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EVALUATING THE IMPACT OF WORKLOAD AND SCHOOL ENVIRONMENT ON TEACHERS' OCCUPATIONAL STRAIN

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ABSTRACT

This quantitative study examined the influenced of workload and school environment to the occupational strain of 284 teachers in the Division of Bukidnon, Dangcagan District, during the School Year 2025-2026. The researchers analyzed five aspects of teacher workload: lesson preparation and planning, classroom management, non- teaching duties, support and management tasks, and the use of differentiated instruction. They also evaluated teachers' perceptions of their school environment across five areas: physical facilities and resources; classroom conditions; administrative and leadership support; collegial relationships among staff; and recognition. Additionally, the study measured occupational strain in two dimensions—physical and emotional—and explored how workload and school environment relate to strain, as well as which factors are the best predictors. The results showed that teachers reported very high workloads (overall mean = 4. 65, rated "Excellent") and highly positive school environments (overall mean = 4. 62, "Excellent"), yet their occupational strain was moderate (overall mean = 3. 75, "Very Satisfactory"). The correlations indicated significant positive relationships between certain workload components (notably non-teaching activities and differentiated instruction) and teacher strain, as well as between all dimensions of the school environment and strain (for example, the relationship between physical facilities/resources and strain was r = 0. 904, p <. .001). The regression analysis demonstrated that collegial relationships among staff are the strongest unique predictor of strain (β = 0. 588, p < 0. 001), with the model explaining 55. 9% of the variance (R^2 = 0. 559, p < 0. 001). These findings highlight the importance of managing teacher workload and fostering a supportive, collaborative school environment—especially peer relationships—to reduce occupational strain and promote teacher well-being.

Keywords: non-teaching activities, teacher strain, well-being, differentiated instruction, collegial relationships

1. INTRODUCTION

Teaching remains a socially significant profession, yet it is also widely recognized as one of the most demanding and emotionally intensive fields of work. Each school day, teachers are expected to design lessons, manage classrooms, assess student learning, prepare instructional materials, liaise with stakeholders, and comply with administrative requirements. These multiple responsibilities often extend beyond official hours, contributing to persistent workload pressures. As Saechao (2021) notes, excessive workload contributes to teacher stress and burnout conditions that may result in decreased job satisfaction and attrition.

The school environment likewise plays a crucial role in shaping teachers' professional experience and well-being. Supportive settings characterized by adequate facilities, conducive classroom environments, robust administrative leadership, collegial collaboration, and meaningful recognition enable teachers to perform effectively. Conversely, limited leadership support, insufficient resources, and unfavourable organizational climates can increase strain and reduce morale (Au & Ahmed, 2016; Hester, Bridges, & Rollins, 2020). In contexts where

teachers feel undervalued or unsupported, the emotional and psychological burdens of teaching intensify.

Occupational strain among teachers typically manifests in physical fatigue and emotional exhaustion. Strain may accumulate through prolonged standing, repetitive movement, heavy workloads, classroom challenges, and continuous emotional engagement with learners. Davidson (2021) emphasizes that teachers working with diverse and high-need student populations are particularly vulnerable to stress and burnout. Chronic occupational strain can result in diminished instructional quality, compromised health, and classroom environments that negatively impact student learning.

In the Philippines, public-school teachers still shoulder extensive administrative, supervisory, and extracurricular duties, despite legislative frameworks such as the Magna Carta for Public School Teachers, which mandates limits on classroom teaching hours. With over eight hundred thousand licensed public-school teachers nationwide (Tarraya, 2023), many continue to report excessive tasks and work-related stress, prompting a central question for this investigation: How do workload and school-environment conditions influence the level of occupational strain experienced by teachers?

Although a substantial body of research has examined occupational stress in teaching (e.g., De Simone, 2016; Desouky & Allam, 2017; Madigan & Kim, 2021; Ogundare et al., 2022), fewer studies have specifically explored how distinct components of the school environment (physical facilities/resources, classroom conditions, administrative/leadership support, collegial relationships, recognition) interact with workload to either buffer or exacerbate occupational strain — particularly within the Philippine context. There is a need for more context-specific investigations that account for how these variables may impact teacher education. There is thus a clear research gap concerning how these variables function in combination at the district level.

The researchers of this study employ a quantitative approach to assess how teacher workload and specific school-environment components affect occupational strain. By examining the relationships between workload factors and environment dimensions, this investigation aims to generate empirical insights to inform educational policy and practice — guiding decision-makers, school administrators, human-resource managers and educational service providers in adopting holistic diagnostic frameworks, strengthening teacher support, allocating resources efficiently, and implementing reasonable workload policies. Ultimately, reducing teacher strain is vital to sustaining instructional quality and improving student outcomes.

1.1 Statement of the Problem

This study aimed to examine the relationship between workload and school environment on the occupational strain among teachers in the Division of Bukidnon, Dangcagan District, for the School Year 2025-2026. Specifically, it sought to answer the following questions:

1. What is the level of the workload of teachers in terms of:
   a. lesson preparation time and planning;
   b. classroom management;
   c. non-teaching activities;
   d. support and manage activities;
   e. utilization of differentiated instruction activities?
2. What is the level of the school environment of teachers in terms of:
   a. physical facilities / resources;
   b. classroom conditions;
   c. administrative / leadership support;
   d. collegial relationships among staff; and
   e. recognition?
3. What is the level of occupational strain experienced by teachers in terms of:
   a. physical strain; and
   b. emotional strain?
4. Is there a significant relationship between occupational strain of teachers and;
   a. workload; and
   b. School environment?

5. Is there any variable, singly or in combination, that best predicts teachers' occupational stress?

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive-correlational research design. It described the prevailing conditions of variables concerning workload and the school environment, and their effects on teachers' occupational strain. Pearson product-moment correlation statistics were used to assess the relationship between workload and the school environment toward teachers' occupational strain. The multiple linear regression analysis was utilized to determine which variables predict teachers' occupational strain.

2.2 Locale of the Study

This study was conducted in the schools within the Division of Bukidnon, specifically in the District of Dangcagan. These schools are located in Dangcagan, Bukidnon, namely Bugwak Elementary School, Kapalaran Elementary School, Osmeña Elementary School, Barongcot Elementary School, New Visayas Elementary School, Dangcagan Central Elementary School, Lourdes Elementary School, Miaray Elementary School, Miaray National High School, Migcuya Elementary School, Dolorosa Elementary School, Dangcagan National High School, Kianggat Elementary School, Mac Arthur Elementary School, Sagbayan Elementary School, and San Vicente Elementary School. The data was collected through structured surveys administered to teachers within the selected schools. The locale has been selected due to its accessibility to the researcher and the unique educational environment that offers helpful information regarding the interplay of workload, school environment, and occupational strain among teachers.

2.3 Participants of the Study

The respondents of the study consisted of 284 public school teachers from elementary, junior high school, and senior high school levels in the District of Dangcagan. A total enumeration sampling technique was utilized, in which all qualified teachers were included as respondents.

2.4 Research Instrument

The study utilized three adapted survey questionnaires:

Part I focuses on the workload experienced by teachers. This section was adapted from Ayeni, A. J., & Amanekwe, A. P. (2018). Respondents rate their level of agreement using a 5-point Likert scale ranging from 1 (Never) to 5 (Always). A 5-5-point Likert scale was adopted to elicit information from the respondents, using Strongly Agree (SA), Agree (A), Fairly Agree (FA), Disagree (D), and Strongly Disagree (SD) with the value of 5, 4, 3, 2, and 1, respectively. The Cronbach's Alpha for this reliability coefficient was 0.91, indicating high internal consistency.

The following scoring procedure was used for teachers' workload.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Always	Excellent
4	3.50- 4.49	Often	Very Satisfactory
3	2.50-3.49	Sometimes	Satisfactory
2	1.50-2.49	Rarely	Low
1	1.00- 1.49	Never	Very Low

Part II was for the School Environment, adapted from Nassar et al. (2019) from the Perception and predictors of school climate, and developed by Cruz, J. B. D., & Paglinawan, J. L. (2024).. These include five (5) sub-variables: physical facilities/resources; classroom conditions; administrative / leadership support; collegial relationships among staff; and recognition. The Cronbach Alpha for this instrument is 0.928.

The following scoring procedure was used for the school environment.

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Always	Excellent
4	3.51- 4.50	Often	Very Satisfactory
3	2.51-3.50	Sometimes	Satisfactory
2	1.51-2.40	Rarely	Low
1	1.00- 1.50	Never	Very Low

Part III was adapted from House et al. (1979) Occupational Stress Scale and developed by Wang et al. (2024). This includes two (2) variables: emotional strain and physical strain.

The following scoring procedure was used for occupational strain:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51-5.00	Always	Excellent
4	3.50- 4.49	Often	Very Satisfactory
3	2.50-3.49	Sometimes	Satisfactory
2	1.50-2.49	Rarely	Low
1	1.00- 1.49	Never	Very Low

E. Data Gathering Procedure

Before data collection, the researcher secured permission from the Schools Division Superintendent of the Division of Bukidnon, as well as the school heads of the selected schools within the District of Dangcagan, to conduct the study. A formal letter of request will be submitted to each relevant authority, outlining the purpose of the study, the data collection procedures, and the measures taken to ensure the confidentiality and anonymity of participants.

Once approved, the researchers then ask for the approval of their participants by signing the letter of consent. After which, the participants were informed about the objectives of the study and the data gathering procedure.

The complete questionnaires were collected by the researchers immediately after they have been completed by the participants. The data were carefully entered into a computerized database for statistical analysis.

3. RESULTS AND DISCUSSION

3.1 Teacher's Workload Management

Table 1 presents the workload of teachers in terms of lesson planning.

Table 1. Mean scores of the Workload of teachers in terms of Lesson Planning.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I clearly define the learning objectives before designing the lesson.	4.85	Always	Excellent
My learning objectives are aligned with curriculum standards.	4.72	Always	Excellent
I select content that is relevant to students' needs and interests.	4.63	Always	Excellent
I consider the prior knowledge of students when setting objectives	4.52	Always	Excellent
I use a variety of instructional materials (textbooks, visuals, multimedia, etc.).	4.62	Always	Excellent
Resources needed for the lesson are readily available.	4.81	Always	Excellent
After teaching, I reflect on what worked well and what did not.	4.81	Always	Excellent
Mean	**4.70**	**Always**	**Excellent**

The data show that all of the statements had high means (between 4.52 and 4.85 on a 5-point scale), and the overall mean was 4.70. All of the items were rated as "Always" and classified as "Excellent." This suggests that the respondents, think that their lesson planning and reflective practices are very strong in many areas, such as setting learning goals, making sure they match curriculum standards, choosing relevant content, taking into account what students already know, using a variety of instructional materials, making sure resources are available, and reflecting after the lesson.

The results show that teachers are continuously practicing excellent instructional design and reflection. Strong self-reported performance is implied by the descriptive rating of "Always /

Excellent" for every item. Even so, the lowest mean of 4.52 is still quite good, but it is the weakest of the elements supporting the use of varying instruction according to the background or preparation of the students.

The highest mean (4.85) corresponds to the statement "I clearly define the learning objectives before designing the lesson," suggesting that the teachers feel particularly confident in articulating what students should learn before instruction begins. The similarly high mean for "Resources needed for the lesson are readily available" (4.81) implies that these teachers feel well-equipped to deliver their lessons, which helps set the stage for effective learning. Slightly lower, yet still excellent, are items such as "I consider the prior knowledge of students when setting objectives" (4.52) and "I select content that is relevant to students' needs and interests" (4.63) — while these are still very strong, they could indicate slightly more room for growth in terms of tailoring instruction to individual student backgrounds and interests.

Analytically, this pattern points to a very successful planning process: the use of a variety of instructional resources (4.62) and the good alignment of objectives with standards (4.72) demonstrate design coherence. The idea that well-defined learning objectives serve as a guide for both instruction and assessment is supported by research. Teachers point out, for example, that well-written objectives that are in line with instruction and assessments aid students in understanding the lesson's goal and direct teacher preparation (Orr, R. B., et al ,2022). Carnegie Mellon University (2025) the high-quality instruction is also based on the alignment of goals, teaching activities, and assessments (constructive alignment). So, the high means here show that the teaching framework is good.

The very strong rating for reflective practice — "After teaching, I reflect on what worked well and what did not" (4.81) — is especially encouraging. According to Olaya Mesa, M. L. (2018) reflection is a key part of professional teaching practice because it helps teachers get better and respond to how their students are learning. This implies that these teachers are sensitive to both planning and enhancing their lessons based on experience.

Lastly, the overall mean of 4.70 highlights how well the instructional planning and reflective practice processes work together: teachers are performing well across the board rather than just in some areas. This is in consonance with the finding of Anggana and Abellana (2025) in their study on workload management that teachers consistently perform well across all aspects of their professional responsibilities. Since research confirms that effective teaching entails alignment among objectives, instruction, resources, student characteristics, and reflective feedback loops, this integrated excellence is significant (Institute of Education Sciences (IES),2023).

Table 2 presents the workload of teachers in terms of classroom management.

Table 2. Mean scores of the Workload of teachers in terms of Classroom Management.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I have clear classroom rules that are understood by all students.	4.81	Always	Excellent
I reinforce school/district policies in my classroom rules.	4.69	Always	Excellent
I monitor student behavior closely during class activities.	4.67	Always	Excellent
I promptly address misbehavior when it occurs.	4.76	Always	Excellent
I involve students in creating behavior expectations.	4.74	Always	Excellent
I use fair and consistent consequences for inappropriate behavior.	4.81	Always	Excellent
Mean	**4.74**	**Always**	**Excellent**

The findings of this study reflect very high levels of effectiveness in classroom behavioral management practices. Every statement—ranging from having clear classroom rules (Mean = 4.81)

to involving students in creating behaviour expectations (Mean = 4.74)—was rated "Always" with an overall mean of 4.74, categorized as "Excellent."

The highest means (4.81) are for "I have clear classroom rules that are understood by all students" and "I promptly address misbehavior when it occurs." This suggests that students consistently perceive classroom expectations as clear and the teacher's responses as timely. Research shows that clearly stated rules provide a roadmap for students, reducing confusion and increasing compliance (Wubbels, T.,et al ,2016). Strong alignment between classroom regulations and the broader school framework is indicated by the mean of 4.69 for reinforcing broader policies. Students' perceptions of expectations are probably strengthened by this consistency in terms of their legitimacy and coherence. A mean of 4.67 for closely watching behavior and similarly high averages for quickly addressing problems and giving fair punishments (4.76) imply that teachers actively watch, step in, and enforce rules fairly. One of the main components of good classroom management is monitoring along with timely, regular intervention (Wilkins, N. J.,et al. 2023).

According to research by Peter Alter & Todd Haydon (2017), teaching the rules explicitly and connecting them to both positive and negative consequences are two of the most important components of effective classroom rules. The data demonstrates very high scores for both teaching/understanding (clear rules) and consequences (fair and consistent), which is consistent with that research finding. Additionally, the Australian Education Research Organization's (2023) resource highlights the need for rules to be straightforward, taught in an understandable manner, regularly repeated, and applied consistently. This is supported by the results, which show high means for explicit guidelines, regular penalties, and behavior monitoring.

Classroom management has one of the biggest impacts on student accomplishment, according to a meta-review by Robert J. Marzano and others, demonstrating the well-established connection between good classroom management and favorable student results. Therefore, the classroom is in a very good position to enhance learning, even beyond conduct, based on the extremely high performance on the indicators. As previously mentioned, Alter & Haydon's (2017) study review also emphasized that effective classroom rules are those that are taught and linked to consequences.

Overall, the findings indicate that the classroom has an excellent behavioral management climate: the rules are well-defined and understood, in line with the policy, closely observed, applied equitably, and developed in collaboration with the students. Current research indicates that this collection of behaviors is quite helpful in establishing a constructive, well-run learning environment. Sustaining and potentially improving this excellent performance will require continuing to involve students in defining expectations, reflecting on transitional times, and maintaining and perhaps improving monitoring across all classroom stages.

Table 3 presents the workload of teachers in terms of non-teaching activities in school.

Table 3. Mean scores of the Workload of teachers in terms of Non-teaching Activities in School.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I fill out administrative paperwork (reports, forms , compliance).	4.55	Always	Excellent
I coordinate or organize extracurricular activities	4.48	Often	Very Satisfactory
I entry the data of learner information in the system and record keeping.	4.65	Always	Excellent
I provide mentoring or peer coaching /supervision of other teachers.	4.62	Always	Excellent
I believe the time I spend on non-teaching activities is reasonable.	4.65	Always	Excellent
Mean	**4.59**	**Always**	**Excellent**

The data indicate strong positive perceptions of non-teaching responsibilities among the respondents. Specifically, high means such as 4.55 for "I fill out administrative paperwork" and 4.65 for both "I enter the data of learner information …" and "I believe the time I spend on non-teaching activities is reasonable" show that many respondents feel that they *always* perform these tasks and rate their performance as "Excellent." The overall mean of 4.59 (Always/Excellent) suggests that, on average, respondents view their non-instructional duties and time allocation quite positively.

The items with the highest ratings are data entry/record-keeping and judgments of workload reasonableness, indicating that respondents feel comfortable carrying out necessary administrative tasks and believe their workload outside of teaching is manageable. In comparison to administrative/data jobs, the significantly lower score (4.48) for "I coordinate or organize extracurricular activities" (ranked "Often / Very Satisfactory") would indicate that this sort of activity is performed less frequently or with less confidence.

These results show a work setting where respondents believe non-instructional duties are doable and effectively carried out. Given more extensive research demonstrating that non-instructional activities can divert attention from essential instruction time, this is notable. For example, research indicates that teachers frequently devote a significant amount of their working hours to non-teaching activities, including planning, documentation, teamwork, and other administrative responsibilities. This can lead to a reduction in instructional time and an increase in workload stress. Furthermore, studies indicate that teachers who have a lot of non-instructional job responsibilities report feeling that their work is more intense and that their well-being is lower (Creagh, S.,2023).

Overall, the statistics suggest that respondents are satisfied with their workload in non-instructional domains and feel they are functioning well in these areas, which is encouraging for maintaining their instructional capacity. A more complete picture of workload management and its effects on teaching effectiveness may be provided by continuing to observe if this strong perception is consistent with real instructional time and well-being.

Table 4 presents the workload of teachers in terms of support and management activities.

Table 4. Mean scores of the Workload of teachers in terms of Support and Management Activities.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I take part in decision-making processes related to school policies or procedures. (reports, forms, compliance).	4.62	Always	Excellent
I participate in meetings where school priorities and goals are discussed.	4.72	Always	Excellent
I receive support from school leadership (principal, head teacher) when I face challenges in my role.	4.44	Often	Very Satisfactory
I collaborate with colleagues in planning and managing school resources (supplies, classrooms, equipment).	4.72	Always	Excellent
I help with the supervision or training of newer teachers or staff.	4.62	Always	Excellent
Mean	**4.62**	**Always**	**Excellent**

The data clearly show that teachers perceive themselves as highly engaged in key aspects of school governance and professional collaboration. With means such as 4.72 for "I participate in meetings where school priorities and goals are discussed" and 4.72 for "I collaborate with colleagues in planning and managing school resources," the responses indicate that these

activities are experienced always and rated at an excellent level. This suggests a strong sense of involvement in decision-making and resource-management processes within the school. The item "I take part in decision-making processes related to school policies or procedures" achieved a mean of 4.62 (Always/Excellent), further supporting the idea that the teachers feel they have meaningful voice and participation. On the other hand, the slightly lower score of 4.44 (Often/Very Satisfactory) for "I receive support from school leadership (principal, head teacher) when I face challenges in my role" points to a bit of a relative gap in leadership support compared to their engagement in decision-making and collaboration.

The high level of participation in decision-making is theoretically consistent with studies that demonstrate how increased teacher involvement in school decisions can promote school progress, organizational commitment, and job satisfaction. For instance, the study of Tran Van Dat. (2016) discovered a favourable correlation between teacher dedication and work satisfaction in schools and their involvement in decision-making. Furthermore, Leithwood, K., & Louis, K. S. (2016) points out that when educators work together to allocate resources, set priorities, and assist more junior colleagues, it creates a more positive work environment and may improve student outcomes.

According to Ingersoll, R; Sirinides, P.; & Dougherty, P. (2017), this degree of involvement may improve teachers' sense of agency and ownership, which is good for student results and teacher morale. Effective leadership structures that facilitate collaborative decision-making, for example, are mentioned as being essential to the success of schools. The slightly lower rating for leadership support, however, suggests that there might be space to improve the official support systems, such as making sure that school administrators are always seen as helping teachers when they are having difficulties. Support from leaders is essential for teacher effectiveness and empowerment, according to research (Emmanuel, B., & Amos, O. ,2025).

All things considered, data shows a highly involved and team-oriented staff that actively participates in planning, policy, resource management, and mentoring. To ensure that the strong sense of involvement is accompanied by an equally strong sense of institutional backing and professional support, it may be possible to further solidify this positive environment by enhancing visible and consistent leadership support.

Table 5 presents the workload of teachers in terms of utilization of differentiated instruction.

Table 5. Mean scores of the Workload of teachers in terms of Utilization of Differentiated Instruction.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I regularly assess students' readiness before planning differentiated instruction.	4.60	Always	Excellent
I reflect on which differentiated strategies worked well and which did not, after each lesson.	4.62	Always	Excellent
Sometimes find it difficult to prepare differentiated materials/ resources.	4.44	Often	Very Satisfactory
I provide different materials or reading texts depending on students' abilities.	4.76	Always	Excellent
I use students' interests when choosing topics or examples for lessons.	4.65	Always	Excellent
Mean	**4.61**	**Always**	**Excellent**

The data presented in the table reflects teachers' consistent and proactive engagement with differentiated instruction (DI) strategies. With an

overall mean of 4.61, rated as "Always" and interpreted as "Excellent," teachers demonstrate a strong commitment to tailoring their teaching methods to meet diverse student needs. Specifically, teachers frequently assess students' readiness before planning differentiated instruction, with a mean of 4.60, and consistently reflect on the effectiveness of these strategies post-lesson, scoring 4.62. Additionally, they adeptly provide varied materials and reading texts based on students' abilities (mean = 4.76) and incorporate students' interests into lesson planning (mean = 4.65). However, a slight challenge is noted in preparing differentiated materials/resources, with a mean of 4.44, indicating that while teachers often find this task manageable, it may require additional time and resources.

Existing research, particularly from Tomlinson (2003), confirms the value of Differentiated Instruction (DI) in handling diverse learners. Tomlinson defines DI as the deliberate design of varied methods for *what* students learn, *how* they learn it, and *how* they demonstrate their knowledge, all aimed at maximizing individual learning. Furthermore, studies like those by Ferlazzo (2023) indicate that DI boosts student engagement and achievement by meeting unique learning styles and needs.

The consistently high ratings across all indicators suggest that teachers not only recognize DI's importance but are also successfully employing these strategies in the classroom. This initiative is vital for creating an inclusive learning setting. The one minor challenge—the difficulty in preparing differentiated materials and resources—likely stems from the extra time and work needed to adapt materials for different learners. This obstacle could be overcome by providing teachers with shared resources, professional development, and dedicated collaborative planning time.

In summary, the data confirms a strong teacher commitment to DI as a tool for improving student outcomes. Despite some resource preparation hurdles, the general success with DI strategies provides an excellent foundation for future professional development and ongoing student success.

Table 6 presents the summary of Teacher's Workload Management in terms of Lesson Planning, Classroom Management, Non-teaching Activities in School, Support & Management Activities, and Utilization of Differentiated Instruction, including their average mean values and corresponding quantitative interpretations.

Table 6. Overall mean scores of teachers' workload.

Teachers' Workload	Mean	Quantitative Interpretation
Lesson Planning	4.70	Excellent
Classroom Management	4.74	Excellent
Non-Teaching Activities in School	4.59	Excellent
Support and Management Activities	4.62	Excellent
Utilization of Differentiated Instruction	4.61	Excellent
Overall Mean Interpretation	**4.65**	**Excellent**

The data presented in Table 6 highlights that teachers in the study demonstrate an excellent quality of workload. The results indicate that teachers evaluate all aspects of their workload very favorably: lesson planning (4.66), classroom management (4.74), non-teaching activities (4.59), support and management activities (4.62), and the implementation of differentiated instruction (4.61), with an overall mean of 4.65, all categorized as "Excellent." This implies that respondents believe teachers are excelling in all their duties, effectively handling a wide range of responsibilities.

These results suggest that teachers think they are very good at many parts of their jobs. They are not only doing a great job with important tasks like lesson planning and classroom management, but they are also doing a great job with non-teaching, support, administrative, and differentiated instruction tasks. The means are all in the mid-4.5 to 4.7 range, which shows that there are no weak places. Even the lowest score (for non-teaching activities) is still firmly in the "Excellent" category, which means that even jobs that are typically

considered as burdensome are being handled very well.

Supporting these findings, recent studies repeatedly demonstrate that elevated teacher workload is significantly associated with burnout symptoms, with critical consequences for well-being and job performance. For example, Magtalas, S. and Eduvala, J. (2024) found in Zambales, Philippines, that elementary teachers who reported high work/role overload also reported significant burnout, particularly in terms of career satisfaction and attitudes toward students, though work performance remained high due to strong professional commitment. Similar to this, Ancho, I. and Bongco, R. (2019) investigated how Filipino teachers in small barangay schools work past their scheduled hours, frequently at the expense of their personal time. They came to the conclusion that these extra responsibilities risk teachers' well-being even as they make an effort to meet demands through strategic planning and professional dedication. Despite these positive outcomes, it diverges from other studies that identify teacher workload as a contributor to stress, burnout, and deterioration of well-being (e.g., extensive grading, administrative responsibilities, etc.).

The study of Abellana and Gamalo (2025) the adequate preparation of instructional materials is linked to decreased burnout, whereas difficulties with behavioral management are a strong predictor of increased burnout. Research conducted in England and other English-speaking contexts has shown long working hours and non-teaching responsibilities as significant predictors of workload stress (Jerrim, J., & Sims, S. ,2021).

In conclusion, the findings suggest that our teachers are doing a remarkable job across all parts of their role—from planning lessons and managing classrooms, to supporting others, doing non-teaching tasks, and using differentiated instruction. But excellence shouldn't mean overwork. To keep this high standard sustainable, we need systems in place that protect teacher well-being. That means reducing unnecessary paperwork, streamlining support tasks, ensuring overload is fairly compensated, and making sure that non-teaching demands don't take precious focus away from students. Only when teachers are well supported can they keep giving their best every day without burning out.

3.2 School Environment

Table 7 presents the school environment of teachers in terms of physical facilities/resources.

Table 7. Mean scores of the School Environment of teachers in terms of Physical Facilities/ Resources.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I have access to well-maintained classrooms with sufficient space for my students.	4.83	Always	Excellent
I use desks, chairs, and tables that are comfortable and adequate in number.	4.62	Always	Excellent
I have access to sufficient lighting in my teaching space.	4.62	Always	Excellent
The multimedia / ICT equipment I use is in good working condition.	4.65	Always	Excellent
I feel satisfied with the school's Investment in physical resources/facilities.	4.51	Always	Excellent
Mean	**4.64**	**Always**	**Excellent**

The data in Table 7 reveals a notably positive perspective among teachers regarding their physical environment and resources, with an overall mean score of 4.64, categorized as "Always" and rated "Excellent." This high level of satisfaction is particularly evident in the statement about access to well-maintained classrooms, which scored 4.83, indicating that teachers feel their teaching spaces are not only functional but also conducive to effective learning.

"I have access to well-maintained classrooms with sufficient space for my students" – mean = 4.83. This item received the highest score. It shows that space and maintenance are seen as being well managed. Teachers believe their classrooms are in good shape and have enough room for their students' needs. "I use desks, chairs, and tables

that are comfortable and adequate in number" – mean = 4.62. The next item is slightly lower but still high. It suggests that furniture resources, such as desks, chairs, and tables, are mostly adequate and comfortable. There may be some room for improvement, as some teachers might find a few items less comfortable or not enough in number. However, the overall situation remains very positive. "I have access to sufficient lighting (natural and artificial) in my teaching space" – mean = 4.62. The mean score is the same as the previous item; teachers find the lighting, both natural and artificial, to be good. Lighting is an important physical resource that affects comfort, visibility, and attention in class. "The multimedia/ICT equipment I use is in good working condition" – mean = 4.65. This score is also very high. Teachers think their ICT and multimedia tools are functioning well. This is a key factor in modern teaching, as working equipment supports instructional quality. "I feel satisfied with the school's investment in physical resources/facilities" – mean = 4.51. This item has the lowest mean of the group, but it is still strong. It reflects the teachers' view of the school's overall commitment to investing in facilities rather than just their condition. The slightly lower score may indicate that while things are good now, teachers may see opportunities for further investment or ongoing maintenance and infrastructure improvements.

Moreover, the strong positive ratings here align with research that well-maintained physical facilities contribute to improved teacher morale, satisfaction, and effectiveness. For example, the study of Naylor et al., (2016) show that the condition of school facilities does matter for teacher working conditions, retention, and effectiveness. The suitability and comfort of desks, chairs, and tables (4.62) indicate a dedication to ergonomic factors, essential for fostering an effective classroom environment. Having adequate lighting, whether natural or artificial (4.62), is crucial for fostering an appealing atmosphere that boosts concentration and efficiency (Woods & Ritchie, 2017). The availability of adequate lighting and operational multimedia tools, rated at 4.62 and 4.65 respectively, highlights the significance of a supportive learning atmosphere that promotes diverse teaching strategies and improves educational experiences (Baker et al., 2016). The favourable score for multimedia and ICT tools (4.65) highlights the crucial role of technology in contemporary education, consistent with evidence that proper utilization of technology can greatly improve teaching and learning results (Higgins et al., 2016).

Finally, the feedback from teachers shows a highly favourable view of the school's physical facilities and resources. Every aspect received an "Always/Excellent" rating, indicating that most teachers find the infrastructure to be a significant support for their teaching. This represents a key strength for the school and its educational delivery. School leadership should celebrate this success, work to maintain it, and consider focusing on future-proofing strategies such as investing in emerging technologies and adapting space usage to ensure that the "excellent" status is upheld over time. Overall, these insights highlight how a well-equipped and well-maintained physical environment contributes to teacher morale and effectiveness, ultimately benefiting student learning experiences.

Table 8 presents the school environment of teachers in terms of classroom conditions.

Table 8. Mean scores of the School Environment of teachers in terms of Classroom Conditions.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I have enough space in my classroom for all students to move around comfortably.	4.60	Always	Excellent
The classroom size is appropriate for the physical space available.	4.67	Always	Excellent
I have reliable access to essentiall utilities.	4.69	Always	Excellent
I am satisfied with how much the physical classroom conditions support my teaching.	4.58	Always	Excellent
Mean	**4.63**	**Always**	**Excellent**

The data presented in Table 8 reflects a highly favorable view among teachers regarding classroom conditions, with an overall mean score

of 4.63, categorized as "Always" and rated "Excellent." This suggests that teachers feel their classrooms are well-suited for effective teaching and learning. Notably, the statement about having enough space for students to move comfortably scored 4.60, indicating that teachers value physical space, which is crucial for facilitating dynamic classroom activities. The high score of 4.67 for classroom size relative to the number of students further underscores that an appropriate student-to-space ratio enhances both comfort and engagement, allowing for better interaction and collaboration among students. Reliable access to essential utilities, rated at 4.69, highlights a fundamental aspect of a functional classroom environment. Access to electricity, lighting, and water is vital not only for the comfort of students but also for the effective use of technology and resources that support teaching (Woods & Ritchie, 2017).

The positive findings are consistent with research that indicates good classroom environments are closely connected to teacher satisfaction, morale, and effectiveness. For instance, a study by Barrett et al., (2016) revealed notable differences in teacher attitudes between "satisfactory" and "unsatisfactory" classroom conditions. When the physical environment is lacking, teachers often feel frustrated and might even think about leaving their jobs. Another study highlights that the design and environment of the classroom affect teacher practice: how they move, organize the room, manage students, and feel in control of the space (Naylor et al., 2016).

Finally, the score of 4.58 for satisfaction with physical classroom conditions indicates that teachers feel these conditions significantly support their teaching efforts, aligning with research that emphasizes the importance of a conducive physical environment for promoting educational success (Higgins et al., 2016). Collectively, these findings illustrate how well-maintained and adequately equip ped classrooms play a critical role in enhancing both teacher effectiveness and student learning experiences.

Overall, the data in Table 8 presents a very encouraging view: teachers feel they nearly always have the necessary physical conditions in their classrooms, including adequate space, suitable class sizes, dependable utilities, and a supportive environment for their teaching. These factors received "Excellent" ratings, highlighting a significant strength of the school environment. The score of 4.58 for satisfaction with physical classroom conditions indicates that teachers feel these conditions significantly support their teaching efforts, aligning with research that emphasizes the importance of a conducive physical environment for promoting educational success (Higgins et al., 2016). These findings illustrate how well-maintained and adequately equipped classrooms play a critical role in enhancing both teacher effectiveness and student learning experiences.

However, the minor gap in the "support for teaching" category indicates an opportunity for improvement. The school can leverage this solid foundation to create even better classroom environments, such as more flexible, adaptable, and high-quality facilities to further enhance teaching and student learning.

Table 9 presents the school environment of teachers in terms of administrative/ leadership support.

Table 9. Mean scores of the School Environment of teachers in terms of Administrative/ Leadership Support.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I receive clear guidance about school goals and vision from the school administration.	4.53	Always	Excellent
I am given opportunities for leaders to participate in decision-making about my classroom or school policies.	4.53	Always	Excellent
I feel school leadership supports my professional growth.	4. 58	Always	Excellent
I get timely feedback from the administration on my instructional practices.	4.60	Always	Excellent
Mean	**4.60**	**Always**	**Excellent**

The data presented highlights a strong sense of support and engagement among teachers regarding their interactions with school administration, as reflected in the overall mean score of 4.60, rated "Always" and categorized as "Excellent." This demonstrates that teachers feel well-informed about school goals and vision, which is critical for fostering a collaborative and purpose-driven educational environment (Leithwood, K., and Jantzi, D. , 2020). The scores of 4.53 for guidance and resource provision indicate that teachers believe the administration is effectively equipping them with the necessary tools time, materials, and support staff to perform their duties efficiently, an essential factor for enhancing teaching effectiveness (Robinson et al., 2021).

Research indicates that when teachers view their leadership as clear, supportive, participative, and focused on feedback, it positively impacts their job satisfaction, retention, and the quality of their teaching. For instance, a qualitative study by Reese et al. (2023) on what teachers see as important traits in effective instructional leaders highlighted the importance of transformational and situational leadership—providing clear guidance along with adaptable support makes a significant difference. Additionally, a recent study on instructional leadership and professional development found that the practices of school principals, particularly in offering professional learning opportunities, are key factors that predict teacher professional growth (He, P., Guo, F. & Abazie, ,2024).

Moreover, the equal score of 4.53 for opportunities to participate in decision-making reflects a positive culture of shared leadership, where teachers feel their voices are valued in shaping policies that affect their classrooms and the school as a whole (Kraft, M. A., et al., 2020). The slight increase to 4.58 for support in professional growth through workshops and mentoring illustrates the administration's commitment to continuous development, which is crucial for teacher retention and effectiveness (Darling-Hammond et al., 2020).

Lastly, the score of 4.60 for receiving timely feedback on instructional practices emphasizes the importance of constructive communication in fostering teacher improvement and enhancing student learning outcomes. Overall, these findings underscore a supportive leadership approach that not only empowers teachers but also contributes to a positive school culture and improved educational experiences for students.

The data indicates that school leadership is effectively implementing many of the right strategies according to teachers' views. These include clarifying the vision, providing necessary resources, involving teachers in decision-making, promoting professional growth, and offering feedback. This creates a solid foundation for instructional quality, teacher morale, and retention. Since teachers feel supported and engaged with the leadership, the school is in a strong position to prioritize growth, innovation, and ongoing improvement instead of just addressing problems as they arise.

The data in Table 9 reveals that teachers have a very positive view of the school leadership and support environment. They feel guided, well-resourced, involved, supported in their growth, and receive valuable feedback. These factors are essential for creating a positive working environment for teachers and are backed by research from around 2020 that highlights the importance of leadership in teacher satisfaction and effectiveness. These strong ratings are a significant asset for the school. Moving forward, the focus could shift to maintaining this strength by enhancing teacher involvement, increasing resource support, and continuously adapting leadership practices to meet the evolving demands of teaching.

Table 10 presents the school environment of teachers in terms of collegial relationships

Table 10. Mean scores of the School Environment of teachers in terms of Collegial Relationship.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I receive respect from my peers for my professional opinions.	4.74	Always	Excellent
I feel comfortable sharing my ideas and perspectives with my	4.74	Always	Excellent

colleagues.			
I believe my colleagues are willing to help when I face challenges in my work.	4.67	Always	Excellent
My colleagues and I trust each other.	4.58	Always	Excellent
I observe and learn from my colleagues'teaching or classroom management strategies.	4.60	Always	Excellent
Mean	**4.66**	**Always**	**Excellent**

The results regarding collegial relationships among teachers are very positive, with mean scores between 4.58 and 4.74, leading to an overall mean of 4.66—indicating ratings of "Always / Excellent." Specifically, teachers feel highly respected by their peers (4.74), comfortable sharing ideas (4.74), supported during challenges (4.67), able to learn from one another (4.60), and trusting of each other (4.58). These findings point to a dynamic professional community where respect, openness, support, and shared learning are commonplace.

From a research standpoint, this aligns with existing literature that shows a collegial culture marked by trust, shared values, and peer collaboration boosts teacher well-being, job satisfaction, and instructional quality. For example, the study of Blair, E. E., et. al (2024) found that strong teacher-teacher relationships were closely linked to greater teacher well-being, especially during the disruptions caused by the pandemic. Other research highlights that meaningful collaboration—beyond just required meetings—relies on relational trust and autonomy (Parding, K.,et al., 2024).

Moreover, the data reveals that the teachers aren't working in isolation; instead, they feel like part of a professional "team." They can express their thoughts, seek help, observe each other, share ideas, and know that their professional opinions are valued. This environment fosters more innovative and reflective teaching. The slightly lower score for trust (4.58) serves as a reminder that even in a strong collegial atmosphere, there's room for improvement. By cultivating deeper trust and shared vulnerability—such as observing each other and discussing challenges—this aspect could be enhanced even further.

Overall, the findings highlight a significant strength in the school's culture of collegiality, which is an important asset for teacher morale, retention, and instructional improvement. To sustain this positive atmosphere and potentially make it even more purposeful initiatives like peer-observation cycles, mentor networks, and shared planning time could be valuable in building on this strong foundation

Table 11 presents the school environment of teachers in terms of recognition.

Table 11. Mean scores of the School Environment of teachers in terms of Recognition.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I feel appreciated by my supervisors for the work I do.	4.67	Always	Excellent
I receive verbal praise from colleagues or leaders when I perform well.	4.62	Always	Excellent
I believe that my efforts are noticed by the school administration.	4.60	Always	Excellent
I am recognized publicly (in announcements, meetings) for my achievements.	4.60	Always	Excellent
Mean	**4.62**	**Always**	**Excellent**

Table 11 illustrates a positive perception of the school environment concerning recognition among teachers. The mean scores indicate that teachers feel highly appreciated for their contributions: Appreciation from Supervisors (4.67): This score reflects that teachers consistently feel valued by their supervisors, which is crucial for fostering a supportive work environment. Feeling appreciated can enhance job satisfaction and motivate teachers to perform at their best. Verbal Praise from Colleagues/Leaders (4.62): The high rating suggests that teachers regularly receive positive feedback from their

peers and leaders, reinforcing a culture of acknowledgment and encouragement. This collaborative atmosphere can help build strong relationships and boost morale. Recognition by Administration (4.60): Teachers believe their efforts are recognized by the school administration, indicating that leadership is attentive to their hard work. This recognition can lead to increased loyalty and commitment to the school. Public Recognition (4.60): The score for public acknowledgment of achievements shows that teachers are celebrated in announcements and meetings. Public recognition can enhance a sense of belonging and pride among staff, further contributing to a positive school culture. With an overall mean score of 4.62, the findings indicate that teachers consistently feel recognized and valued in their roles. This is essential for maintaining high morale and retention rates.

The emphasis on recognition in educational settings has gained traction, especially as schools navigate challenges such as teacher burnout and staff shortages. This aligns with existing article that shows acknowledging teachers' efforts can help combat these issues by fostering a supportive and motivating environment. Like for example, Megan D'Ambrosio's (2024) article, offers practical ideas for showing appreciation to teachers. of emphasizes that recognizing teachers should be an ongoing effort, helping them feel valued and appreciated throughout the year. Simple gestures can make a big difference in boosting their morale and motivation.

The data from Table 11 clearly indicates that teachers perceive the school environment positively in terms of recognition. They feel appreciated by supervisors, receive verbal praise, and believe their efforts are noticed and publicly acknowledged. This positive perception aligns with recent research that emphasizes the crucial role of teacher recognition in fostering job satisfaction, motivation, and improved student outcomes (Saiteu, L. L. (2024).

Table 12 presents the summary of Teacher's School Environment in terms of Physical Facilities and Resources, Classroom Conditions, Administrative and Leadership Support, Collegial Relationships with staff, and Recognition, including their average mean values and corresponding quantitative interpretations.

Table 11. Overall mean scores of the School Environment.

Teachers' School Environment	Mean	Quantitative Interpretation
Physical Facilities and Resources	4.63	Excellent
Classroom Facilities	4.64	Excellent
Administrative and Leadership Support	4.56	Excellent
Collegial Relationships	4.66	Excellent
Recognition	4.62	Excellent
Overall Mean	**4.62**	**Excellent**

The data reveals that teachers perceive their school environment positively across various dimensions, with all aspects rated as "Excellent." The mean scores for each area are as follows: Physical Facilities and Resources: 4.64, Classroom Facilities: 4.63, Administrative and Leadership Support: 4.56, Collegial Relationships with Staff: 4.66, Recognition: 4.62. The overall mean score is 4.62, indicating an "Excellent" qualitative interpretation. These high ratings suggest that teachers feel well-supported and valued within their school environment.

The consistently high ratings across all areas suggest that teachers perceive their school environment as conducive to their professional growth and satisfaction. Positive perceptions of physical facilities and resources, classroom facilities, and administrative support align with findings from various studies indicating that a supportive school environment enhances teacher job satisfaction and performance. Since teachers are essential to students' academic progress and learning processes, their job satisfaction has a direct effect on how well they teach and deliver lectures. Teacher job satisfaction showed a strong association with the majority of work environment (Ker, H.-W., Lee, Y.-H., & Ho, S.-M. ,2022).

On the other hand, the lowest-scored dimensions—administrative and leadership support (M = 4.56) and recognition (M = 4.62)—

although still rated "Excellent," point to areas of relative weakness. Administrative/leadership support being lower suggests that teachers may feel less supported by school leaders in decision-making, feedback, or professional growth. International findings indicate that school leaders implement practices that encourage powerful trust among teachers in their administrators (Atasoy, R. et. al, 2023). School leadership has a key and crucial role in the emotional path to build, strengthen, and sustain an environment that emphasizes strong relationships between teachers and school leaders. In the Philippines, for example, the study found that fostering trust, collaboration, and personal growth through restoration leadership can enhance teamwork, shared decision-making, and mutual support within the educational environment (Tapic, J. N., & Baguio, J. B. ,2024).

Schools should reinforce and expand peer-collaboration structures, as strong collegial relationships are a protective factor for teacher wellbeing. Encouraging formal mechanisms for peer mentoring and collaborative planning may further strengthen this dimension. Investment in physical resources should be maintained and improved, given its direct positive impact on teacher perception and capacity to focus on instruction rather than remedial logistics. Special attention should be given to leadership and recognition. School administrators need to increase visible support: more frequent instructional feedback, inclusive decision-making, access to professional development, and formal recognition programs for teacher achievements. These steps could help elevate the lower-ranked dimensions and reduce potential teacher strain. Building a positive school climate requires strong collegial relationships and recognition. Teachers are more likely to feel satisfied with their jobs and stay dedicated to their careers when they perceive that their colleagues are supporting them and appreciating their efforts.

The findings of this study highlight the importance of a positive school environment in enhancing teacher satisfaction and performance. The "Excellent" ratings across all areas suggest that the school provides a supportive and conducive environment for teachers. However, it is essential to maintain and continually improve these aspects to ensure sustained teacher well-being and effectiveness. Administrators and policymakers should prioritize creating and maintaining a positive school climate, as it directly impacts teacher satisfaction, performance, and ultimately, student outcomes.

3.3 Teacher's Occupational Strain

Table 13 presents the occupational strain of teachers in terms of physical strain.

Table 13. Mean scores of the Occupational Strain of teachers in terms of Physical Strain.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I experience soreness or pain in my lower back after a day of teaching.	4.06	Often	Very Satisfactory
I feel strain in my neck or shoulders when writing on the board or using overhead projection	3.90	Often	Very Satisfactory
I often stand for long periods without sufficient breaks.	3.62	Often	Very Satisfactory
I sometimes feel fatigue in my legs or feet by the end of the teaching day.	3.80	Often	Very Satisfactory
I am required to bend, twist, or reach frequently during class.	3.74	Often	Very Satisfactory
I experience discomfort in my wrists, hands, or forearms from writing, typing, and marking.	3.67	Often	Very Satisfactory
I feel general exhaustion in my body due to carrying heavy teaching materials or equipment.	3.62	Often	Very Satisfactory
I feel stiff or have reduced mobility after long teaching hours.	3.72	Often	Very Satisfactory
I often wake up with aches or pains related to my work the next morning.	3.79	Often	Very Satisfactory
Mean	**3.76**	**Often**	**Very Satisfactory**

The data from Table 13 indicates that teachers "often" experience physical strain in their occupation, with an overall mean score of 3.76, which is described as "Very Satisfactory". However, it's important to note that "often" experiencing these strains can still have a significant impact on teachers' well-being and long-term health. The highest mean which indicates in the Lower Back Pain (4.06):

Experiencing soreness or pain in the lower back is the most prevalent physical complaint. This could be due to prolonged standing, poor posture, or frequent bending. Neck and Shoulder Strain (3.90): Straining the neck and shoulders when writing or using projection is also a common issue. Leg and Foot Fatigue (3.80): Teachers often feel fatigue in their legs and feet by the end of the day, likely due to standing for extended periods. Aches and Pains Upon Waking (3.79): Many teachers wake up with work-related aches and pains, indicating that the physical strain is affecting their rest and recovery. Reduced Mobility and Stiffness (3.72): Experiencing stiffness or reduced joint mobility after long teaching hours is another concern. Frequent Bending, Twisting, and Reaching (3.74): The need to bend, twist, or reach frequently during class to assist students or access materials contributes to physical strain. Discomfort in Wrists, Hands, and Forearms (3.67): Writing, typing, and marking can cause discomfort in the wrists, hands, and forearms. While the lowest mean which indicates in the General Exhaustion from Carrying Materials (3.62): Carrying heavy teaching materials or equipment leads to general body exhaustion. Also in the lowest mean due to Prolonged Standing Without Breaks (3.62): Often standing for long periods without sufficient breaks also contributes to the problem.

Teachers frequently experience physical strain, as indicated by the data showing mean scores for various physical discomforts. Notably, a significant number report soreness in their lower backs, neck, and shoulders, along with fatigue in their legs and feet by the end of the teaching day. These issues highlight the physical demands of teaching, which can lead to musculoskeletal disorders (MSDs). Research shows that approximately 68% of teachers suffer from these disorders, particularly in the neck and lower back, adversely affecting their quality of life and increasing the risk of early retirement (Tahernejad, S.,et. al, 2024). Rogers et al. (2021) notes, that the impact of prolonged standing and repetitive movements on teachers' health, finding a strong link between these physical demands and the occurrence of chronic pain.

Moreover, to address these challenges, it is crucial for schools to implement effective strategies that promote teacher well-being. Ergonomic assessments of classroom environments can help identify and mitigate risk factors related to poor posture and repetitive movements. Miller, T., and Gentry, L. (2020) discusses the importance of ergonomic practices in the classroom. It provides recommendations for schools to implement ergonomic assessments and training to reduce physical strain among teachers.

The findings indicate to mitigate these physical strains, it is crucial for educational institutions to implement proactive measures such as ergonomic assessments, training on proper body mechanics, and the promotion of movement breaks. According to Smith et al. (2022) providing training on proper lifting techniques and encouraging regular movement breaks can greatly reduce physical strain. Wellness programs focusing on stress management and overall health can further support teachers in maintaining their physical and mental well-being. By fostering a healthier work environment, schools can enhance teacher effectiveness and job satisfaction, ultimately benefiting both educators and students alike.

Table 14 presents the occupational strain of teachers in terms of emotional strain.

Table 14. Mean scores of the Occupational Strain of teachers in terms of Emotional Strain.

Statement	Mean	Descriptive Rating	Quantitative Interpretation
I feel emotionally drained by the end of the school day.	3.76	Often	Very Satisfactory
I often worry about work even when I'm not at school.	4.00	Often	Very Satisfactory
I find it hard to relax after work because I'm thinking about things I need to catch up on.	4.04	Often	Very Satisfactory
I feel anxious when I anticipate difficult interactions with students, parents, or colleagues.	3.67	Often	Very Satisfactory
I feel irritable or frustrated more often	3.46	Often	Very Satisfactory

than I used to because of my work.			
I feel that my emotional my emotional energy is depleted from managing student behaviour or learning needs.	3.72	Often	Very Satisfactory
I find that emotional issues at school affect my mood outside of working hours.	3.51	Often	Very Satisfactory
I sometimes feel overwhelmed by the expectations placed on me as a teacher and staff member.	3.67	Often	Very Satisfactory
I worry whether I am doing enough to support all my students.	3.81	Often	Very Satisfactory
Mean	**3.73**	**Often**	**Very Satisfactory**

The data from Table 14 paints a concerning picture of teachers' emotional well-being, indicating that they "often" experience significant emotional strain in their profession. With an overall mean score of 3.73, the findings, categorized as "Very Satisfactory," suggest a high level of emotional demand that needs attention.

The highest mean is the Difficulty in Relaxing (4.04): Teachers often struggle to relax after work because they are preoccupied with unfinished tasks, which hinders their ability to disconnect and recharge. At the same time, the lowest mean is Irritable and Frustration (3.46): Teacher's report feeling more irritable or frustrated than before because of their work, suggesting that their job is negatively affecting their emotional state. Emotional Exhaustion (3.76): Teachers frequently feel emotionally drained by the end of the school day, suggesting a depletion of their emotional resources due to the demands of their job. Work-Related Worry (4.00): A significant number of teachers often worry about work even when they are not at school, indicating that the pressures of their job extend beyond working hours. Anxiety About Interactions (3.67): Many teachers feel anxious when anticipating difficult interactions with students, parents, or colleagues, pointing to interpersonal stressors in their work environment. Depleted Emotional Energy (3.72): Managing student behaviour and learning needs depletes teachers' emotional energy, highlighting the emotional labor involved in teaching. Impact on Mood (3.51): Emotional issues at school affect teachers' mood outside of working hours, indicating that work-related stress spills over into their personal lives. Feel Overwhelmed (3.67): Teachers sometimes feel overwhelmed by the expectations placed on them, reflecting the high demands and pressures of their profession. Worry About Student Support (3.81): Teachers worry about whether they are doing enough to support all their students, highlighting their dedication and concern for their students' well-being.

These findings align with recent research indicating that teachers are experiencing increased levels of emotional strain and burnout. Like for example, Maslach, C., & Leiter, M. P. (2016) explore the concept of burnout within the teaching profession, emphasizing that emotional exhaustion is a key aspect of this issue. They highlight how this exhaustion adversely affects teachers' effectiveness and overall well-being, underscoring the critical need to address these challenges in educational settings. Factors contributing to this strain include heavy workloads, student behavior issues, lack of support, and high expectations. Skaalvik & Skaalvik (2017) added the emotional demands of teaching can lead to decreased job satisfaction, increased turnover, and adverse effects on teachers' mental health.

To help teachers cope with emotional strain, schools and educational institutions need to put supportive measures in place. Allowing enough planning time and cutting down on administrative tasks can ease some of the pressures teachers face. It's also important to encourage teachers to focus on self-care and set clear boundaries between their work and personal lives, which can help them recharge and avoid burnout. Integrating mindfulness practices and relaxation techniques into the school day can further assist teachers in managing stress and enhancing their overall well-being. By recognizing and tackling these emotional challenges, schools can foster a more supportive and sustainable work environment for teachers, ultimately benefiting both their well-being and the quality of education provided.

Table 15 presents a summary of Teachers' Occupational Strain in terms of Physical Strain and Emotional Strain, including their average mean values and corresponding quantitative interpretations.

Table 15. Overall Mean Scores of Teachers' Occupational Strain

Statement	Mean	Quantitative Interpretation
Physical Strain	3.77	Very Satisfactory
Emotional Strain	3.73	Very Satisfactory
Overall Mean	**3.75**	**Very Satisfactory**

The findings of this study indicate that teachers experience a "Very Satisfactory" level of occupational strain, with mean scores of 3.77 for physical strain and 3.73 for emotional strain, resulting in an overall mean of 3.75. These scores suggest that while teachers face notable physical and emotional demands, they generally perceive their ability to manage these strains positively.

Higher scores on physical strain and emotional worry suggest teachers are regularly experiencing both bodily discomfort and mental load—not only while at school, but also extending into their personal time. In human terms: after a full day of teaching, many feel their back ache and their feet are worn out. Their mind keeps replaying tasks and student needs. This pattern aligns with studies demonstrating that teaching involves sustained physical postures and continuous emotional engagement (Labrado et al., 2022). In the Philippines, teachers in one district reported significant stress due to work-life spillover (Rabago-Mingoa, 2017).

Meanwhile, the somewhat lower scores on fatigue in limbs and irritability suggest that, while strain is present, some resilience or coping capacity remains among the teachers. The fact that these items are lower may mean teachers pause physically or emotionally when needed, or the school environment offers some cushion. Ellovido & Quirap (2024) revealed that when teachers have access to peer support or adequate rest, they report lower levels of fatigue. For instance, a study by Agyapong, B., et. al (2022) found that teachers reported varying levels of burnout, stress, anxiety, and depression, with burnout prevalence ranging from 25.12% to 74%, stress from 8.3% to 87.1%, anxiety from 38% to 41.2%, and depression from 4% to 77%. These figures underscore the significant emotional and physical demands placed on teachers. Furthermore, research by Chen, X and Xie, Q. (2025) explored how job stress and emotional intelligence affect job satisfaction among college teachers, emphasizing the role of resilience in mitigating the adverse effects of job stress. Their findings suggest that while teachers may experience job stress, factors like emotional intelligence and resilience can influence their job satisfaction positively.

School leadership needs to recognize that the strain is both physical and emotional. Interventions should include ergonomic supports, such as short breaks, comfortable furniture, and less standing, and also emotional supports like brief counselling and reflective peer groups. The highest strain items relate to continuous worry and bodily discomfort; schools might implement structured downtime routines, the "end of day" rituals, and physical self-care checks (stretch breaks, posture training) to reduce carry-over of strain into personal time. The lower yet still present strain levels highlight a window of opportunity. Schools can reinforce the existing resilience, for example, by building formal systems of relief in mentoring, peer check-ins, and workload review. before strain intensifies.

In conclusion, the "Very Satisfactory" ratings in this study indicate that teachers feel equipped to handle their occupational strains. However, the broader research context suggests that while teachers may perceive their ability to manage stress positively, the underlying challenges remain significant. Therefore, it's essential to continue supporting teachers through professional development, mental health resources, and a conducive work environment to ensure their well-being and effectiveness in the classroom.

3.4 Correlations of Variables

The correlation analysis presented in Table 16 reveals the relationships between Teacher's Workload and School Environment, and Occupational Strain. It is to establish a

relationship between the variables presented below.

Table 16. Correlation Analysis of the Variables

Independent Variables Correlated with Occupation Strain	Correlation Coefficient (r)	p-value
Lesson Planning	.177	.129
Classroom Management	.131	.261
Non-Teaching Activities in School	.299**	.009
Support and Management Activities	.290*	.012
Utilization of Differentiated Instruction	.365**	.001
Physical Facilities and Resources	.904**	.000
Classroom Facilities	.259*	.025
Administrative and Leadership Support	.531**	.000
Collegial Relationships with Staff	.546**	.000
Recognition	.397**	.000

* *. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The present correlation analysis sought to explore how Occupational Strain relates to a set of job-relevant factors (lesson planning, classroom management, non-teaching duties, support, utilization, facilities, classroom environment, leadership support, collegial relations, and recognition).

In the results, many independent variables show positive and statistically significant correlations with occupational strain: for example, non-teaching activities in school (r = .299, p = .009) and support & management activities (r = .290, p = .012) both show moderate positive associations. Stronger still are utilization of differentiated instruction (r = .365, p = .001), administrative and leadership support (r = .531, p = .000), recognition (r = .397, p = .000), and very notably physical facilities and resources (r = .904, p = .000) and collegial relationships (r = .546, p = .000), the correlation for "classroom facilities" is r = .259, p = .025, also significant. Meanwhile, lesson planning (r = .177, p = .129) and classroom management (r = .131, p = .261) do not reach significance in this dataset.

The significant positive correlation between utilization of differentiated instruction (DI) and occupational strain (r = .365, p = .001). That means teachers who report making more use of differentiated instruction also report higher occupational strain. Pozas, M., et al. (2023) conducted research indicating that diversified instruction enhances student learning; yet, its implementation, particularly in heterogeneous classrooms, imposes significant demands on instructors regarding time, preparation, and resources, potentially leading to increased stress. They note that teachers often feel unprepared or unsupported when they try to use DI, which adds to their stress. Another review found that even though DI is good in theory, it is hard to put into practice, and the demands on teachers (diagnostics, individualizing, adapting materials) may be too much for them, leading to stress or burnout (Eikeland, I., & Ohna, S. E. ,2022).

Among the most notable associations, recognition shows moderate positive correlation with occupational strain (r = .299, p = .009) and support & management activities (r = .290, p = .012) similarly aligns moderately strongly resources. The findings are in line with previous studies that found that bad infrastructure, not being appreciated or rewarded, and bad working conditions are major causes of teacher stress and burnout for example, stress caused by not being recognized or bad infrastructure (Otundo Richard, M.,2024, and Evans, D. K., & Yuan, F. ,2018).

Teachers often feel stressed and burned out because of things like bad infrastructure and bad working conditions for example, bad facilities that make things harder and more stressful (Nursalina, B., Lian, B., & Eddy, S. ,2021). Experts also stress the significance of recognition and appreciation, as teachers' emotional strain tends to worsen when they feel ignored. Furthermore, in educational settings, organizational support such as peer or managerial support is frequently mentioned as a

stress-reduction strategy especially during pandemic or hybrid teaching (Gavade, A. Y., et al ,2023). The study of Señal and Abellana (2025) indicates that teachers generally agree that they experience occupational stress with administrative demands and working environment as the most prominent sources of stress.

In contrast, the large impact of administrative and support tasks on educators' well-being is a crucial feature of the teaching profession, as evidenced by the positive and statistically significant association between occupational strain and non-teaching activities (r =.299, p =.009). This result is consistent with studies showing that administrative work, grading, and adherence to school rules are among the non-teaching responsibilities that greatly increase teacher stress and burnout. According to a National Education Association (NEA) research, for example, most teachers believe that their excessive workloads leave them with little time during regular work hours to complete necessary duties, which raises their stress levels. Similarly, the University of New South Wales (2025) study, almost 90% of Australian teachers report high levels of stress, which many attribute to the weight of non-teaching duties that interfere with class planning and student participation.

This result is consistent with other studies showing the positive and statistically significant effects of non-teaching responsibilities on teachers' wellbeing. For example, a study by Kulal et al. (2022) found that non-academic duties had a major impact on the quality of instruction, highlighting the necessity of striking a balance between academic and non-academic duties in order to avoid burnout and preserve high teaching standards. Furthermore, non-teaching activities were shown to be the main source of stress for primary school teachers in a study by Tsubono et al. (2022), highlighting the significance of attending to these extra duties in order to reduce stress and improve job satisfaction.

On the other hand, the data reveals that both lesson planning and classroom management exhibit weak positive correlations with occupational strain among teachers, with correlation coefficients of 0.177 and 0.131, respectively, and p-values of 0.129 and 0.261. These results suggest that, while there is a slight tendency for increased occupational strain to be associated with more intensive lesson planning and classroom management, the relationships are not statistically significant at conventional levels ($p < 0.05$). There are a number of reasons why there are no significant relationships. Lesson planning and classroom management, for example, may be effectively handled by teachers with established routines and experience, reducing possible pressures.

These results are consistent with previous research showing that, although good classroom management is important, it might not be enough to reduce occupational stress on its own without addressing more significant systemic problems. To greatly improve classroom management techniques and lower stress, for instance, a study published in the Journal of Interdisciplinary Perspectives highlights the significance of improving work conditions, such as lowering teacher workload and increasing school amenities (Impuesto, R. ,2024).

The correlation analysis in Table confirms significant positive relationships between workload, school environment and occupational strain among teachers. These results imply that factors other than classroom instruction, like administrative responsibilities, support networks, and physical workspace, have a significant impact on teachers' stress levels. Reducing occupational stress and advancing educators' well-being require addressing these issues.

3.5 Regression Analysis of Variables

Table 17 shows the regression analysis on multiple linear regression analysis was conducted to determine the extent to which the predictor variables- Lesson Planning, Classroom Management, Non-Teaching Activities, Utilization of Differentiated Instruction, Administrative Support, Collegial Relationship, and Recognition.

Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.378	.811		-.465	.643
	Lesson Planning	.113	.182	.066	.621	.536
	Classroom Management	.081	.179	.051	.454	.652
	Non-Teaching Activities	.100	.115	.087	.869	.388
	Utilization of Differentiated Instruction	.150	.149	.107	1.007	.318
	Administrative Support	.203	.109	.200	1.864	.067
	Collegial Relationship	.487	.079	.588	6.181	.000
	Recognition	-.052	.124	-.047	-.420	.676

R=0.748 R2=0.559 F-VALUE=12.150 PROB=.000

The regression analysis reveals that the model accounts for 55.9% of the variance in teacher stress levels, with an R-squared value of 0.559 and an F-statistic of 12.150 ($p = 0.000$), indicating a statistically significant overall model. However, not all predictors contribute equally to this model.

Collegial relationships stand out among the predictors, as they have a significant beneficial impact on teacher stress ($B= 0.588$, $p < 0.001$). This implies that stress can be reduced by constructive interactions and support among coworkers. On the other hand, administrative support is getting close to significance ($B = 0.200$, $p = 0.067$), suggesting that although it might lessen stress, its impact is not as strong. Lesson planning, classroom management, non-teaching responsibilities, individualized education, and recognition are among the other elements that have negligible or no correlation with stress levels.

These results are consistent with other studies that highlight how crucial a supportive school climate is for reducing teacher stress. Research has shown that reduced levels of teacher stress and burnout are linked to supportive school environments and strong collegial ties (Nwoko, J. C.,2025). On the other hand, even though they are significant, elements like administrative support and workload could need more focused adjustments in order to successfully lower stress.

The findings suggest that initiatives to lessen teacher stress should place a high priority on creating peer networks and healthy, encouraging collegial settings. The social aspect of teaching—how coworkers interact, divide responsibilities, and encourage one another—may be a particularly potent lever for enhancing teacher well-being, even though leadership, resources, and instructional strategies are still crucial.

Therefore, improving administrative support and cultivating positive collegial connections are essential tactics for lowering teacher stress. Even while other factors are involved, this approach seems to downplay their significance. Resolving these issues can help create a more wholesome and productive learning environment.

The regression equation predicting the workload management of teachers based on the given data is a multiple linear regression model of the form:

$$Y=-0.378 + 0.113\ (X1) + 0.081\ (X2) + 0.100(X3) + 0.150\ (X4) + 0.203\ (X5) + 0.487\ (X6) - 0.052\ (X7)$$

Where:

Y= Occupational Strain of Teachers (dependent variable)

X 1 = Lesson Planning

X 2 = Classroom Management

X 3 = Non-Teaching Activities

X 4 = Utilization of Differentiated Instruction

X 5 = Administrative Support

X 6 = Collegial Relationship

X 7= Recognition

Hence, the null hypothesis which states that there is no significant relationship between the independent variables (Lesson Planning, Classroom Management, Non-Teaching Activities, Utilization of Differentiated Instruction, Administrative Support, Collegial Relationships, Recognition) and teacher stress. The current findings align with the study of Kaihoi, C. A., et. al (2022), the stronger relationships with colleagues, better support from administration, increased use of differentiated instruction, more non-teaching activities, greater recognition, more effective classroom management, and thorough lesson planning could all be related to teacher stress. The study by Pan, Chung, and Lin (2023) analyzes how teacher training preparedness, autonomy, and workload influence the well-being. The higher workloads negatively affected teacher well-being, emphasizing the need for adequate training and manageable workloads.

5. CONCLUSION

The current findings provide significant insights into how these factors interact in school, given that teaching often entails heavy workloads, including lesson planning, classroom management, non-teaching tasks, support duties, and differentiated instruction. Additionally, the quality of the school's environment can impact teacher well-being and performance.

Teachers regularly identify higher workloads across five key areas- lesson preparation and planning, classroom management, non-teaching activities, support/management tasks, and the utilization of differentiated instruction.

In addition, a healthy school environment is believed to make teachers happier, more effective, healthier, and more committed to their jobs. These good outcomes for teachers lead to more student involvement, better organizational citizenship behavior, and a stronger desire to do well, all of which help students learn, schools work better, and the quality of education overall. In short, the "Excellent" results show that the school's environment is a big plus and probably helps keep teachers steady, motivated, and effective, which is a good base for good teaching and student achievement.

Moreover, the results suggest that teachers say they are "Very Satisfied" with their level of work stress, both physically and emotionally. This means that there is some stress, but it is usually at a level that is manageable and not too much for teachers to handle. To put it another way, the demands of the job don't seem to be too much for teachers right now. They do feel some stress or weariness, but not enough to be considered "high" or "unhealthy."

Therefore, it is plausible to conclude that a significant relationship exists between higher workload and greater occupational stress among teachers. A school environment that is helpful and has a lot of resources is likely to be linked to lower levels of stress or help lessen stress, acting as a protective factor.

In short, a positive school environment can help lessen the strain of work, even though a heavy workload usually makes it worse.

However, among the school environment dimensions, collegial relationships emerge as a powerful protective factor against stress: good peer support and relational climate help sustain teacher well-being, even under demanding workloads.

It indicates that, despite the inherent demands of teaching, the physical and emotional burden on teachers remains within acceptable limits, which may support the sustainment of teacher well-being, performance, and retention.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, it is recommended that;

(a) Education policymakers may implement workload management strategies to reduce unnecessary burden on teachers. This might entail assigning non-teaching/administrative duties to administrative or support personnel (instead of classroom teachers), freeing up teachers to focus on teaching duties.

(b) Use school climate as a strategic asset for educational quality. Recognize the school environment as a strategic lever rather than just "background." A strong environment enhances

teacher engagement and well-being, which leads to better teaching techniques, increased student involvement, and better student outcomes.

(c) Institutionalize the maintenance of good physical facilities, adequate teaching/learning resources, and clean, safe classrooms. Well-maintained infrastructure supports not just student learning but teacher effectiveness and comfort.

(d) Conduct regular stress management workshops or wellness sessions such as mindfulness training, relaxation techniques, and work-life balance seminars, to assist teachers in managing the physical and emotional demands of their daily lives.

(e) Build a school climate where trust, respect, and solidarity among teachers are valued. When teachers feel respected and supported by their colleagues, their commitment, morale, and resilience improve — making them better able to handle workload and stress.

(f) Future researchers may conduct longitudinal and qualitative studies to explore additional factors affecting workload management, such as administrative support, school climate, and community involvement. These studies will provide deeper insights and help craft more targeted interventions to support teachers' professional and personal well-being.

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