongly Agree-Extremely Stressed; 2.50-3.24 Agree-Very Stressed;
1.75-2.49 Disagree-Slightly Stressed; 1.0-1.74 Strongly Disagree-Not At All Stressed

Table 3 presents the distribution of respondents' Level of Teaching-related stress in terms of Responsiveness of Stakeholders. It reveals the overall Mean of 3.32 (SD=0.82) which is described as Strongly Agree and interpreted as Extremely Stressed. This suggests that teachers are Extremely Stressed in terms of the responsiveness of the stakeholders. This implies that not all schools are having generous stakeholders to support them. There are other stakeholders whom instead of helping the school they are the ones criticizing and putting the school in bad light for no good reason. In this manner the one that is greatly affected are the teachers. It becomes a source of stress among teachers. According to Nyambe (2022), uncooperative stakeholders can lead to a decrease in learners' performance. This merely indicates that stakeholders play an important part in the process of shaping the minds of our younger generations into more responsible members of the community.

The indicator, "*Lack of participation among stakeholders*", got the highest Mean of 3.37 (SD=0.88) with a corresponding description of Strongly Agree and an interpretation of Extremely Stressed. This implies that teachers are Extremely Stressed on the lack of participation among stakeholders. Teacher's productivity will suffer if they're working in an environment where its stakeholders are very unsupportive, and this could have a negative impact not only to the students, but on society as a whole (Aydin & Kaya, 2017). With this, teachers need to make sure that everyone is well cared for. This will help the school build strong partnerships with all of its stakeholders. Giving awards and recognition to stakeholders will help build their trust and confidence in the school to carry out programs and projects for the good of its students and stakeholders as well.

On the other hand, the indicator, "*Undeserved criticism of teachers and school*", got the lowest Mean of 3.27 (SD=0.82) with a corresponding description of Strongly Agree and interpreted as Extremely Stressed. This implies that teachers are Extremely Stressed in having such undeserved criticism from its stakeholder. Teachers are targeted with unsolicited criticisms and negative feedback from parents, local officials and even other entities without due process. So as teachers must have a lengthy patience and tons of understanding so survive.

Table 4

Overall Teaching-related Stress

Indicators	Mean	SD	Description	Interpretation
Workload	2.72	0.43	Agree	Very Stressed
Pupil's behavior	2.60	0.42	Agree	Very Stressed
Responsiveness of stakeholders	3.32	0.26	Strongly Agree	Extremely Stressed
Overall	2.88	0.38	Agree	Very Stressed

Note: 3.25-4.00 Strongly Agree-Extremely Stressed; 2.50-3.24 Agree-Very Stressed;
1.75-2.49 Disagree-Slightly Stressed; 1.0-1.74 Strongly Disagree-Not At All Stressed

Table 4 presents the distribution of respondents' Overall Levels of Teaching- related Stress among Public School Teachers in Terms of Workload, Students' Behavior and Responsiveness of Stakeholder. It

reveals the overall Mean of 2.88 (SD=0.38) with a description of Agree and interpreted as Stressed. Undoubtedly, sources of stress stated in the literature may not have the same impact on every teacher. However, these sources of stress might cause different problems and affect the school environment negatively by expending gradually. That is why attempts for providing teachers to realize reasons for methods for coping with the stress should be enhanced.

The variable, “*Responsiveness of stakeholders*”, got the highest Mean of 3.32 (SD=0.26) with a corresponding description of Strongly Agree and interpreted as Extremely Stressed. This implies that teachers are Extremely Stressed on the Responsiveness among Stakeholders. This means that teachers are suffering from stress due to many factors that involve stakeholders’ participation. For instance, when it comes to instructing a student, a teacher's most significant ally is frequently the student's parents or guardians; however, in certain circumstances, parents and guardians can add a great deal of stress to a situation. It is not uncommon for parents to be short-tempered, demanding, or even cruel (Pereda & Diaz-Faez, 2020). As results, teachers resorted to be silent for them not to get involved in a more scandalous action.

On the other hand, the indicator, “*Pupils’ Behavior*” got the lowest Mean of 2.60 (SD=0.42) with a corresponding description of Strongly Agree and interpreted as Extremely Stressed. In most cases, pupils’ behavior has contributed significantly to the teacher’s stress. The impolite and disruptive behavior of the students causes stress for the teachers because it interferes with the teaching and learning that takes place inside the classroom (Sezer, 2017). That is why as teachers, aside from being patient, one should also exercise the authority inside the classroom to manage the behavior of the students.

Problem 2. What is the extent of the level of Stress among Teachers of Balingoan District?

Table 5

Levels of Stress among Public School teachers in Balingoan District

Level of Stress	Frequency	Percentage
Extremely Stress	27	22.5%
Very Stressed	4	3.333%
Stressed	24	20%
Slightly Stressed	65	54.167%
Overall Mean	120	100%

Table 5 presents the extent of the Levels of Stress among Public School Teachers in Balingoan District. It reveals that 54.167%, or 65 out of 120 respondents, are the most number of teachers who are Slightly Stressed. This means that majority of the Public School Teachers are only Slightly Stressed in their respective tasks. This implies that teachers, although Slightly Stressed in the profession still able to keep their feet on the ground and surpass challenges head on. This level of stress that teachers experience can be attributed to a number of different causes such as a lack of support and excessively demanding obligations, are reportedly responsible for the significant amount of stress that is associated with teaching, as reported by Jennings et al., (2017).

On the other hand, 3.333% or 4 out of 120 respondents is the least number of teachers who are Very Stressed in the teaching profession. This implies that teachers experienced high levels stress in the profession. The high levels of stress that teachers experience can be attributed to a number of different causes. Several crucial factors, such as a lack of support and excessively demanding obligations, are reportedly responsible for the significant amount of pressure that is associated with teaching, as reported by Jennings et al., (2017).

Problem 3. Is there a significant relationship between teaching-related stress and to the level of stress among the Public School teachers in Balingoan District?

Table 6

Level of Significance between Teaching-Related Stress and Level of Stress among Public School Teachers

Teaching Related Stress	Level Of Stress	r value	P value	Remarks	Decision	Interpretation
Workload	Level Stress	Of 0.761	0.000	Very High Positive Correlation	Reject Hypothesis	Null Significant Relationship
Pupils' behavior	Level Stress	Of 0.634	0.000	Moderately High Positive Correlation	Reject Hypothesis	Null Significant Relationship
Responsiveness of Stakeholders	Level Stress	Of 0.823	0.000	Very High Positive Correlation	Reject Hypothesis	Null Significant Relationship

Note: Significant at 0.05 level.

Table 6 discloses the Significant Relationship between Teaching-related Stress and extent of the levels of stress among Public School teachers in the Balingoan District. The data revealed that teaching-related stress of teachers has Significant Relationship towards the extent of the levels of stress since the p-value is below 0.05 level of significance. This means that the null hypothesis is rejected since the probability value was lesser than the set level of 0.05 with Very High Positive Correlation. This further implies that there is Significant Relationship between teaching-related stress and extent of the level of stress among Public School teachers in Balingoan District.

According to Greco & Fischetti (2018), people may experience job-related stress when they are confronted with work expectations and pressures that exceed their knowledge and skills and challenge their capacity to manage. These are the things they encounter in the workplace. A study conducted by Judge et al., (2018), found out that teaching-related stress is a severe issue. Almost all employees suffer from work stress. No one is excused, and everyone is vulnerable to suffer from work stress given that they are acted upon by different work stressors. That is why as teachers, one should learn to deal with stressors properly. Proper diet, physical exercise and time management will be an effective way to reduce stress.

Additionally, data revealed that the results in teaching related stress in terms of Responsiveness of the Stakeholders with p-value of 0.000, has the highest significant relationship towards the extent of the levels of stress among Public School teachers in Balingoan District since the p-value is below 0.05 level of significance. This means that the null hypothesis is rejected since the probability value is lesser than the set level at 0.05. This indicates that not all schools are given generous stakeholders to support them. There are other stakeholders whom instead of helping the school they are the one criticizing it for no good reason. In this manner the one that is greatly affected are the teachers. It can be a source of stress among teachers. Uncooperative stakeholders can lead to a decrease in learners' performance as well. Therefore, as teachers we should learn to adapt to our surroundings and blend with the community for us to have a harmonious relationship with them.

On the other hand, Students' Behavior and the extent of the level of stress among Public School teachers in Balingoan District with Moderately High Positive Correlation. This means that the null hypothesis was rejected since the probability value was lesser than the set level at 0.05. Lastly, pupil's behavior ($p = 0.000$) has the lowest Significant Relationship on the levels of stress among teachers in Balingoan District. This shows that managing the behavior of students while they are in the classroom is not quite as easy as managing the behavior of young pups at home. When dealing with a student's behavior, there are several factors to take into consideration. The welfare of the learners should be one of the first things to be considered. According to Asio et al., 2020, teachers should be aware that students also have their own personal rights and must be very careful in imposing discipline so that their rights are safeguarded and at the same time they behavior are well managed.

5. Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The Public School teachers in Balingoan District are stressed more in the Responsiveness of Stakeholders. This means that teachers are suffering from stress due to many factors that involve stakeholders' participation. Based on the indicators under Responsiveness of Stakeholders, teachers are stressed because parents and other stakeholders lack cooperation in school.
2. More teachers are Slightly Stressed than Extremely Stressed. This means that Public School Teachers have already adjusted themselves and embraced their profession that as teachers, they have many works other than teaching. They have ancillary works and they also have responsibilities in dealing with diverse parents, stakeholders and students.
3. Teaching-related stress has significant relationship towards the extent of the levels of stress among Public School Teachers in Balingoan District. Teachers are stressed when they are confronted with work expectations and pressures that exceed their knowledge and skills and challenge their capacity to manage.

6. Recommendations

From the findings and conclusion obtained in the study, the following recommendations were referred:

1. There are ways the school with the teachers can do to improve the cooperation of the stakeholders especially the parents.

Teachers can make sure that everyone is well cared for. This will help the school build strong partnership with all of its stakeholders. Giving awards and recognition to stakeholders will help build their trust and confidence in the school to carry out programs and projects for the good of its students and stakeholders as well.

2. The Government and School administrators must create a program to help teachers cope with the stressors around them as this will have a negative effect the teacher's performance along the way if not given care. They must be on the look-out of their teachers' well-being and ensure that teachers are satisfied with their job and if they see or know some teachers struggling, they must attend to them and give them immediate assistance and supervision in any form to prevent further problems along the way. Also, school leaders are encouraged to establish a rewards and recognition system that gives due credits to the teacher for their valuable efforts that contributed to the betterment of the community and to the entire nation as a whole.
3. Teachers should enhance themselves by attending activities that will foster professional growth such as but not limited to enrolling in graduate studies to uplift their morale and boost their self-esteem. Further studies should be conducted in the future using more respondents and a wider locale from

public and private schools to compare relationship. Future studies can use more or another variables which can measure the factors affecting the levels of stress among teachers.

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