

## Sources of Stress and Factors Affecting the Job Satisfaction of Public and Private Secondary Teachers in San Isidro and Tabango, Leyte

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### Abstract

This study aimed to determine the sources of stress, factors that affect job satisfaction, and gender differences among public and private secondary teachers in the six identified secondary schools in the municipality of San Isidro and Tabango, Leyte. A quantitative descriptive cross-sectional research design was employed in this study. A self-administered survey questionnaire with 45 items for teacher stress adapted from Borg et al. (2006) and teacher's job satisfaction (TFS, 2001) was distributed to 112 secondary teachers using purposive sampling. The data were statistically analyzed using descriptive statistics and Z-test for statistical differences. Results revealed that the teachers' most occupational stress was the student's misbehavior due to students' poor attitude towards work, noisiness, and impolite behavior. However, secondary teachers were satisfied with their teaching job, particularly on the school's safety, such as the location, security policies, and practices. Male and female secondary teachers showed no significant gender difference in the different stressors they experienced. The study further recommends that psychological intervention programs be given to teachers who experienced different stress. They must be exposed to management training dealing with diverse student behavior.

**Keywords:** *secondary teachers, stressors, teaching, occupational stress, job satisfaction*

### Introduction

Teachers are considered prime mover in developing the students to be well-rounded and productive individuals in society. The teaching profession was placed on the top six most stressful jobs, and research evidence regarding occupational stress showed that teaching was considered as one of the most stressful occupations, and the teachers experienced the highest level of stress (Cranwell-Ward & Abbey, 2005; Schonfeld, 2001; Travers & Copper, 1993). Too much stress among teachers might lead to teachers' poor physical, mental, and emotional state and possibly affect teacher performance,

teacher–student relationship, and/ consequently, student performance (Rabango- Mingoa, 2017).

Those teachers who were satisfied with their job are expected to stay longer in the profession and engage in a more positive interaction with children. They influence positively their student's performance than those teachers who were not satisfied with their job and likely to leave on their profession (Tsigilis, Zachoupoulou & Grammatikopoulos, 2006). Oshagbemi (2000) study emphasized that organizations with goals require being happy, motivated, and satisfied human resources.

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Aside from the sources of stress and job satisfaction among secondary teachers, the current study will also identify if the gender differences occur in the secondary teachers' occupational stress. The number of people working in science education had increased, especially women (Zadar, 2011). It indicated that women employed in institutions experienced higher levels of both work and family stress than men.

The factors that contribute to teacher stress and teacher job satisfaction are relevant to human resource management issues. Thus, the purpose of this study was to determine the sources of stress, factors affecting job satisfaction, and gender differences on the occupational stress among secondary teachers in the six identified schools in San Isidro and Tabango, Leyte, respectively.

### Literature Review

#### Occupational Stress and Job Satisfaction

Education experts all over the country worked tirelessly to identify the salient points or domains needed in line with the vision of transforming the Filipino teacher into a globally competitive one (Usop, Kadtung & Usop, 2013). The study of Travers and Copper (1993) on stress and burnout among teachers has recently received considerable attention. In other countries, especially the developing ones, research on such comparisons with respect to teacher job satisfaction has been limited to or has rarely been undertaken. Most commonly, the focus of such comparisons has been on funding, cost, efficacy, and the relative effectiveness of private and public schools (Cox & Jimenez, 1991; James, King & Suryadi, 1996; Kingdon, 1996; Lockheed & Jimenez, 1996; Toma, 1996; Tsang, 1995) as cited on the study of (Papanastasiou & Zembylas, 2005).

In the study of Usop, Kadtung, and Usop (2013), job satisfaction is more an attitude, an internal state. It could, for

example, be associated with a personal feeling of achievement, whether quantitative or qualitative. Although job satisfaction and occupational stress were not correlated, in practice one can affect the other and if both functions-well it could lead to positive results for the employees and the organisation overall (Halkos & Bousinakis, 2010) as cited by the study of (Anastasiou & Papakonstantinou, 2014).

Job satisfaction and occupational stress were two crucial human resource management issues that most organizations were facing (Anastasiou, 2014). Based on the study of Blandford and Grundy (2000), some related researches identified that poor working condition such as poorly equipped and crowded classrooms, poor lighting and inadequate resources could also affect the teachers' work, their job satisfaction and may causes stress.

Teacher stress is not inevitable in challenging conditions; teachers in schools with good communication among staff and a strong sense of collegiality express lower levels of stress and higher levels of commitment and job satisfaction (Kyriacou, 2001). Thus, this study focuses on the sources of teacher stress, factors that contribute to teacher job satisfaction, and if gender differences occur in teachers' occupational stress.

#### Occupational Stress

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### Occupational Stress

According to Jepson and Forrest (2006), "if an organization's employees were under stress, factors such as productivity, job satisfaction, work performance and staff retention may also suffer." Teacher's prolonged exposure to occupational stress affects mental, physical, and emotional health like headache, back pain, stomach complaints, chest pain, nausea, depression, and even stroke (French & Fernandez, 2005; Rebore, 2007).

The study of Forlin (2001) classified the factors affecting teacher's stress into three (3) categories. First was the administrative, which includes the heavy workload, role overload and role conflict, role ambiguity, and time or resource difficulties. The second was the classroom-based, which consists of the classroom climate, the high ratio between teacher-pupils, and pupils' limited progress, emphasizing pupil's disruptive behaviors. And the third was personal; it includes poor collaboration with colleagues, poor working environment, external locus of control, insufficient salary, and low social status.

Limited support from the government, inadequate training, lack of information on contemporary educational issues, continuous changes in the curriculum and excessive demands from school administration, and difficulty interacting with parents constitute serious sources of stress and exhaustion among teachers (Forlin, 2001). Based on the

study of Thorsen (1996), he observed that the occupation of academics had lost the characteristic for which it was traditionally considered stress-free and beneficial for work well-being. He determined that the quantity of work rather than its quality had become a source of stress for the academic community members.

Many recent studies examined work-life imbalance as a source of stress in academic staff (Kinman & Jones, 2003). The study of Antoniou, Polychroni, and Vlachakis (2006) shows the most highly rated sources of stress referred to problems in interaction with students, lack of interest, low attainment, and handling students with difficult behavior.

### Teacher Job Satisfaction

The attention of teacher job satisfaction had been linked to important human resource management issues with other approaches like sources of stress of the teachers to improve job design, work organizations, and the quality of working life movement (Buchmann & Hannum, 2001; Buchanan, 2006), when teachers were satisfied, the rate of attrition is reduced, collegiality was enhanced, and job performance improves.

Anastasiou (2014) posits that another way to develop a high-quality school was to understand the factors associated with teaching quality. An essential factor to be considered was teacher job satisfaction; hence, it was associated with teacher effectiveness, which affects students' performance. Job satisfaction is defined as an employee's positive reaction and effective or emotional state response towards work and international studies about teacher job satisfaction had identified internal and external factors that influence job satisfaction (Day, Stobart, Samson & Kington, 2006; Ellickson & Logsdon, 2002; Karavas, 2010; Mosadeghrad & Yarmohammadian, 2006). Employee's job satisfaction may have had a

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significant impact on their lives (Anastasiou 2014). However, in Papanastasiou and Zembylas (2005) study, teacher satisfaction was related to intrinsic empowerment levels.

Moreover, Spector (1977), as cited by Labadia (2010), presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values, they will attempt to treat their employees honorably and with respect. A high level of job satisfaction could also be a sign of emotional wellness and mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to employees, degree of job satisfaction or dissatisfaction. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of job satisfaction among the organizational department and help pin down areas in need of improvement.

Good workplace conditions have also been positively related to teachers' job satisfaction regardless of the school type and level or school demographics or the teachers' background characteristics (US Department of Education, National Center for Education Statistics, 1977). Also, Bogler (2005) indicated vital factors that affect teacher job satisfaction, including the ability to work with children, the intellectual challenge and opportunities that teaching offers, and the autonomy they benefit from the classroom. These enable them to be creative, the school's leadership style that fosters participation, cooperation, personal and professional development support, teacher involvement in decision-making, interpersonal relationships and friendships developed in the context of work, and recognition. A higher rating of an employee was in line with the belief that accomplishing tasks and performing at the higher level can be a source of job

satisfaction, with a feeling of mastery and pride.

### Gender Differences on Occupational Stress of Secondary Teachers

Results of other studies revealed that female teachers experienced higher stress than male teachers. Women in higher education reported that work or home imbalance was the source of stress and increased pressure due to scientific papers, and they were leaving their job due to stress (Kinman, 1998; O'laughin & Bischoff, 2005). Antoniou et al. (2006) revealed that women teachers experienced a higher level of stress than male teachers on the three stress factors: interaction with students and colleagues, teacher's workload, and student's progress and emotional exhaustion.

From the result that the most highly rated stress occurred to female than male teachers, the result indicated that both men and women teachers had both agreed that classroom problems were the most source of stress. Moreover, the study of Tytherleigh, Jacobs, Webb, Ricketts, and Cooper (2007) shows no differences between men and women in the perception or the consequences of exposure to stressors.

### Theoretical Framework

The study on sources of stress and factors affecting the job satisfaction among public and private secondary teachers is anchored on the theory of Social Development by Vygotsky's (1978), which focuses on using social interaction to help people learn to cope and solve the problem through their experiences. Another concept behind this study is the Conceptualization of Emotions in coping with stress by Lazarus (2005). The COE considers work environments as stressful when it is evaluated as harmful, threatening, or challenging to employees' well-being. Coping consists of cognitive and behavioral efforts to manage

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specific external and internal conflicts appraised as taxing and exceeding the person's coping efforts comprise two broad dimensions: problem-focused coping (action-centered) and cognitive coping strategies (thinking-focused) involving mainly cognition to change the person-environment relationship.

### Research Questions

This study aimed to determine the sources of stress, factors affecting job satisfaction and gender differences in occupational stress among male and female secondary teachers in the six identified schools in San Isidro and Tabango, Leyte. Specifically, it sought to answer the following research questions:

1. What is the teachers' demographic profile in terms of their sex, age, position, years' in service, salary grade, basic salary and school?
2. What are the sources of stress of the public and private secondary teachers in San Isidro and Tabango, Leyte?
3. What factors affect the job satisfaction of the public and private secondary teachers in San Isidro and Tabango, Leyte?
4. Is there a significant difference between male and female stress levels in public and private secondary teachers in San Isidro and Tabango, Leyte?

### Methodology

This section presents the methods, participants and procedures used in this study. The presentation includes the research design, sampling used, data gathering procedures and analysis of data.

### Research Design

This study used a descriptive cross-sectional research design since it allows the researchers to determine the sources of stress, factors affecting the job satisfaction, and gender differences among teachers' stress among secondary teachers in the six identified schools in San Isidro and Tabango, Leyte.

### Sampling

This study's respondents were secondary teachers teaching in the six identified secondary schools in San Isidro and Tabango, respectively, which include the Muertegui National High School (MNHS) with 31 teachers. Still, only 19 teachers were able to answer the survey questionnaire, John F. Kennedy Memorial Foundation School Incorporated (JFKMFSI) with 16 teachers but only 14 teachers were able to answer the survey questionnaire, Marcelino R. Veloso National High School with 53 teachers but only 36 teachers were able to answer the survey questionnaire, Pastor Salazar National High School with 22 teachers but only 12 teachers were able to answer the survey questionnaire, Tabango Junior High School with 34 teachers but only 20 teachers were able to answer the survey questionnaire and Tabango Senior High School with 14 teachers but only 11 teachers were able to answer the survey questionnaire. Thus, the total respondents comprised 112 secondary teachers who answered the survey questionnaire and ages 21 – 71 who were teaching in six (6) identified schools in San Isidro and Tabango, Leyte. Other secondary teachers who could not answer the survey questionnaire were due to the absence of the teachers in the school during the final survey.

### Data Collection and Instruments

A self – administered survey questionnaire was used in this study. The instrument for the sources of stress

questionnaire was adapted from Borg, Riding, and Falzon (2006). It comprised of twenty (20) statements about the sources of teacher's stress. A five-point Likert scale ranging from 0= no stress, 1= mild stress, 2= moderate stress, 3= much stress and 4= extreme stress was used; thus, a higher score will indicate a higher stress level among teachers.

On the other hand, the questionnaire for the teacher's job satisfaction factors was adapted from Teacher Follow-up Survey (TFS), 2001 that came from the Schools and Staffing Survey (SASS) sponsored by National Center for Education Statistics (NCES) in American private and public elementary and secondary schools. The teacher job satisfaction comprises of twenty-five questionnaire items based on seven (7) job satisfaction factors which include the (1) Administration (AD), (2) Student Interaction (ST), (3) Professional Development (PD), (4) Safety (SA), (5) Work Conditions (WK), (6) Resources (RE) and (7) Compensation (CM). It was a five point Likert Scale ranging from 1= not being satisfied, 2= least satisfied, 3= somewhat satisfied, 4= much satisfied, 5= very satisfied, and it describes the teachers' satisfaction. Thus, a higher score will indicate that teachers are satisfied with their jobs.

The first section of the self-administered survey questionnaire was on the teacher's demographic profile such as sex, age, degree, years and service, salary grade, basic salary and the school where they are teaching. The teachers were assured with utmost care and confidentiality of the information provided. The next section of the survey questionnaire was the revised Self-Reported Teacher Stress (SRTS) of Borg et al. (1991) with 20 based statements about the teacher's sources of stress. It was a five point Likert scale ranging from 0= no stress, 1= mild stress, 2= moderate stress, 3= much stress and 4= extreme stress; thus, a higher score will indicate a higher stress level among teachers.

The third section of the survey questionnaire was the teacher's job satisfaction adapted from Teacher Follow-up Survey (TFS) 2001. It used a five point Likert scale ranging from 1= not being satisfied, 2= least satisfied, 3= somewhat satisfied, 4= much satisfied, 5= very satisfied, and it describes the teachers' satisfaction. Thus, a higher score will indicate that teachers were satisfied with their jobs. The questionnaire comprised of twenty-five based statements that identified the seven factors of teacher stress. The seven factors of teacher's job satisfaction were the (1) Administration (measured by 6 items), (2) Student Interaction (measured by 4 items), (3) Professional Development (measured by 3 items), (4) Safety (measured by 3 items), (5) Work Conditions (measured by 4 items), (6) Resources (measured by 3 items) and (7) Compensation (measured by 2 items).

The respondents were instructed to check the number that best describes their answer to the sources of stress and factors affecting job satisfaction.

### Data Analysis

The data gathered were analyzed and interpreted using the appropriate statistical tools. Descriptive statistics such as mean and standard deviation were used to analyze the respondents' demographic profile, the teachers' occupational stress, and the factors that affect the teacher's job satisfaction. Lastly, z-test was used to determine the significant difference in the level of stress among male and female secondary teachers of the six identified secondary schools in San Isidro and Tabango, Leyte. Lastly, to determine the difference between the levels of reading comprehension before and after the intervention, Z – test was used to test the significance differences. All data were processed using the MS Excel Mega Statistics software.

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## Ethical Considerations

The researchers sent an approval letter to the school principal's office or the school head in each school to inform and have permission to conduct the study to their school teachers. After receiving the school principal's prior consent or the school head, the researchers distributed the survey questionnaire that the teachers filled out during their vacant time. During the study's conduct, the researchers also sent an approval letter to the teachers asking for their permission for the study's conduct. All teachers who were given the approval letter agreed to participate in the study. The researchers explained that all information put in the survey questionnaire was intended for educational purposes only. The anonymity of the respondents' names was observed.

## Results and Discussion

Table 1.

*Demographic Profile of the Secondary Teachers (sex, age, position, years in service, salary grade and basic salary and the school)*

<b>Sex</b>	<b>F</b>
Male	37
Female	75
	<b>Total 112</b>
<b>Age</b>	
21 – 30	43
31 – 40	41
41 – 50	13
51 – 60	10
61 – 75	5
	<b>Total 112</b>
<b>Position</b>	
T1	62
T2	22
T3	23
MT1	4
MT2	1
	<b>Total 112</b>
<b>Years in Service</b>	
1 – 12 (months)	5
1 – 5	56
6 – 10	19
11 – 15	15
16 – 20	7
21 – 30	6
31 – 40	4
	<b>Total 112</b>

<b>Salary Grade</b>	
G11	62
G12	20
G13	25
G14	2
G18	2
G19	1
	<b>Total 112</b>
<b>Basic Salary (Thousand)</b>	
5-10k	12
15-20k	25
21– 30k	72
31-40k	2
41-50k	1
	<b>Total 112</b>
<b>School</b>	
John F. Kennedy Memorial Foundation School Inc.	14
Muertegui National High School	19
Marcelino R. Veloso National High School	36
Pastor Salazar National High School	12
Tabango Junior High School	20
Tabango Senior High School	11
	<b>Total 112</b>

Table no. 1 shows a majority of respondents are female teachers teaching in the secondary schools in San Isidro and Tabango, Leyte. Most of the secondary teachers are 21 to 30 years old. On the other hand, majority of them holding the position of Teacher 1 with a salary grade 11 while there only few of them holding a positions of master teachers. Furthermore, in terms on the number of years in teaching, majority of the respondents are just recently practiced their teaching profession in one to five years' length of service.

In terms of the school they are currently teaching, most of the teachers have taught at Marcelino R. Veloso National High School (MRVNHS) who have 36 teachers, Tabango Junior High School who has 20 teachers, Muertegui National High School (MNHS) who have 19 teachers, John F. Kennedy Memorial Foundation School Incorporated (JFKMFSI) who have 14 teachers, Tabango Junior High School who

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has 20 teachers, Pastor Salazar National High School (PSNHS) who have 12 teachers and the remaining was Tabango Senior High School who have 11 teachers.

Table 2.  
*Sources of Teachers' Stress in Terms of Professional Recognition Needs Among Male and Female Secondary Teachers in San Isidro and Tabango, Leyte*

Statement	Mean	SD	Interpretation
1. Poor career structure (poor promotion prospect).	1.67	0.10	Moderate Stress
2. Lack of recognition for good teaching.	1.71	0.10	Moderate Stress
3. Too short rest periods (e.g., morning break, mid-day break).	2.1	0.11	Moderate Stress
4. Inadequate salary.	2.36	0.12	Moderate Stress
<b>Average Weighted Mean</b>	<b>1.96</b>		<b>Moderate Stress</b>

Table no. 2 shows that the highest mean score on the first factor of the teachers' sources of stress is statement number four ( $M= 2.36$ ,  $SD= 0.12$ ) which means that teachers are moderately stressed with their salary. This result has similar findings on the study of Alson (2019), which stated that teachers perceived their salaries to be insufficient for their needs, despite the government agency's claim that the salary of teachers was above the poverty level according to the survey of Philippine Economic Index. This result is supported by De Asis and Piczon's (2015) study, which stated that teachers were moderately stressed with insufficient salary for their work done. Thus, the government's salary to the teachers is not too sufficient for their needs or is not equal to their work done. Teachers need financial stability to engage in different classroom and school-related finances to deliver good quality and teaching experiences. The respondents also identified that they are moderately stressed due to "too short rest periods" and "lack of recognition for good teaching".

On the other hand, the lowest mean score of the first factor of the teachers' sources of stress is statement number one ( $M= 1.67$ ,  $SD= 0.10$ ) which means that teachers are moderately stressed on the structure of their career such as poor promotion prospects and low motivation for performance due to the tenure and low promotion opportunities (Sandillos, Goble,

and Rimm – Kaufmann, 2018). Thus, the teachers are moderately stressed due to the poor promotion prospects in their school or district. This result has been further discussed in Pagayanan's (2010) study, which stated that to keep teachers abreast of modern developments, especially in pedagogy, teachers need to read books and magazines, attend seminars, and training enroll in advanced degree programs. Teachers showed that they were moderately stressed due to the poor promotion prospects of the school. Thus, they are moderately stressed in attending workshops seminars and enrolled for graduate programs to be promoted to a higher position.

Table 3  
*Sources of Teachers Stress for Time/Resource Difficulty among Male and Female Secondary Teachers in San Isidro and Tabango, Leyte*

Statement	Mean	SD	Interpretation
1. Difficult class.	2.09	0.09	Moderate Stress
2. Responsibility for students (e.g. exam success).	2.51	0.10	Much Stress
3. Too much work to do (e.g. lesson preparation and marking).	2.66	0.09	Much Stress
4. Having a large class (e.g. many students).	2.92	0.10	Much Stress
5. Maintaining class discipline.	2.55	0.10	Much Stress
6. Administrative work (e.g. filling in forms).	2.25	0.10	Moderate Stress
7. The syllabuses used by the teachers are not detailed enough).	2.26	0.11	Moderate Stress
8. Lack of time to spend with individual students.	2.20	0.09	Moderate Stress
9. Shortage of equipment and poor facilities.	2.65	0.09	Much Stress
10. Having extra students because of absent teachers.	1.40	0.10	Mild Stress
<b>Average Weighted Mean</b>	<b>2.34</b>		<b>Moderate Stress</b>

Table 3 shows that the highest mean score on the second factor of the teachers' sources of stress is statement number four ( $M= 2.92$ ,  $SD= 0.10$ ) which means that teachers are much stressed when they have many students in their classroom or their respective classes. This result has similar findings to Forlin (2000), which stated that teacher's stress includes the school climate, which includes the high ratio between teachers and students or having a large class size on their classes. This result is agreed by Blasé's (1986) study, which stated that one of the major sources of teacher stress includes the high number of students in classes. Thus, the teachers suffering from burnout live with high-stress levels and a lack of sense of their classroom



presence (Cozolino, 2017). Hence, having a large class size makes the secondary teachers to be stressed this is because they had lots of scores/ grades to be recorded or graded, maintaining the class discipline inside the classroom during their discussions and enough preparation so that all students inside the classroom will understand the lesson. Additionally, teachers were also much stressed because they had "too much work to do in terms of academics," "shortage of equipment and poor school facilities," "administrative works," and "responsibility for students during exams."

The lowest mean score in the second factor of the teachers' sources of stress is the statement number ten ( $M= 1.40$ ,  $SD= 0.10$ ) which means that teachers are mildly stressed on having extra students because of absent teachers. Thus, the secondary teachers are mildly stressful on having extra students because of absent teachers like being absent because of trainings, seminars, personal purposes and being pregnant especially to women teacher. This may cause additional stress to teachers which in turn affects their performance and may develop negative results to their students and colleagues. This result supported the study of Cozolino (2017), which stated that as all these happen within school, the teachers develop a negative attitude and become ineffective. As the exhaustion increases, the pupils' acceptance and encouragement decreases their results too.

Table 4  
*Sources of Teachers Stress for Students Misbehavior among Male and Female Secondary Teachers in San Isidro and Tabango, Leyte.*

Statement	Mean	SD	Interpretation
1. Noisy students.	2.90	0.09	Much Stress
2. Student's poor attitude to work.	3.23	0.08	Much Stress
3. Student's impolite behavior or cheek.	2.69	0.10	Much Stress
<b>Average Weighted Mean</b>	<b>2.94</b>		<b>Much Stress</b>

Table no. 4 shows that the highest mean score on the third factor of the teacher's sources of stress is statement number two ( $M= 3.23$ ,  $SD= 0.08$ ), which means that

teachers are much stressed about the students' poor attitude to work. This result has the same findings on the study of Antoniou, Polychroni, and Vlachakis (2006), which identified that most highly rated sources of stress referred to problems in interaction with the student, lack of interest, low attainment, and handling students with difficult behavior. This result is related to De Asis and Piczon's (2015) study, which stated that teachers were averagely stressed with unmotivated students, dealing with personal problems and student absenteeism. Secondary teachers were much stressed in dealing with students' poor attitude to work like laziness in doing class activities, absent-minded students, and lack of motivation in participating in any class activities. Teachers were also much stressed to noisy students; they may interrupt the teacher's discussion and hinder the focus of other students to the discussion, which in turn affects the teacher's delivery. It may consume another time for the teacher to explain the discussion to the students who did not understand clearly due to noisy students.

The lowest mean on the third factor of the teachers' sources of stress is statement number three ( $M= 2.69$ ,  $SD= 0.10$ ), which means that teachers are stressed on the student's impolite behavior or cheek. Thus, the secondary teachers experienced much stress on their school's impolite behavior or cheek. This result has similar findings to Pagayanan (2010) study, which stated that the top stressors among teachers were dealing with students' misbehavior, misconduct, minimal sanctions available to teachers to reprimand student indiscipline due to children's rights. Thus, the secondary teachers experienced much stress on the student's impolite behavior or cheek of the students in their school. Students' negative attitudes towards the teacher, like disrespectful and bad doings in their discussions and even inside the school, had contributed to the teacher's stress.

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This result had contradicted the findings of the study of Greenberg (2006), which stated that, when teachers were highly stressed, students have low social adjustments and academic performance overtly manifested in absenteeism, misbehavior, and dissatisfaction.

Table 5  
*Sources of Teachers Stress for Poor Relationship among Male and Female Secondary Teachers in San Isidro and Tabango, Leyte.*

Statement	Mean	SD	Interpretation
1. Behavior from parents.	1.67	0.10	Moderate Stress
2. Attitudes and behavior of other teachers.	1.87	0.11	Moderate Stress
3. Pressure from head teacher and education officers.	1.88	0.10	Moderate Stress
<b>Average Weighted Mean</b>	<b>1.93</b>		<b>Moderate Stress</b>

Table no. 5 shows that the highest mean score for the last factor of the teacher's sources of stress is statement number three ( $M= 1.88$ ,  $SD= 0.10$ ), which means that teachers were moderately stressed when their head teachers and education officers pressured them. This result has similar findings to the study of Alson (2010), which stated that teachers further averred that they experienced strict monitoring from their school administrators that manifested additional stress. Semmer (1996) stated that one could surmise, therefore that within a particular working environment where a highly ambitious individual is, for example, overburdened with task or encounters frequent interruptions, they may experience more stress because they perceive this aspect as endangering the fulfilment of task related goals.

Pagayanan (2010) further noted that stressors related to school such as working under deadline pressure, pressure to produce better exam results, and having to perform tasks not trained. Results revealed that secondary teachers were moderately stressed due to pressure from their head teacher and education officers like early submission of administrative works and other forms, and pressure due to strict monitoring and evaluation regarding teacher performance in delivering the lessons. Also, they were

moderately stressed to the attitudes and behavior of other teachers.

On the other hand, the lowest mean score on the last factor of the teachers' sources of stress is statement number one ( $M=1.67$ ,  $SD= 0.10$ ), which means that the secondary teachers who were moderately stressed had asked them for something like family purposes or the financial. This result has similar findings to Pagayanan (2010) study, which stated that teachers were stress on the family financial burden, extended family, which means helping other relatives financially, and excessive documentation and communication failure with the colleagues or parents (Blasé, 1986). Teachers were moderately stress due to pressure from their parents like family and financial problems, which in turn affects their emotional health.

Table 6.  
*Summary on the Sources of Occupational Stress among Male and Female Secondary Teachers in San Isidro and Tabango, Leyte.*

Sources of Stress	AWM	Interpretation
1. Students Misbehavior	2.94	Much Stress
2. Time Resource/ Difficulty	2.34	Moderate Stress
3. Professional Recognition Needs	1.96	Moderate Stress
4. Poor Relationship	1.93	Moderate Stress

Table 6 shows that the highest average weighted mean score for the sources of the teachers' occupational stress are the Students' Misbehavior ( $AWM= 2.94$ ) which means that the secondary teachers are much stressful on the student's behavior like the student's poor attitude to work, noisy students and student's impolite behavior. Second is the Time Resource/ Difficulty ( $AWM= 2.34$ ), which means that teachers are moderately stressed about having large class, too much work to do, such as lesson preparation and shortage of equipment, and poor facilities. The third is the Professional Recognition Needs ( $AWM= 1.96$ ) which means that teachers are mildly stressed about their salary, lack of recognition for good teaching and poor career structure.

Lastly, the last factor that affects teacher's stress is the Poor Relationship (AWM= 1.93) which means that teachers are moderately stressful on the pressure they got from their head teachers and education officers, attitudes and behavior of other teachers and pressure from the parents of the students. This result has the same findings on the study of Borg et al. (2006) which showed that the most stressful factor among secondary teachers was the Student Misbehavior (M=2.26) followed by Time Resource Difficulties (M=2.18), Professional Recognition Needs (M= 1.91) and Poor Relationship (M= 1.38).

Table 7.  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in terms of Administration.

Statement	Mean	SD	Interpretation
1. The school administration behavior toward the staff was supportive and encouraging.	4.04	0.08	Much Satisfied
2. The procedure for teacher performance evaluation were satisfactory.	3.88	0.07	Much Satisfied
3. I was satisfied with the amount of autonomy and control I had over my own classroom.	3.86	0.06	Much Satisfied
4. I have enough influence over the school policies and practices.	3.63	0.07	Much Satisfied
5. I was satisfied with the policies and practices for assigning students to classes or sections for instruction.	3.61	0.08	Much Satisfied
6. I was satisfied with the level of job at the school.	3.71	0.07	Much Satisfied
<b>Average Weighted Mean</b>	<b>3.78</b>		<b>Much Satisfied</b>

Table no. 7 showed that the highest mean score on the first factor that affects the teachers' job satisfaction is statement number one (M= 4.04, SD= 0.08), which means that teachers are much satisfied of the school administration's behavior towards the staff and they are satisfied on the behavior of the administrator. The school administration possessed encouraging and good practices of leadership towards the teachers thus, make them much satisfied. This result has similar findings on the study of Kirby, Paradise and King (1992); Koh Steers and Terborg (1995) which stated that teachers was found to be more satisfied with their jobs when the principal perceived in using a transformational style of leadership and a participative type of decision making. Additionally, Spector (1977) as cited by the study of Labadia (2010) which stated that

first, organizations can be directed by humanitarian values. Based on these values, they will attempt to treat their employees honorably and with respect. High level of job satisfaction could also be a sign of emotional wellness and mental fitness. Second, organizations can take on a utilitarian position in which employees' behavior would be expected to influence organizational operations according to employees, degree of job satisfaction or dissatisfaction.

The lowest mean score on the first factor that affects the teachers' job satisfaction is the statement number five (M= 3.61, SD= 0.08) which means that teachers are much satisfied with the policies and practices in assigning students to their classes or sections for instruction. Therefore, teachers are not too stressful on the policies for the student's instruction thus, they were much satisfied in handling and interacting students during their classes. This study has similar findings on Papanastasiou and Zembylas (2006) study, which stated that teachers were satisfied with their professional growth and with their opportunities for decision-making ended up with a higher sense of empowerment.

Table 8  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in terms of Student Interaction.

Statement	Mean	SD	Interpretation
1. I receive much support from parents.	3.60	0.08	Much Satisfied
2. The school gets much support from the community.	3.84	0.08	Much Satisfied
3. Most of the students in the school were motivated to learn.	3.14	0.08	Somewhat Satisfied
4. Student behavior was not a problem.	2.66	0.10	Somewhat Satisfied
<b>Average Weighted Mean</b>	<b>3.31</b>		<b>Somewhat Satisfied</b>

Table 8 showed that the highest mean score on the second factor that affects the teachers' job satisfaction is statement number two (M= 3.84, SD= 0.08), which means that teachers are much satisfied with the support they receive from the community. This result has the same findings on the study of Karavas (2010) which stated that there was a significant number of teachers who felt satisfied with their status as a teacher in the

community and in their school and the recognition they receive for their efforts from their employers or school governing bodies. Additionally, in the study of Dinham and Scott (1998), teachers were most satisfied with intrinsic aspects of their job, such as self-growth, mastery of professional skills, and a supportive environment. Secondary teachers revealed that they were much satisfied on their job due to the support they received from the community and other related school activities that were fully supported by the community to the school.

On the other hand, the lowest mean score is statement number four ( $M= 2.66$ ,  $SD= 0.10$ ) which means that teachers are somewhat satisfied nor dissatisfied with the student's behavior in their classroom or their respective classes. Furthermore, secondary teachers were not really satisfied on the students' behavior in their respective classrooms because some students had impolite behavior, noisy and lack of motivation to learn. This result was contradicted on the study of Tsigilis et al. (2006) which stated that satisfied teachers were expected to stay longer, be able to engage in more positive interaction with children and influence positively their students' performance.

Table 9  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in Professional Development

Statement	Mean	SD	Interpretation
1. I was pleased with the opportunities for professional development offered to teachers at the school.	3.59	0.08	Much Satisfied
2. Required professional development activities at the school usually match my professional development goals.	3.53	0.08	Much Satisfied
3. I was pleased with the opportunities for professional advancement offered to teachers at the school.	3.57	0.08	Much Satisfied
<b>Average Weighted Mean</b>	<b>3.56</b>		<b>Much Satisfied</b>

Table no. 9 showed that the highest mean score on the third factor that affects the teachers' job satisfaction is the statement number one ( $M= 3.59$ ,  $SD= 0.08$ ) which means that teachers are much satisfied with the opportunities for professional development which offered to the teachers at

the school. This result has the same findings on the study of Bogler (2005) which indicated that key factors that affects teacher job satisfaction include the ability to work with children, the intellectual challenge and opportunities that teaching offers, the autonomy they benefit from the classroom enabling them to be creative, school's leadership style that fosters participation, cooperation, personal and professional development support, teacher involvement in decision making, interpersonal relationships and friendships developed in the context of work as well as recognition. Thus, the secondary teachers are pleased with the opportunities for professional development offered to them in their respective school.

This result had argued on the findings of the study of Liu and Meyer (2005) which stated that teachers appear to be neutral regarding their work conditions, and they are relatively satisfied with school climate and professional support.

The lowest mean score on the third factor that affects the teachers' job satisfaction is the statement number two ( $M= 3.53$ ,  $SD= 0.08$ ) which means that teachers are much satisfied with the required professional development activities offered to the teachers at their school. This broadened understanding is essential in providing the necessary support system to teachers – both at the policy and the professional level (Papanastasiou & Zembylas, 2005). This result was argued on the study of Day et al. (2009) that for many teachers, the last 20 years have been years of survival, rather than development.

Table 10  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in terms of School Safety

Statement	Mean	SD	Interpretation
1. I felt safe at the school.	4.13	0.09	Much Satisfied
2. The school was located in a safe neighborhood.	4.25	0.08	Much Satisfied
3. The school's security policies and practices were sufficient.	3.88	0.10	Much Satisfied
<b>Average Weighted Mean</b>	<b>3.92</b>		<b>Much Satisfied</b>



Table no. 10 showed that the highest mean score on the fourth factor affecting the teachers' job satisfaction is the statement number two ( $M= 4.25$ ,  $SD= 0.08$ ) which means that teachers are much satisfied with the school's location which located in a safe neighborhood. Teachers revealed that they were much satisfied on the location of the school they were teaching, like the school is hazard and risk free and is safe from natural calamities like landslide and peaceful environment for inclusive learning. This result was supported on the study of Maslow (1954) which stated that when physical needs were satisfied then the needs of safety or certainty arise and these include the need for stability protection from dangers and provision for the future. The lowest mean score is the statement number three ( $M= 3.88$ ,  $SD= 0.10$ ) which means that teachers are much satisfied with the sufficient school's security policies and practices. Thus, the secondary teachers are satisfied on the security implemented in their school like having a regular security guard in their school for the safety of the teachers and the students during their classes. Furthermore, the US Department of Education, National Center for Education Statistics (1977) which stated that good workplace conditions have also been positively related to teacher's job satisfaction regardless the school type and the level or school demographics nor the teachers background characteristics.

Table 11.  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in terms of Work Conditions.

Statement	Mean	SD	Interpretation
1. I often felt that my teaching workload was   not too heavy.	3.81	0.09	Much Satisfied
2. There was enough time available for planning and preparation during a typical week at the school.	3.63	0.09	Much Satisfied
3. There was enough uninterrupted class time available for instruction.	3.48	0.09	Somewhat Satisfied
4. Some of the classes or sections I taught were not too large.	3.52	0.09	Much Satisfied

Table no. 11 showed that the highest mean score on the fifth factor that affects the teachers' job satisfaction is the statement number one ( $M= 3.81$ ,  $SD= 0.09$ ) which means that teachers are much satisfied that

their teaching workload are not too heavy wherein, their task in school like recording grades, writing lesson plans, attend staff meetings, preparing for the discussion, administrative work and any related school activities were properly assigned and managed to the teachers in school. This result was supported on the study of Pagayanan (2010) which stated that aside from the eight hours of actual teaching with a usually large numbers of students, there are other specific schools – related tasks that teacher performs and these include writing lesson plans every day in all learning areas, prepare instructional materials, attend faculty and staff meeting, prepare, conduct periodic evaluation and tests, and record and compute results of tests.

The lowest mean score is the statement number three ( $M= 3.48$ ,  $SD= 0.09$ ) which means that teachers are somewhat satisfied with the uninterrupted class time available for instruction wherein, teachers could possibly say that they were not really satisfied on their job in terms of the limited class time for instructing and discussing their lessons to the students. This result was related but not really similar on the findings of the study of Semmer (1996) which stated that one could surmise, therefore that within a particular working environment where a highly ambitious individual is, for example, overburdened with task or encounters frequent interruptions, they may experience more stress because they perceive this aspect as endangering the fulfilment of task related goals.

Table 12  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in terms of Resources.

Statement	Mean	SD	Interpretation
1. Computers and other technology for my classroom were sufficiently available.	3.16	0.10	Somewhat Satisfied
2. Resources and materials equipment for my classroom were sufficiently available.	3.23	0.10	Somewhat Satisfied
3. The school facility was not in need in significant repair	3.00	0.10	Somewhat Satisfied
Average Weighted Mean		3.31	Somewhat Satisfied

Table no. 12 showed that the highest mean score on the sixth factor that affects the teachers' job satisfaction is the statement

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number two ( $M= 3.23$ ,  $SD= 0.10$ ) which means that teachers are somewhat satisfied with the resources and materials equipment which are present and sufficiently available inside the classroom although, some resources and materials were found within the school like instructional materials but some were not like laboratory equipment and facilities thus, making the teachers to be somewhat satisfied. This result has similar findings on the study of Xuong- Kiet and Minh-Quang Duong (2013) which stated that the faculty are dissatisfied or neutral with the job dimensions namely, research room space and equipment, internet and computer, library (e-journals), recreation and sports equipment.

On the other hand, the lowest mean score was the statement number three ( $M= 3$ ,  $SD= 0.10$ ) which means that the teachers are somewhat satisfied that the school facilities are not in need in significant repair, this means that some facilities inside the school needs repair to facilitate the learning and developed the abilities of the students but some were not. Thus, the teachers are not satisfied nor dissatisfied that their school facilities are not in need in significant repair. This result was contradicted on the study of Blandford and Grundy (2000) which stated that factors affects teacher job satisfaction was the inadequate resources and school facilities.

Table 13  
Factor Affecting Job Satisfaction of Secondary Teachers in San Isidro and Tabango, Leyte in terms of Compensation

Statement	Mean	SD	Interpretation
1. The school or district offered satisfactory benefits.	3.45	0.10	Somewhat Satisfied
2. I was satisfied with my salary.	3.42	0.11	Somewhat Satisfied
<b>Average Weighted Mean</b>	<b>3.04</b>		<b>Somewhat Satisfied</b>

Table no. 13 showed that the highest mean score on the last factor that affects the teachers' job satisfaction is the statement number one ( $M= 3.45$ ,  $SD= 0.10$ ) which means that teachers are somewhat satisfied with the benefits offered by the school or district thus, the benefits offered by the school or district were not too sufficient for

the teachers to be satisfied. Since the result revealed that teachers are somewhat satisfied on the benefits offered by the school or district, the teachers believed that organizational practices, financial adequacy and sense of emotional security are best predictors of job satisfaction and professional performance (Alson, 2010). This result has contradicted on the study of Kiet and Quang Duong (2013) which showed that the academic members were generally satisfied with teaching support equipment, working insurance, teacher promotion, gender equality, in-service teaching training, in-service research training, work autonomy, colleague academic interaction, colleague social relationship, teaching load, research pressure, development aim of school, leadership style, campus landscape, and administration efficiency.

The lowest mean score was the statement number two ( $M= 3.42$ ,  $SD= 0.11$ ) which means that teachers are somewhat satisfied with their salary. Thus, the teachers cannot tell if their salary that was given by the government is enough for their needs or sufficient for their work done and other school related expenses. With the development of new technologies and the globalization of economic growth a number of changes in the labor market have been experienced with either relatively advantage and stable employment or uncertain employment characterized by volatility and low salaries (Paoli, 1997).

Table 14.  
Summary on the Factors Affecting Job Satisfaction among Male and Female Secondary Teachers in San Isidro and Tabango Leyte (Average Weighted Mean and Interpretation).

Factors Affecting Job Satisfaction	AWM	Interpretation
1. Administration	3.78	Much Satisfied
2. Students Interaction	3.31	Least Satisfied
3. Professional Development	3.56	Much Satisfied
4. Safety	3.92	Much Satisfied
5. Work Condition	3.61	Much Satisfied
6. Resources	3.31	Somewhat Satisfied
7. Compensation	3.04	Somewhat Satisfied

Table no. 14 showed that the highest average weighted mean score for the factors

affecting the job satisfaction is the Safety (AWM= 3.92) which means that teachers are much satisfied with their safety inside the school such as the school is located in a safe neighborhood, they felt safe inside the school and the school security policies and practices are sufficient. Second, is the Administration (AWM= 3.78) which means that teachers are much satisfied with the administration such as, the school administrator's behavior was supportive and encouraging towards the staff, the procedure for teacher performance is satisfactory and they are satisfied with the amount of autonomy and control with their own classroom. Third is the Work Condition (AWM= 3.61) which means that teachers are much satisfied with their work conditions such as, their teaching workload are not too heavy, their time is available enough for planning and preparation during their typical week at the school and their classes are not too large.

Fourth is the Professional Development (AWM=3.56) which means that teachers are much satisfied with the professional development such as, the teachers were pleased with the opportunities for professional development offered by the school, the teachers are pleased with the opportunities for professional advancement offered at the school and the teachers professional development activities are usually match with their professional development goal. Fifth is the Student Interaction (AWM=3.31) which means that teachers are least satisfied with the student interaction such as, the school receive much support from the community, they receive little support from parents and the students in the school are motivated to learn. Sixth are the Resources (AWM=3.31) which means that teachers are somewhat satisfied with the school's resources such as, the resources and materials equipment in their classroom are sufficiently available, the computers and technology in their classroom are sufficiently available and the school facilities are not in need in significant repair.

Lastly is the Compensation (AWM=3.04) which means that teachers are somewhat satisfied with the compensation offered to them such as, the school or district offered satisfactory benefits and the teachers was satisfied with their salary.

This finding had contradicted from the result of the study of Liu and Ramsey (2006) on the analysis of the teacher's follow-up survey in America. The first factor that affects the teachers' job satisfaction was the school administration (0.72), followed by the student's interaction (0.73), third was the professional development (0.68), fourth was the student interaction (0.57), fifth was the work condition (0.69), sixth was the resources (0.69) and the last factor that affects teachers' job satisfaction was the compensation (0.58).

Table 15  
Gender Differences on the level of Occupational Stress among Male and Female Secondary Teachers in San Isidro and Tabango, Leyte.

Group	Mean	Z Crit	P - value	Interpretation
Stress Level of Male Teachers	2.18	1.96	0.47	Accept Ho
Stress Level of Female Teachers	2.36			

Table no. 15 showed that the male (M=2.18) and female (M= 2.36) secondary teachers showed no gender differences on the level of their occupational stress. This means that the null hypothesis should be accepted since the p - value (0.47) is higher than 0.05. Thus, there is no significant difference between the level of stress among male and female in public and private secondary teachers in the six identified secondary schools in San Isidro and Tabango, Leyte. The result has similar findings on the study of Tytherleigh, Jacobs, Webb, Ricketts and Cooper (2007) which showed no gender differences between men and women in the perception or the consequences of exposure to stressors.

Furthermore, the result has the same findings on the study of Nwimo and Onwunaka (2015) which showed no strong difference exists between the male and female teachers on the level of stress they

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experienced and in their choice of coping strategies, in contrast to the findings among secondary teachers in Ebonyi State in Nigeria.

### Conclusion

Teacher stress would not be surprising as everybody knows their profession, responsibilities, and duties to students to impart knowledge and mentor them to be productive citizens. There are things to be considered on what makes a teacher stress and what makes them satisfied with their jobs. Overall results revealed that teachers are stressed on the students' misbehavior. Students' poor attitude to work was the highest-rated stress of the teachers, followed by the noisy students during their class hours and discussion lastly, are the students' impolite behaviors. The Department of Education (DepEd) could give some nonmonetary incentives to teachers who are stress to students' misbehavior, such as training or workshops to teachers in dealing with the students' different behaviors and attitudes. Secondary schools should observe strong implementation of proper discipline to lessen this problem and it will help the students to be a productive and well-disciplined individual. Teachers are satisfied on their jobs due to the safety of the school. Teachers are satisfied on their jobs because, the school was located in a safe neighborhood, teachers were felt safe at the

school and the school they are teaching has enough policies and practices on the security. In order to deliver good quality education and satisfied teachers the DepEd should increase their salary for their work done and sufficient school resources and materials to facilitate the good delivery of the lessons to the students. Moreover, there is no significant gender difference on the level of stress among male and female secondary teachers.

Based from the findings, a psychological intervention programs must be given to teachers who experienced different stress. They must be exposed to management training dealing with diverse student behavior. Then, for future researches, it would be interesting to explore on the effects of occupational stress of teachers specially to their physical, mental and emotional health, job performance and what makes teacher job dissatisfaction. In addition, there is a need to conduct a study that will determine the connection between the job satisfaction of the teachers and their salary and professional needs. It is also important to have a wider scope of respondents so a similar study must also be conducted to the elementary teachers in order to know, understand and assess their stressors at different grade levels particularly in dealing with their pupil's behaviors. Lastly, this will also help the educational institution to improve its educational system that will eventually be beneficial to its teachers and other stakeholders.

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