

# School Climate and Teacher Stress of Senior High School Teachers in Surigao Del Sur Division Amid the Global Pandemic

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## CHAPTER 1

### The Problem and Its Setting

Teaching is the most important profession of all because it provides the society with the academically and socially, technically and morally qualified human resources. However, it is one of the most stressful jobs that leads to psychological and physical pressures because it is a very demanding job. Earlier studies have demonstrated that teachers who experience stress and exhaustion tend to withdraw from social relationships with students. They also more often feel inefficacious about their teaching tasks and insufficient in providing relevant support for their students compared to less stressed teachers.

Teacher stress may also affect students' everyday life. Teachers experiencing stress, exhaustion or even depressed mood are likely to have reduced or inadequate ability to engage in the work of strengthening relationships with their students. Research has indeed shown that students can become less interested and motivated to learn when their teachers do not have enough energy and passion for inspirational teaching (Klusmann et al., 2008; Ramberg et al., 2019).

In Sweden, stress and stress-related complaints are reported by large proportions of teachers, both in Swedish National Agency for Education (SNAE, 2016), Swedish Work Environment Authority (SWEA, 2016) and internationally. Several reports show that the levels of stress among Swedish teachers have increased sharply over the last decades (SGOR, 2014,; SNAE, 2016; SWEA, 2016). That high levels of stress among teachers affect their own health and well-being seems obvious and is well documented (Dicke et al., 2015). In fact, exposure of teachers to unnecessary stress hampers routine abilities decreased satisfaction and level of productivity that resulted in the development of feeling exhaustion and strain. When teachers are highly stressed, students have low social adjustments and academic performance overtly manifested in absenteeism, misbehavior, and dissatisfaction (Greenberg, et al., 2016). Meanwhile, in the Philippines, a study conducted by Alson (2019) revealed that teachers experienced stress that was brought on by hazardous working conditions, a lack of materials and resources to do their tasks effectively. There was a feeling of excessive monitoring and demands for outputs from the administration. This was sometimes compounded by conflicting instructions. Personal stress was usually triggered by simply being exhausted at the end of the day, sometimes overtly manifested through emotional outbursts. In Surigao del Sur, the researcher had observed that teachers are consumed by stress due to multitasking coordinators, varied and overlapping reports, monitoring students' status and performance in the new normal, providing students' modules, checking outputs, and giving feedback to students beyond working hours. In the new normal, teachers need to be available in 24 hours which is a saddening situation for all teachers. Given these situations, the researcher aimed to

further explore the said variable considering other factor specifically school climate which is claimed to have influenced on teacher stress. The researcher had come across with different studies regarding teacher stress such as the study of Greenberg et al. (2016) and Alson (2019). However, no research had been conducted yet that explored school climate and teacher stress specifically in Surigao del Sur. This further motivated the researcher to explore those variables. With the attempt, the researcher would hopefully provide inputs regarding school climate and teacher stress that would serve as gauge for the policy makers in crafting policies, programs, interventions, projects, activities that would reduce teachers' stress.

### **Review of Significant Literature**

The related literature and studies of this study provide inputs about school climate and teacher stress. The independent variable is school climate. It has five indicators namely: leadership, academic excellence and outcomes, student behavior and discipline, environment and faculty relations (Reblando, 2018). Meanwhile, the dependent variable is teacher stress which has six indicators, namely: student behavior, employee/administrator relations, teacher/teacher relations, parent/teacher relations, time management, intrapersonal conflicts, physical symptoms of stress, and psychological symptoms of stress (Wilson, 1979).

#### ***School Climate***

School climate has been recognized as a key factor in school performance since the 17th century (Duan et al., 2018). Even though it has been studied much more intensively for the past four decades, the last two decades have generated a better appreciation for the significance that school climate plays into the overall function of a school (Thapa et al., 2013).

Several researchers have defined school climate. It is explained as the set of internal characteristics that distinguish one school from another and influence each school's members (Gulsen & Gulenay, 2014). School climate is comprised of common beliefs and shared experiences between school authorities and colleagues. Perhaps one of the most widely accepted definitions about school climate stated that it is the quality and consistency of interpersonal interactions within the school community that influence children's cognitive, social, and psychological development. Thus, due to its connection to attitude and perception, climate plays a significant role in the overall makeup of a school (Lacks, 2016).

Furthermore, it is noted that each school is unique, largely in its culture and climate. The distinctive interpersonal climate of every school setting is a result of various psychological and institutional attributes (Amlaner, 2015). A school's psychological feel and its physical features directly affect one's school climate. A school's climate is shaped by factors that are in many cases uncontrollable, such as the school's size, location (rural, suburban, or urban), age of students, and school type. Such factors play a role in the students' learning climate and the teachers' working climate, impacting the school's overall climate (Meristo & Eisenschmidt, 2014).

Measuring a school's climate and culture is a complex process. Part of the complexity is based on the fact that there is no universal definition of school climate. Researchers have reviewed the various characteristics that uniquely identify one school's climate over another. Since schools have different organizational, cultural, and individual values, researchers have emphasized the use of subgroups to assess school climate factors. It is proposed that a single element can be powerful enough to deter a school from moving forward for improvement. Since one factor can be so significant, school leaders must be able to identify specifically where there is a deficit (Maxwell et al., 2017).

Schools must be both safe and supportive for effective teaching and learning to take place. Three key principles can guide efforts to create such productive learning environments. First, work deliberately to develop positive and respectful school climates and prevent student misbehavior before it occurs. Ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior (US Department of Education, 2014). Other researchers have identified and studied four key factors that shape school climate: safety, relationships, teaching and learning, and the institutional environment. Each of these areas systematically measures individual subgroups that make up the consistency of the overall climate of a school (Amrit-Thapa & Shawn Guffey, 2013). In this study, school climate has five variables. These variables include leadership, academic excellence and outcomes, student behavior and discipline, environment and faculty relations (Reblando, 2018).

*Leadership.* One of the biggest factors determining teachers' perception of school climate is the principal or educational leader. Thus, creating a supportive school climate is the responsibility of the school leader. They must foster a community where teachers can share ideas and feel comfortable sharing experiences that positively influence the atmosphere (Meristo & Eisenschmidt, 2014).

The everyday interactions that principals have with their teachers can affect trust and collegiality and the teachers' ability to influence decisions. Moreover, when such relationships exist, they impact student achievement and performance, as teachers feel supported and mutually respected. They also work together to problem-solve and achieve common goals. As a result, teacher perceptions of support from their principal directly impact teacher commitment, turnover, and collegiality (Lacks, 2016).

In contrast, a lack of connectedness between the principal and teacher can negatively affect the school climate. Negative perceptions can cause a teacher to become disengaged from the teaching and learning environment. Operational weaknesses that impede teacher independence weaken trust between administrators and teachers, which damages the school climate. Leaving teachers out of the decision-making process may undermine teachers' sense of independence in their classrooms. They feel their input is not valued and, thus, feel an absence of ownership and value in the school. A lack of support from administrators makes teachers more vulnerable to burnout and stress (Lacks, 2016).

*Academic excellence and outcomes.* Academic excellence is important because it is strongly linked to positive outcomes. It is important for the successful development of young people in society. Students who do well in school are better able to transition into adulthood and achieve occupational and economic success (Regier, 2011).

Academic excellence is the demonstrated ability to perform, achieve, and/or excel in scholastic activities. Academic excellence has been identified with achieving high grades and superior performance. But academic excellence is more than just making good grades. It is the maximum development of your intellectual capacities and skills in service to humanity (California State University, n.d). To obtain high-quality academic outcomes, students are expected to attend the majority of classes, where contents are taught, and specific instructions about the material to study and skills to practice are provided (Plant et al., 2005; Ribeiro et al., 2019).

*Student behavior and discipline.* Teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to all students' social, emotional, and behavioral needs. Interventions, school-wide and individual that use proactive, preventative approaches, address the underlying cause or purpose of the behavior and reinforce positive behaviors have been

associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts (Camilleri, 2016).

*Environment.* The physical environment of a school affects its climate. The condition of the facilities, classrooms, buildings, and grounds create either positive, proud feelings or negative, embarrassing feelings. Other factors such as classroom temperature, arrangement of the classroom, and noise also impact the physical environment aspect of school climate (Lacks, 2016). Also, physical disorder that causes impairment to the physical environment, such as broken windows, trash, and graffiti, can cause social disorder and impede the school's climate. When teachers and students view their environment as chaotic, students are less likely to learn and be successful in school (Bradshaw et al., 2014).

*Faculty relation.* Social relationships and connectedness are significant factors in school climate. More specifically, principal-teacher, teacher-student, and student-student relationships impact student achievement. Social aspects of climate can be categorized into two: psychological attributes and institutional attributes. Psychological attributes include cooperation, trust, and openness among faculty. Institutional attributes are defined by teaching practices, level of collaboration, and the expectations of students, parents, and faculty (Lacks, 2016).

Many teachers do not have a relationship with any of their colleagues other than as an acquaintance. Teachers must establish a team approach by building a climate of trust and support. Through such relationships, teachers have a foundation for sustainable collaboration where they may work together to improve student achievement and provide a positive learning climate. A study was conducted among elementary school teachers and their perceptions of school climate in relation to collegial relationships and camaraderie among faculty. The researcher found that relationships are essential for a successful school climate, and camaraderie is essential for building relations (Conner, 2014).

Kutsyuruba et al. (2015) believed that a healthy school climate is imbued with positive student, teacher, and administrator interpersonal dynamics. In such a climate, teachers like their colleagues, their school, their job; they believe in themselves and their students; they are driven by a quest for academic excellence and set high but achievable goals for themselves and their students. Students work hard and respect others who do well academically. Principals have high expectations for teachers and go out of their way to help teachers in a friendly and supportive way. Moreover, healthy schools have good relationships with the community.

### ***Teacher Stress***

Teacher stress has been defined as the experience of a teacher for having negative, unpleasant emotions (such as tension, anger, or depression) as a result of some aspect of their work as a teacher (Kyriacou, 2001; Ferguson et al., 2017). Prolonged stress combined with insufficient tools or strategies to handle this can lead to symptoms of different kinds, such as fatigue. Although the concept of *fatigue* is not clearly specified in the literature, it refers to a state of energy depletion (Åkerstedt, Axelsson, Lekander, Orsini, & Kecklund, 2014). It is generally defined as extreme and persistent tiredness or exhaustion, whether mental, physical or both (Dittner, Wessely, & Brown, 2004; Ramberg, 2020). A survey of nearly 1000 teachers by The Saskatchewan Teachers' Federation (STF, 2013) found that Saskatchewan teachers report role intensification and increased time spent on work-related activities attributed to changes directed by the school divisions and government. This increase of time spent on work encroached on teachers' personal lives and over half of teachers report dissatisfaction with work-life balance (STF, 2013). While the majority of teachers felt that stress was an unavoidable aspect of the

profession, 42% strongly agreed and 33% moderately agreed that workload was a cause of stress (STF, 2013).

Over 8000 Canadian teachers completed a survey distributed by the Canadian Teachers' Federation (CTF) in 2014. CTF (2014) reports 79% of teachers believe their stress related to work-life imbalance has increased over the last five years and the biggest stressor for teachers was not being able to devote enough time to individual students. The Ontario Secondary School Teachers' Federation (Johnston-Gibbens, 2014) found that 41.4% of secondary schools reported an increase and 30.3% indicated a significant increase of overall levels of work stress in the past 5 years.

The problem of high levels of teacher stress is not limited only to Canada. For instance, Leung, Wah Mak, Yu Chui, Chiang, & Lee (2011) as cited by Ferguson et al. (2017) found that 38.6% of high school teachers in Hong Kong report strong maladaptive stress, in addition to 30.3% suffering from severe to extremely severe anxiety and 12.3% severe to extremely severe depression. In their study, Bannai, Ukawa, and Tamakoshi (2015) report psychological distress was identified in 47.8% of male and 57.8% of female junior high school teachers in Japan.

In this study, teacher stress which has six indicators. This includes student behavior, employee/administrator relations, teacher/teacher relations, parent/teacher relations, time management, intrapersonal conflicts, physical symptoms of stress, psychological symptoms of stress, and stress management techniques (Wilson, 1979).

*Student Behavior.* The challenging behavior of a student (and at times parents) is one of the main reasons teachers and supply teachers are beset by stress, often leading to depression, anxiety and other mental health issues. It seems clear that this is one of the reasons those in the teaching profession take time off work for stress and burnout (Teacher Booker, 2021). Nine out of 10 secondary school teachers are experiencing moderate to high levels of stress as a result of "extreme behavioral problems" amongst pupils.

The survey, which was conducted by the Work Research Centre as part of the Teacher Stress Prevention Project, also found that just under 60 per cent of teachers were stressed maintaining class discipline. They blamed pupils' non-acceptance of the teacher's role (Holmquist, 2021). Furthermore, classroom disturbances and discipline problems of students are few of the causes of teacher stress. Students can have behavioral problems that result in conflict between students and aggression against teachers (Seiboth, 2015).

*Employee/administrator relations.* The administrative function is considered key and crucial to the organization and the improvement of the quality of the educational centers. Many works have shown the importance of administration in the effectiveness and quality of education. Every day, it is seen more clearly that "the good functioning of an educational center depends to a great extent on the capacity of its administrative team" (Vázquez-Cano, 2017).

The effect of stress in the teaching profession has been widely studied. In particular, this stress is compounded in the case of the administrative team. Different studies have linked personal relations with the faculty and parents in the performance of the administrative function as one of the factors that most increases stress among administrators and teachers (Meneses et al., 2017).

Part of teacher stress is interpersonal conflict which is an inevitable consequence of human interaction. Schools are not immune to interpersonal conflict and it can have deleterious impacts on the environment and on school success. Of all the conflicts that might exist in a school, those between principals and teachers can be the most debilitating. Interpersonal conflict between principals and teachers, can



severely damage school climate, erode a good school culture, and eventually affect student achievement (Bourne, 2018).

Furthermore, Makaye and Ndoferapi (2012), argued that teachers and head teachers may conflict over certain issues on daily, weekly and /or monthly basis. Reason for such conflicts was allocation of class/classroom, unfair allocation of teaching and learning resources such as charts and stationery.

*Teacher/Teacher relations.* Teachers deal with a wide variety of stress causes on a daily basis. One of the causes of stress is poor relationships at work (Harmsen et al., 2018). The lack of teamwork is a common problem that school faculty deal with all the time. In so many instances, there are teacher who brings down her fellow teacher. There are teachers who are unhappy for her colleague's promotion. At times, there are teacher who are fond of giving disagreeing remarks to her fellow teacher who has just received an award. Also, some teachers have no support of participation in a school activity proposed by her fellow teacher (Llego, 2021).

According to a research conducted in the United States of America (U.S.A.), one of the sources of stress for teachers is the relationship with co-workers. This could range to being evaluated by others and having problems with co-workers. If the teacher is in a stressful environment, her/his efficiency might decrease, and this might be reflected upon the student and even for the whole society negatively (Aydin & Kaya, 2016).

*Parent/teacher relations.* Positive parent-teacher relationships are crucial to the success of individual pupils and schools as a whole. It was found poor relationships with parents can add significantly to a teacher's stress at work, increasing both anxiety and workload. The finding applies equally to state and private schools. The problem stems from a variety of factors: parents' unrealistic expectations and inappropriate complaints (Debagge, 2019).

Amid the COVID-19 pandemic, parent-teacher relations were both strained. For instance, a common concern among teachers during the early stages of the pandemic was for the parents who were non-communicative. On survey comments and during interviews teachers said some parents were "ghosting" them. Parents admitted that they minimized time spent on school, or dropped out completely. Central to the problem was that teachers were not sure how much to press families. On the other hand, parents felt that they had become the teacher but simultaneously realized they were unable to motivate and support their children the way teachers could (Stelmach, 2021).

*Time Management.* Time management may be defined as a systematic method to manage the difficulties that people face daily (Al-Jammal & Ghamwari, 2013). It necessitates the ability to set short- and long-term objectives, track time, prioritize activities, create to-do lists and schedules, and organize one's workspace (Grissom et al., 2015). Most time management approaches, according to research, involve only a few simple principles (Khan, 2016). Many researchers concluded that while time management involves minimal effort, it improves efficient work habits by emphasizing unimportant elements that contribute to successful time management by focusing on high-priority activities (Ghamrawi & Al-Jammal, 2013). Unfortunately, teachers' time management is affected by the so-called time wasters. This includes tracking down a misplaced lesson plan, collecting tools and equipment from students when a project is completed, and acquiring books for a course. The work may appear disheartening if the teacher is persistently unorganized. If this is the case, they must begin by focusing on one region at a time and work their way around the classroom (Ngowo, 2013).

Lack of preparation leads to drifting and dispersed work; lack of delegating leads to do too much and not having enough time to focus; inability to say "no" enables people to ask too much of you. The desk was crowded with little or no recollections due to a lack of structure and tidiness. Suppose the time mentioned above wasters are not taken into serious consideration in order to make changes. In that case, teachers and students will be unable to effectively manage their time and thus unable to meet both work deadlines and good expected results, resulting in poor academic performance (Ngowo, 2013).

*Intrapersonal conflicts.* Intrapersonal communication is defined as communicating with oneself. Some scholars have expanded communicating with oneself to include a vast range of cognitive behaviors, mental entities, and knowledge and processes (Allen, 2017). Intrapersonal conflict occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions (Shahmohammadi, 2014). Intrapersonal conflict can be mitigated or resolved by involving another person, family, friend or coworker to help the person sort through thoughts and ideas that cause internal conflict. It is one's responsibility. It requires that examining own thoughts and beliefs (Ferrick, 2021). Intrapersonal conflict is a condition characterized by the presence of a person and mutually contradictory motives, values and goals, the state of the internal structure of the personality, characterized by antagonism of its elements. Such conflicts are characterized by confrontation between the two which start in the human soul, they are perceived with tension, experienced emotionally and require resolving and overcoming (Kashapov et al., 2015).

*Physical symptoms of stress.* Stress is the body's reaction to harmful situations -- whether they are real or perceived. When one feels threatened, a chemical reaction occurs in your body that allows you to act in a way to prevent injury. This reaction is known as "fight-or-flight," or the stress response. During stress response, your heart rate increases, breathing quickens, muscles tighten, and blood pressure rises. Physical symptoms of stress include low energy, headaches, upset stomach, chest pain, rapid heartbeat, insomnia, frequent colds and infections, nervousness and shaking, ringing in the ear, cold or sweaty hands and feet, dry mouth and difficulty swallowing, and clenched jaw and grinding teeth (Marks, 2021).

Physically, stress weakens the immune system and increases susceptibility to illness. Stress also exacerbates pain and reduces physical stamina. Prolonged stress may increase risk of chronic fatigue, heart disease and other ailments. Stress also depletes mental stamina. Common symptoms include irritability, mood swings and exhaustion, which may escalate into depression, anxiety and lower quality of life. These symptoms have been identified by teachers reporting high stress. The consequences, however, do not stop with teachers (Ansley et al., 2018)

*Psychological symptoms of stress.* Teachers have accumulated psychological symptoms since the beginning of the pandemic. During the lockdown they had to introduce online teaching and in view of the reopening of schools they have shown great concern for the new unprecedented teaching situation. In a study conducted by Ozamiz-Extebarria et al. (2021), it was revealed that teachers have accumulated psychological symptoms since the beginning of the pandemic. Not many studies conducted during the pandemic measure the symptoms of stress, anxiety, and depression among teachers but the studies that have been carried out suggest that they have psychological symptoms.

A recent Arab study has indicated that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly (Al Lily et al., 2020). A study carried out in three cities in China

during the pandemic assessed the prevalence of anxiety among teachers and found a prevalence of 13.67%, with women being more anxious than men and the older ones being more symptomatic (Li et al., 2020). A study carried out in three cities in China during the pandemic assessed the prevalence of anxiety among teachers and found a prevalence of 13.67%, with women being more anxious than men and the older ones being more symptomatic (Li et al., 2020). Another study conducted in March also in China showed that the prevalence of stress symptoms in teachers was 9.1% and that it was important to support them psychologically (Zhou and Yao, 2020). In a study conducted in Spain at the beginning of the pandemic, teachers also reported having workloads, psychosomatic problems, and exhaustion (Prado-Gascó et al., 2020).

*School Climate and Teacher Stress* The working environment for teachers—broadly referred to as “school climate”—is tough. Students are coming to school unprepared to learn, parents are struggling to be involved, and other conditions impede teaching. These conditions are largely byproducts of larger societal forces such as rising poverty, segregation, and insufficient public investments (Garcia & Weiss, 2019).

In addition to barriers to teaching, teachers face threats to their safety. More than one in five teachers report that they have been threatened and one in eight say they have been physically attacked by a student at their current school. Compounding the stress, teachers report a level of conflict with—and lack of support from—administrators and fellow teachers, and little say in their work. More than two-thirds of teachers report that they have less than a great deal of influence over what they teach in the classroom and what instructional materials they use, which suggests low respect for their knowledge and judgment. Poor school climate is prompting teachers to quit and dissuading people from entering the teaching profession due to teacher stress (Garcia & Weiss, 2019).

Greenberg et al. (2016) noted that school organization, job demands, work resources, and social and emotional competence were the four main sources of teacher stress. The current study built upon the existing knowledge of stress sources by examining the factors of school climate as potential stressors. Teaching is a human service profession and as a result is a challenging and stressful occupation (Kuntz et al., 2013). It involves a variety of ongoing and competing activities and requirements, and teachers face a constant flow of external stimuli and demands as they navigate through the workday. There are many strong predictors of teacher stress. One of the strongest is teacher workload (Collie et al., 2012; Klassen, 2010), while student misbehavior is another major stress factor in the school environment (Abdullah & Ismail, 2019). Teaching demands, expectations, and ever-changing priorities also have a significant impact on teacher stress (Stauffer & Mason, 2013).

School leadership has the ability to impact school climate and culture, which in turn can affect teacher stress (Sammons, Gu, Day, & Ko, 2011). Using the most recent nationally representative data from the National Center for Education Statistics’ Schools and Staffing Surveys, the workplace condition that is most predictive of teacher turnover is a perceived lack of support from administration (Carver-Thomas & Darling-Hammond, 2019). It was found that teachers who feel strongly that their administration is not supportive are more than twice as likely to move schools or leave teaching when compared to those who believe strongly that their administration is supportive.

Teachers’ stress has been linked to poor mental health and overall well-being (Prilleltensky et al., 2016). Teachers’ emotional and psychological well-being impacts not only teachers, but students as well (Hinds et al., 2015; Roberts et al., 2016). Consequences of teacher stress can be long-lasting and impact teachers’ personal, professional, mental, emotional, and physical life.



Less stress means more satisfaction and more satisfied employees are usually more productive and committed to the job longer (Epps & Foor, 2015). Thousands of teachers leave the field of education, stressed and burned-out, each year (Ingersoll, 2012). Signs of teacher burnout include, but are not limited to: illness, absenteeism, a lack of commitment, poor job performance, and impatience (Parker, Martin, Colmar, & Liem, 2012). Educational research continues to show that teachers are leaving the field of education in large numbers for a variety of reasons. One documented reason for teacher attrition is job-related stress. In a study conducted by Eason (2020), data analysis revealed a significant relationship between school climate and teacher stress.

Specifically, regarding the association between school climate and stress, anxiety, and depression, Brazilian studies have indicated different approaches. In the state of Paraná, Nielsen, and Piassa (2012) revealed that physical and mental illness among public school teachers was not associated with the work itself, but with a toxic school climate. On the other hand, in a study conducted in a primary school in Campo Grande, Mato Grosso do Sul, aiming to analyze how teachers perceived the role of their school climate in their working conditions and mental health, no changes were found in their levels of stress, anxiety, and depression (Pereira & Rebolo, 2017).

Similarly, in the research by Souza, Souza and Zechi (2017), developed at public and private elementary and secondary schools in Paranaíba, the objective was to examine the teachers' perception about rules, sanctions and safety in school and the extent to which they were reflected in the school climate, working conditions and in the teachers' mental health. No changes were found in the teachers' stress, anxiety, and depression levels either. In the international context, a study in central Norway involved 546 municipal secondary school teachers and revealed mental symptoms in more than 50% of them. This was due to a negative school climate, deriving from pressure for positive results and dissatisfaction with work due to students' discouragement (Skaalvik & Skaalvik, 2017). On the other hand, in Portugal, a study involving public school teachers from Group D. Pedro I revealed few signs of changes in the teachers' mental health, credited to the fact that 85.7% of the teachers perceived a positive school climate (Bastos, Lobo, & Pereira, 2018).

### ***Synthesis***

The compiled literature and studies strongly substantiated the correlation of the variables in this study. It also offered diverse inputs for each variable. It is presented in this section that school climate is a contributing factor to teacher stress as supported by several studies. The presentations and discussions of related studies provided significant knowledge which will be advantageous in the professional discussion of the findings of the study and in the sound formation of the recommendations.

### ***Theoretical and Conceptual Framework***

Several theories and models have been associated with school climate and teacher stress. The theoretical frameworks for this study are based primarily on Karasek and Theorell's (1992) Job Demand-Control-Support (JDCS) model, Social Cognitive Theory by Bandura (1989), Social Ecological Theory by Urie Bronfenbrenner (1977). These frameworks provided the foundation and support for the study.

The Job-Demand-Control-Support model is a well-known theory that explains how job characteristics influence employees' psychological well-being (Karasek & Theorell, 1990). The model illustrates how job demands can cause stress for employees, such as heavy workload, role ambiguity, and job-related strain. However, the model posits that individuals can manage these stressors through utilizing job skills that allow them to gain autonomy and control over their work (Karasek & Theorell, 1990).

Within the context of this study, poor school climate may have an impact on teacher job stress. The prominent theory posits that the work environment is a determinant of employee health and well-being. The model works through showing that when employees have high levels of job demands, this creates stress. However, employees can decrease this stress through gaining greater job control and developing a positive school climate.

Fitting the JDCS model's hypothesis, Bartholomew, Ntoumanis, Cuevas, and Lonsdale's (2014) study of Spanish physical education teachers found that teachers who worked in a controlling environment experienced high levels of job pressure, a decreased well-being, and reported greater burnout. These findings align with the notion that a school's level of support or control influences teacher stress and well-being.

The JDCS model contends that when teachers perceive that they have an adequate level of school-based support, they are less likely to have feelings of stress. School based support can be characterized by a supportive administration and collegial support. Teachers who perceived their school climate to be independently supportive had lower levels of stress. An independently supportive environment is one in which teachers feel empowered by their leadership to make decisions, wherein a sense of confidence is conveyed by the principal to teachers and teachers are competent and valued members of the school community. This type of climate is fostered by a principal's vision for empowering teachers and involving them in school wide decision-making. Unfortunately, not all schools and work environments are supportive.

Another theory that supports this study is the Social Cognitive Theory by Bandura. The basis for the theory derives from the reciprocal interactions of people, their environment, and their behavior (Boston University of School and Public Health, 2013). Specifically, Bandura's constructs of behavioral capacity, observational learning, and reinforcements are characteristics that can affect a school's climate. Wang and Degol (2015) stated that climate shapes the quality of all students, teachers, parents, and school personnel and reflects the norms, values, and goals that represent the broader educational and social missions of the school. The school climate focuses on the environment as a whole and how the behaviors of individuals affect the overall environment. Poor school climate may cause stress among teachers.

Also, the theory that supports this study is the social ecological theory by Urie Bronfenbrenner (1977) which emphasizes the complex environmental system where people live and operate. In essence, social-ecological theory is a systems approach that carefully defines the multilayered environment in which individual actions occur. To emphasize the complex and dynamic nature of the environment where people live and work, Bronfenbrenner depicts the environment through four unique subsystems, each one nested within the other. This approach allows for interactions between the individual and each subsystem and for interactions between subsystems to be studied (Harney, 2007).

In adapting Bronfenbrenner's theory to the study of teacher dissatisfaction, the unit of analysis is the teacher. The four sub-systems are defined as follows: the microsystem is the immediate classroom where the teacher works and carries out the majority of his or her activities; the mesosystem is the school where the teacher works; the exosystem is the larger school district and community where the teacher operates, lives, and interacts with others; and the macrosystem includes the larger structure of schooling, the various laws and statutes that regulate schools (Moore, 2012).

In the context of the study, this systems approach defines the different components that make up a school climate. To study teachers effectively, the complex environment in which they work must be taken into consideration and carefully analyzed. Moreover, because teacher dissatisfaction is a complex phenomena with a myriad of causes, each subsystem should be considered carefully for its particular influence, be it directly or indirectly through another source, such as teacher stress, burnout, or teacher efficacy.

Figure 1 show the conceptual model of the study. It focuses on the level of school climate. It is considered as the independent variable of the study with five indicators, namely: leadership, academic excellence and outcomes, student behavior and discipline, environment, and faculty relations (Reblando, 2018). Meanwhile, the dependent variable is teacher stress which has six indicators,

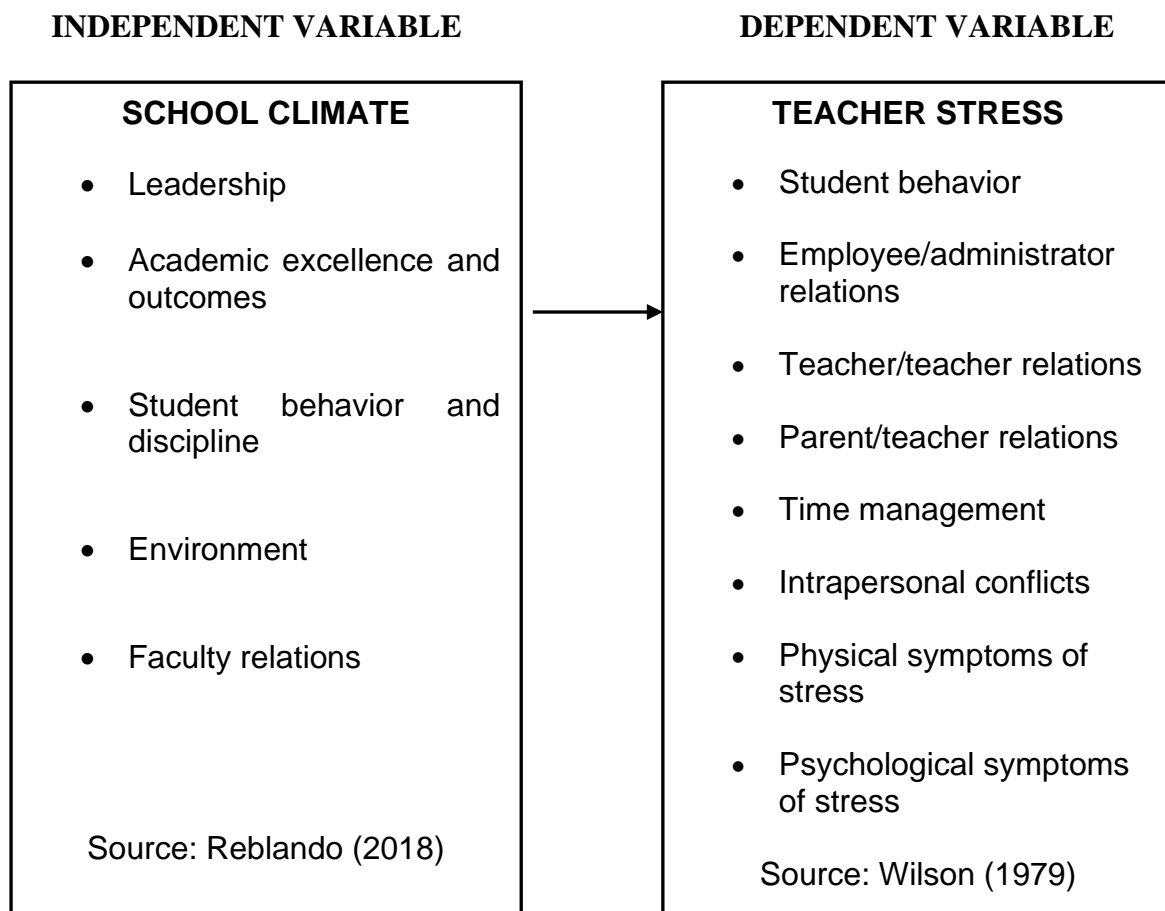


Figure 1. The Conceptual Framework of the Study

namely: student behavior, employee/administrator relations, teacher/teacher physical symptoms of stress, and psychological symptoms of stress (Wilson, 1989).

**Statement of the Problem**

This study aimed to determine the relationship between school climate and the teacher stress of the senior high school teachers in Surigao del Sur Division. More specifically, it sought to answer the following questions:

1. What is the extent of school climate in terms of:
  - 1.1 leadership;

- 1.2 academic excellence and outcomes;
  - 1.3 student behavior and discipline;
  - 1.4 environment; and
  - 1.5 faculty relations
2. What is the extent of teacher stress among senior high school teachers in terms of:
    - 2.1 student behavior;
    - 2.2 employee/administrator relations;
    - 2.3 teacher/teacher relations;
    - 2.4 parent/teacher relations;
    - 2.5 time management;
    - 2.6 intrapersonal conflicts;
    - 2.7 physical symptoms of stress; and
    - 2.8 psychological symptoms of stress?
  3. Is there a significant relationship between the level of school climate and the level of teacher stress of senior high school teachers in the Division of Surigao del Sur?
  4. Which of the domains of school climate significantly influence teacher stress?

### ***Hypothesis***

The null hypotheses were tested at 0.05 level of significance:

Ho1. There is no significant relationship between school climate and teacher stress of senior high school teachers in the Division of Surigao del Sur.

Ho2. None of the domains of school climate significantly influence teacher stress.

This study may offer an in-depth knowledge about teacher stress which until now is prevalent most especially that the threat of pandemic still exists. In this research journey, it was well-established that school climate can influence teacher stress. With this, it was necessary that all school constituents need to collaborate to achieve a positive school climate so that teacher stress would be alleviated.

In the academe be it in primary, secondary, or tertiary level, this study would be advantageous to relevant institutions, namely: school administration and teachers, policy makers, and researchers. These would help the beneficiaries to create policies, programs, interventions, and projects that would lessen the contributing factors leading to teacher stress.

*DepEd Officials.* This undertaking may give ideas to the higher officials to create a sustainable programs, projects, interventions, activities that may help teachers to reduce stress brought about by their profession and also to craft initiatives that would be used in establishing an ideal school climate.

*School Administration.* This study would guide the school principals and other school leaders to concretize programs, projects, interventions that would be beneficial to teachers. This would help them to come up with school activities or webinars that would allow teachers to see their value and lessen the stress that they have been experiencing.

*Teachers.* This study would serve as an eye-opener for teachers that the status of the stress that they are currently in is because of their school climate. Teachers need to make an effort to be part of that collaborative school community by being optimistic. They are mainly responsible to attain an engaging school climate which would pave the way in lessening teacher stress.

*Future Researchers.* This undertaking may serve as a prototype model for future researchers. Also, future researchers may explore other factors relevant to psychological well-being which has not been

explored in this current study. Important terms were being defined conceptually and operationally in order to provide a clear view of the content of this study.

*School Climate.* It is the teachers' perception of the quality and character of school life, which is a reflection of schools' norms, values, expectations, interpersonal relationships, teaching and learning practices, and organizational structures (Barkley, 2013). In this study, it refers to leadership, academic excellence and outcomes, student behavior and discipline, environment, and faculty relations.

*Teacher Stress.* It refers to negative emotions such as depression, anger, anxiety, tension, anger, or frustration felt by a teacher as a result of teaching (Kyriacou, 2001). In this study, it refers to student behavior, employee/administrator relations, teacher/teacher relations, parent/teacher relations, time management, intrapersonal conflicts, physical symptoms of stress, psychological symptoms of stress, and stress management techniques.

## CHAPTER 2

### Method

This chapter presents the methods of the study. This comprises the research design, research respondents, research instruments, data gathering procedure and data analysis which will be utilized on this investigation.

#### *Research Design*

This study used non-experimental quantitative research approach. In particular, descriptive-correlational research design has been employed in this study. Bhandari (2021) mentioned that quantitative research focuses on gathering, analyzing, and interpreting data with the help of numerical data. In this approach, it is being utilized to determine the means, create predictions, measure causal relationships, and generalize results to wider populations. Apparently, this approach is the total opposite of qualitative research which uses the words of the informants in analyzing data. Moreover, descriptive-correlational is specifically employed to determine the levels of the variables and the relationships that occur naturally between the involved variables in the study (Creswell, 2013).

In descriptive research, the researcher has no power to control over the variables in the study. It simply aims to describe the nature of the involved variables (Fox, 2007; Korrapati, 2016). On the other hand, a correlational research design explores and measures the associations between the variables of the study with no attempt of manipulating them. Also, correlation investigates the strength and direction of the variables. This can be a positive direction or a negative direction, and a strong and a weak relationship. The nature of this research journey was considered as quantitative since it utilized the numerical data or the figures in analyzing and interpreting the data. It was descriptive since its objective was to determine the nature of school climate and teacher stress. In addition, this academic quest was correlation since it intended to measure the correlation between one of its teacher stress of senior high school teachers in the Division of Surigao del Sur.

#### *Research Respondents*

This study catered 200 senior high school teachers in the Division of Surigao del Sur. As mentioned 200 samples are enough when testing the Pearson Correlation analysis (Guilford, 1954). Hence, the 200 respondents were enough to address the purpose of this study.

Probability sampling specifically two-staged cluster sampling was used to identify the sample of the study. It is a kind of sampling technique in which the likelihood or probability of each piece being included may be defined. In other words, every member of the population must have an equal and



independent probability of being included in the sample (Ragab & Arisha, 2018). Cluster sampling is a popular method in conducting researches wherein the population is being divided into different clusters. A cluster is a group of elements that are made up of individual units that represent mutually exclusive and exhaustive subsets (Thomas, 2020). It is two-staged cluster sampling since the sample of elements from each selected cluster or division is chosen randomly. In the context of the study, all senior high school teachers from all schools with senior high school were considered.

In the inclusion and exclusion criteria, all senior high school teachers with at least three years teaching experience and a permanent status in the Division of Surigao del Sur were given an equal chance to be part of the study. Apparently, those senior high school teachers in the private schools were not considered. Respondents who felt awkward and uncomfortable in answering the survey questionnaire were free to withdraw from their participation. They were not forced to be part of the study. Their decision to withdraw was respected. Apparently, the respondents' welfare was given utmost importance in the conduct of the study.

**Research Instruments**

In gathering data, this study made use of a survey. There were two sets of questionnaires that were utilized in this undertaking. The first set was focusing about school climate while the second set was about teacher stress.

*School Climate.* The school climate questionnaire was adapted from the study of Reblando (2018). The instrument consists of 25 items. It has the following indicators, namely: leadership (1-5); academic excellence and outcomes (6-10); student behavior and discipline (11-15); environment (16-20); and faculty relations (21-25). The questionnaire was subjected to a pilot testing having a result of .79 suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	This indicates that the school climate is always evident.
3.40-4.19	Extensive	This indicates that the school climate is oftentimes evident.
2.60-3.39	Moderately Extensive	This indicates that the school climate is occasionally evident.
1.80-2.59	Less Extensive	This indicates that the school climate is seldom evident.
1.00-1.79	Not Extensive	This indicates that the school climate is never evident.

*Teacher Stress.* The questionnaire on teacher stress was from Wilson Stress Profile for Teachers (Wilson, 1979). It is a 32-item self-report stress level on the following dimensions: student behavior (1-4), employee/administrator relations (5-8), teacher/teacher relations (9-12), parent/teacher relations (13-16), time management (17-20), intrapersonal conflicts (21-24), physical symptoms of stress (25-28), and psychological symptoms of stress (29-32). The questionnaire was subjected to a pilot testing having a result of .85 suggesting that the items have relatively *high* internal consistency.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20-5.00	Very Extensive	This indicates that teacher stress is evident at all times.
3.40-4.19	Extensive	This indicates that teacher stress is evident most of the time.
2.60-3.39	Moderately Extensive	This indicates that teacher stress is evident in rare occasion.
1.80-2.59	Less Extensive	This indicates that teacher stress is less evident.
1.00-1.79	Not Extensive	This indicates that teacher stress is not evident.

All research instruments in this study were contextualized to achieve the purpose of this study. The researcher incorporated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity. For reliability statistics, results reveal an average Cronbach’s alpha of .76 suggesting that the items have relatively high internal consistency. This implied that the survey instruments are reliable.

**Data Gathering Procedure**

In gathering the data, the researcher followed a strict procedure and protocol.

1. *Permission to conduct the study.* After seeking approval to the Dean of Graduate Studies, the researcher asked permission and endorsement from the Department of Education Region XI. After the approval, a request letter was submitted to the office of the Schools Division Superintendents. Upon approval, an endorsement letter was submitted to the School Head.
2. *Distribution and Retrieval of the Questionnaire.* After which, a schedule was made for the distribution of the test questionnaires. In observance to health and safety protocols, the survey questionnaire was encoded using the Goggle Form. Link was given to the respondents. If some respondents could not access the link, they were given the printed form of the survey.
3. *Collation of Data and Statistical Treatment.* All the data gathered were tallied, tabulated, analyzed and interpreted confidentially and accordingly.

**Data Analysis**

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized.

*Mean.* This was used to measure the level of school climate and teacher stress.

*Pearson r.* This was utilized to determine the relationships between school climate and ther stress.

*Regression Analysis.* This was utilized to determine the influence of school climate on teacher stress.

**CHAPTER 3  
Results and Discussion**

This chapter presents the results of the study. These are the findings of the problems raised in the previous chapter. They are presented both in the textual and tabular forms.

**Extent of School Climate in terms of Leadership**

Table 1 reflects the extent of school climate in terms of leadership. It shows that the overall mean is 4.42, in a very extensive level. This means that the school climate in terms of leadership is always evident.

It can be gleaned from the data that all 5 statements reveal a very extensive result. Of which, there are three (3) items which have the highest mean score are as follows: having a sense of vision and, mission (4.45), having a school’s decisions which are conspicuously grounded in the university vision and mission (4.44), and curricular strategies that are systematic and integral to the school’s leadership strategy (4.43). These items prove that the school climate in terms of leadership is always evident.

The findings of this study implies that principals have a strong sense of leading the school with guidance from the crafted school visions and missions. They make decisions based on the school’s vision, mission, and goals. In the realization of the school’s vision, mission and goals, the have developed systematic strategies which are relevant in the implementation of the curriculum.

**Table 1. Extent of School Climate in terms of Leadership**

No	Leadership	Mean	Descriptive Equivalent
1	Having a sense of vision and, mission	4.45	Very Extensive
2	Having a trust and respect in leadership of the institution	4.40	Very Extensive
3	Having curricular strategies that are systematic and integral to the school’s leadership strategy	4.43	Very Extensive
4	Having a sense of “shared values” being purposely cultivated.	4.40	Very Extensive
5	Having a school’s decisions which are conspicuously grounded in the university vision and mission	4.44	Very Extensive
<b>Overall</b>		<b>4.42</b>	<b>Very Extensive</b>

The findings of the current study is aligned with the statement of Meristo and Eisenschmidt (2014) pointing out that one of the biggest factors determining teachers’ perception of school climate is the principal or educational leader. Thus, creating a supportive school climate is the responsibility of the school leader. They must foster a community where teachers can share ideas and feel comfortable sharing experiences that positively influence the atmosphere.

Lacks (2016) reported that the everyday interactions that principals have with their teachers can affect trust and collegiality and the teachers’ ability to influence decisions. Moreover, when such relationships exist, they impact student achievement and performance, as teachers feel supported and mutually respected. They also work together to problem-solve and achieve common goals. As a result, teacher perceptions of support from their principal directly impact teacher commitment, turnover, and collegiality. In contrast, a lack of connectedness between the principal and teacher can negatively affect the school climate.

**Extent of School Climate in terms of Academic Excellence and Outcomes**

Table 2 reflects the extent of school climate in terms of academic excellence and outcomes. It shows that the overall mean is 4.47, in a very extensive level. This means that the school climate in terms of academic excellence and outcomes is always evident.

As can be gleaned from the data, all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: having students who are given systematic opportunities to reflect on their learning process and progress (4.50), having assessment targets that are clear and attainable for learners (4.49), and having instruction that promotes student locus of control, sense of belonging and sense of competence (4.46). These items prove that the school climate in terms of academic excellence and outcomes is always evident.

The findings of the study simply imply that one of the main goals of the school is to promote to the highest level the academic excellence and outcomes among indicators. One of the success indicators of the school is the number of graduates who have completed their academic requirements apart from the learnings imparted unto them. The result of the current study substantiate the contention of Regier (2011) stating that academic excellence is important because it is strongly linked to

**Table 2. Extent of School Climate in terms of Academic Excellence and Outcomes**

No	Academic Excellence and Outcomes	Mean	Descriptive Equivalent
1	Having a maximum use of student-generated ideas and input	4.45	Very Extensive
2	Having strategies that consistently promote increased student self-direction in their respective fields.	4.44	Very Extensive
3	Having assessment targets that are clear and attainable for learners.	4.49	Very Extensive
4	Having instruction that promotes student locus of control, sense of belonging and sense of competence.	4.46	Very Extensive
5	Having students who are given systematic opportunities to reflect on their learning process and progress.	4.50	Very Extensive
<b>Overall</b>		<b>4.47</b>	<b>Very Extensive</b>

positive outcomes. It is important for the successful development of young people in society. Students who do well in school are better able to transition into adulthood and achieve occupational and economic success.

Riberiro et al. (2019) stated that academic excellence has been identified with achieving high grades and superior performance. But academic excellence is more than just making good grades. It is the maximum development of your intellectual capacities and skills in service to humanity. To obtain high-quality academic outcomes, students are expected to attend the majority of classes, where contents are taught, and specific instructions about the material to study and skills to practice are provided.

**Extent of School Climate in terms of Student Behavior and Discipline**

Table 3 exhibits the extent of school climate in terms of student behavior and discipline. It shows that the overall mean is 4.44, in a very extensive level.

**Table 3. Extent of School Climate in terms of Student Behavior and Discipline**

No	Student Behavior and Discipline	Mean	Descriptive Equivalent
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1	Having a school-wide discipline and campus wide policies are consistently applied.	4.44	Very Extensive
2	Having clear expectations and consistent discipline policy.	4.42	Very Extensive
3	Having effective strategies to promote behavioral empowerment and accountability among its students as an integral part of professional development.	4.45	Very Extensive
4	Having traditions that promote school pride and a sense of academic community	4.48	Very Extensive
5	Having due considerations to the students over management decisions that affect them	4.43	Very Extensive
<b>Overall</b>		<b>4.44</b>	<b>Very Extensive</b>

This means that the extent of school climate in terms of student behavior and discipline is always evident.

It is reflected in the data that all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: having traditions that promote school pride and a sense of academic community (4.48), having effective strategies to promote behavioral empowerment and accountability among its students as an integral part of professional development (4.45), and having a school-wide discipline and campus wide policies are consistently applied (4.45). These items prove that the school climate in terms of student behavior and discipline is always evident.

The result of the study signifies that the school has it means of still shaping or molding the students, behavior. The school has its mechanism on how to empower students' behavior leading to promotion of school pride and a sense academic community. The school has crafted effective strategies that would also lead to empowerment of positive behavior among students. Despite the existence of pandemic, the school has never failed to create ways to implement policies and orders that the members of the community need to follow.

The results support the argument of Camilleri (2016) indicating that teachers and students deserve school environments that are safe, supportive, and conducive to teaching and learning. Creating a supportive school climate—and decreasing suspensions and expulsions—requires close attention to all students' social, emotional, and behavioral needs. Interventions, school-wide and individual that use proactive, preventative approaches, address the underlying cause or purpose of the behavior and reinforce positive behaviors have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts.

***Extent of School Climate in terms of Environment***

Table 4 exhibits the extent of school climate in terms of environment. It shows that the overall mean is 4.40, in a very extensive level. This means that the extent of school climate in terms of environment is always evident.

It is reflected in the data that all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: having students who are valued as quality community members and regards presence with sense of honor (4.48), having a feeling of community (4.42), and having a culture and sub-groups that blend, interrelate and feel like valid members of one academic community (4.38). These items prove that school

**Table 4. Extent of School Climate in terms of Environment**



No	Environment	Mean	Descriptive Equivalent
1	Having safety and security protocols	4.37	Very Extensive
2	Having physical appearance and facilities	4.36	Very Extensive
3	Having a feeling of community	4.42	Very Extensive
4	Having a culture and sub-groups that blend, interrelate and feel like valid members of one academic community.	4.38	Very Extensive
5	Having students who are valued as quality community members and regards presence with sense of honor.	4.48	Very Extensive
<b>Overall</b>		<b>4.40</b>	<b>Very Extensive</b>

climate in terms of environment is always observed.

The result of the study implies that school serves as an avenue for everyone to experience the sense of belongingness. Everyone has a special role to play and is treated with highest respect. Everybody feels that they are part of the school community must adapt its school climate.

The result for this dimension is aligned to the notion of Lacks (2016) that the status of the physical environment of a school affects its climate. This includes the condition of the facilities, classrooms, buildings, and grounds create either positive, proud feelings or negative, embarrassing feelings. Other factors such as classroom temperature, arrangement of the classroom, and noise also impact the physical environment aspect of school climate (Lacks, 2016).

In the same vein, Bradshaw et al., (2014) stressed that the physical disorder that causes impairment to the physical environment, such as broken windows, trash, and graffiti, can cause social disorder and impede the school's climate. When teachers and students view their environment as chaotic, students are less likely to learn and be successful in school.

***Extent of School Climate in terms of Faculty Relations***

Table 5 exhibits the extent of school climate in terms of faculty relations. It shows that the overall mean is 4.43, in a very extensive level. This means that the level of school climate in terms of faculty relations is always evident.

It is reflected in the data that all 5 statements reveal a very extensive result. Of which, the three (3) items which have the highest mean score are as follows: having faculty members who use their planning time constructively to promote instructional excellence (4.47), having teachers who successfully create a sense of community in their classes (4.45), and having faculty members who exhibit high level of respect for one another (4.44). These items prove that the school climate in terms of faculty relations is always evident. The result of the study implies that school has established a positive and harmonious school climate based on the positive and engaging relationship among stakeholders. Everyone has felt the sense of belongingness. Their teachers exemplify good values wherein respect is always practiced. The results of the study supports the thought of Kutsyuruba et al. (2015) believed that a healthy school climate is imbued with positive student, teacher, and administrator interpersonal dynamics. In such a climate, teachers like their colleagues, their school, their job; they believe in themselves and their students; they are driven by a quest for academic excellence and set high but achievable goals for themselves and their students. Students work hard and respect others who do well academically. Principals have high expectations for teachers and go

***Table 5. Extent of School Climate in terms of Faculty Relations***

No	Faculty Relation	Mean	Descriptive Equivalent
1	Having collaborations on matters of teaching	4.37	Very Extensive
2	Having faculty members who exhibit high level of respect for one another.	4.44	Very Extensive
3	Having faculty members who use their planning time constructively to promote instructional excellence	4.47	Very Extensive
4	Having teachers who promote supportive communication.	4.42	Very Extensive
5	Having teachers who successfully create a sense of community in their classes.	4.45	Very Extensive
<b>Overall</b>		<b>4.43</b>	<b>Very Extensive</b>

out of their way to help teachers in a friendly and supportive way. Moreover, healthy schools have good relationships with the community.

*Summary in the Extent of School Climate*

Table 6 provides the summary in the extent of school climate. It is exhibited that the overall mean of school climate is 4.43, which is in a very extensive level. This means that school climate is always evident. Data show that all five (5) indicators are in a very evident level. As arranged chronologically, academic excellence and outcomes has the highest mean score (4.47). This is followed by student behavior and discipline (4.44), faculty relations (4.43), leadership (4.42), and environment (4.40). With the very extensive level of school climate, this reaffirms the widely held belief of Lacks (2016) stating that school climate is comprised of common beliefs and shared experiences between school authorities and colleagues. It has something to do with the quality and consistency of interpersonal interactions within the school community that influence children’s cognitive, social, and

**Table 6. Summary in the Extent of School Climate**

No	Indicators	Mean	Descriptive Equivalent
1	Leadership	4.42	Very Extensive
2	Academic excellence and outcomes	4.47	Very Extensive
3	Student behavior and discipline	4.44	Very Extensive
4	Environment	4.40	Very Extensive
5	Faculty relations	4.43	Very Extensive
<b>Overall</b>		<b>4.43</b>	<b>Very Extensive</b>

psychological development. Thus, due to its connection to attitude and perception, climate plays a significant role in the overall makeup of a school.

Schools must be both safe and supportive for effective teaching and learning to take place. Three key principles can guide efforts to create such productive learning environments. First, work deliberately to develop positive and respectful school climates and prevent student misbehavior before it occurs. Ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior (US Department of Education, 2014).

*Extent of Teacher Stress in terms of Student Behavior*

Table 7 reflects the extent of teacher stress in terms of student behavior. It shows that the overall mean is 2.65, in a moderately extensive level. This means that the teacher stress in terms of student behavior is evident in rare occasion.

It can be gleaned from the data that all 4 statements reveal a moderately extensive result. Of which, there are three (3) items which have the highest mean score are as follows: perceiving my students to be the cause of my stressful job (2.68), becoming impatient/angry when my students do not do what

**Table 7. Extent of Teacher Stress in terms of Student Behavior**

No	Student Behavior	Mean	Descriptive Equivalent
1	Having difficulty controlling my class.	2.61	Moderately Extensive
2	Becoming impatient/angry when my students do not do what I ask them to do.	2.65	Moderately Extensive
3	Getting frustrated of my students' lack of motivation.	2.65	Moderately Extensive
4	Perceiving my students to be the cause of my stressful job.	2.68	Moderately Extensive
<b>Overall</b>		<b>2.65</b>	<b>Moderately Extensive</b>

I ask them to do (2.65), and getting frustrated of my students' lack of motivation (2.65). These items prove that the extent of teacher stress in terms of student behavior is evident in rare occasion.

The results of the study imply that teachers are moderately stressed with the student behavior in the new normal. They are stressed in rare occasion. Their stress is evident when the students are not working their task. They also get frustrated when students show some disinterest towards the subject.

With these findings, these confirm the revelation of Teacher Booker (2021) wherein the challenging behavior of a student is one of the main reasons why teachers are beset by stress, often leading to depression, anxiety and other mental health issues. It seems clear that this is one of the reasons those in the teaching profession take time off work for stress and burnout. In fact, nine out of 10 secondary school teachers are experiencing moderate to high levels of stress as a result of "extreme behavioral problems" amongst pupils.

Holmquist (2021) also found that just under 60 percent of teachers were stressed maintaining class discipline. They blamed pupils' non-acceptance of the teacher's role. Furthermore, Seiboth (2015) mentioned that classroom disturbances and discipline problems of students are few of the causes of teacher stress. Students can have behavioral problems that result in conflict between students and aggression against teachers.

*Extent of Teacher Stress in terms of Employee/Administrator Relations*

Table 8 reflects the extent of teacher stress in terms of employee/administrator relations. It shows that the overall mean is 2.95, in a moderately extensive level. This means that the teacher stress in terms of employee/administrator relations is evident in rare occasion.

As can be gleaned from the data, all 4 statements reveal a moderately extensive result. Of which, the three (3) items which have the highest mean score are as follows: having difficulty in my working relationship with my school head (3.25), being not able to meet the demands of my administrator (2.90),

and feeling my school head does not approve of the job I do (2.65). These items prove that the teacher stress in terms of employee/administrator relations is evident in rare occasion.

The findings imply that teachers have encountered problems and difficulty in working with their school head. They get disappointed when their request has been turned down by their school head. Also, they get frustrated when they were not able to meet the demands of their administrator. They believe that oftentimes

**Table 8. Level of Teacher Stress in terms of Employee/Administrator Relations**

No	Employee/Administrator Relations	Mean	Descriptive Equivalent
1	Having difficulty in my working relationship with my school head.	3.25	Moderately Extensive
2	Being not able to meet the demands of my administrator	2.90	Moderately Extensive
3	Feeling I cannot be of myself when interacting with my school head.	2.80	Moderately Extensive
4	Feeling my school head does not approve of the job I do.	2.85	Moderately Extensive
<b>Overall</b>		<b>2.95</b>	<b>Moderately Extensive</b>

there is conflict between the teachers and the administrator.

These results are aligned with the study conducted by Meneses et al. (2017) revealing that stress is compounded in the case of the administrative team. Different studies have linked personal relations with the faculty and parents in the performance of the administrative function as one of the factors that most increases stress among administrators and teachers.

Furthermore, Makaye and Ndoferipi (2012), argued that teachers and head teachers may conflict over certain issues on daily, weekly and /or monthly basis. Reason for such conflicts was allocation of class/classroom, unfair allocation of teaching and learning resources such as charts and stationery.

Bourne (2018) disclosed that part of teacher stress is interpersonal conflict which is an inevitable consequence of human interaction. Schools are not immune to interpersonal conflict and it can have deleterious impacts on the environment and on school success. Of all the conflicts that might exist in a school, those between principals and teachers can be the most debilitating. Interpersonal conflict between principals and teachers, can severely damage school climate, erode a good school culture, and eventually affect student achievement.

***Extent of Teacher Stress in terms of Teacher/Teacher Relation***

Table 9 exhibits the extent of teacher stress in terms of teacher/teacher relation. It shows that the overall mean is 2.85, in a moderately extensive level. This means that the teacher stress in terms of teacher/teacher relation is evident in rare occasion.

It is reflected in the data that all 4 statements reveal a moderately extensive result. Of which, the three (3) items which have the highest mean score are as follows: getting too little support from the teachers with whom I work (3.15), feeling that disagreements with my fellow teachers are a problem for me. (2.95), and feeling isolated in my job and it is a problem (2.68). These items prove that the teacher stress in terms of teacher/teacher relation is sometimes evident.

Apparently, the findings of the study imply that teachers in rare occasion have also experienced conflict with their co-teachers. This happens when they get little support from the teachers. At times, they feel isolated in their job. Also, it has been a normal scenario that disagreement happens among teachers. Teachers become stressed when they feel that their fellow teachers think that they are not doing their job.

These current results are parallel to the observation of Harmsen et al.

**Table 9. Level of Teacher Stress in terms of Teacher/Teacher Relation**

No	Teacher/Teacher Relations	Mean	Descriptive Equivalent
1	Feeling isolated in my job and it is a problem.	2.68	Moderately Extensive
2	Feeling my fellow teachers think I am not doing a good job.	2.60	Moderately Extensive
3	Feeling that disagreements with my fellow teachers are a problem for me.	2.95	Moderately Extensive
4	Getting too little support from the teachers with whom I work.	3.15	Moderately Extensive
<b>Overall</b>		<b>2.85</b>	<b>Moderately Extensive</b>

(2018) stating that one of the causes of stress is poor relationships at work. The lack of teamwork is a common problem that school faculty deal with all the time. According to a research conducted in the United States of America (U.S.A.), one of the sources of stress for teachers is the relationship with co-workers. This could range to being evaluated by others and having problems with co-workers. If the teacher is in a stressful environment, her/his efficiency might decrease, and this might be reflected upon the student and even for the whole society negatively (Aydin & Kaya, 2016).

In so many instances, there are teacher who brings down her fellow teacher. There are teachers who are unhappy for her colleague’s promotion. At times, there are teacher who are fond of giving disagreeing remarks to her fellow teacher who has just received an award. Also, some teachers have no support of participation in a school activity proposed by her fellow teacher (Llego, 2021).

**Extent of Teacher Stress in terms of Parent/Teacher Relations**

Table 10 exhibits the extent of teacher stress in terms of parent/teacher

**Table 10. Extent of Teacher Stress in terms of Parent/Teacher Relations**

No	Parent/Teacher Relations	Mean	Descriptive Equivalent
1	Perceiving my students’ parents as a source of my too much concern.	3.20	Moderately Extensive
2	Getting a problem on parents’ disinterest in their child’s performance.	3.35	Moderately Extensive
3	Feeling my students’ parents think I am not doing a satisfactory job of teaching their children.	3.15	Moderately Extensive
4	Getting too concerned of my students’ home	3.10	Moderately



environment.		Extensive
<b>Overall</b>	<b>3.20</b>	<b>Moderately Extensive</b>

relations. It shows that the overall mean is 3.20, in a moderately extensive level. This means that the level of teacher stress in terms of parent/teacher relations is sometimes evident.

It is reflected in the data that all 4 statements reveal a moderately extensive result. Of which, the three (3) items which have the highest mean score are as follows: getting a problem on parents’ disinterest in their child’s performance (3.35), perceiving my students’ parents as a source of my too much concern (3.20), and feeling my students’ parents think I am not doing a satisfactory job of teaching their children (3.15). These items prove that level of teacher stress in terms of parent/teacher relations is sometimes evident

The findings of the study signify that teachers get stressed with their parents. They experienced this when parents do not give time to the welfare of their children. Teachers also get stressed when parents assumed that teachers are not doing their job. are perceived by teachers as cause of stress because of the parents’ actions. Also, teachers get problems when the parents are not interested with their children’s schooling.

The result for this dimension affirms the contention of Stelmach (2021) claiming that parent-teacher relations were both strained. For instance, a common concern among teachers during the early stages of the pandemic was for the parents who were non-communicative. On survey comments and during interviews teachers said some parents were “ghosting” them. Parents admitted that they minimized time spent on school, or dropped out completely. Central to the problem was that teachers were not sure how much to press families. On the other hand, parents felt that they had become the teacher but simultaneously realized they were unable to motivate and support their children the way teachers could. In connection with the result of the current study, Debagge (2019) revealed that positive parent-teacher relationships are crucial to the success of individual pupils and schools as a whole. It was found poor relationships with parents can add significantly to a teacher’s stress at work, increasing both anxiety and workload. The finding applies equally to state and private schools. The problem stems from a variety of factors: parents’ unrealistic expectations and inappropriate complaints.

**Extent of Teacher Stress in terms of Time Management**

Table 11 exhibits the extent of teacher stress in terms of time management. It shows that the overall mean is 3.18, in a moderately extensive level. This means that the extent of teacher stress in terms of time management is evident in rare occasion.

**Table 11. Extent of Teacher Stress in terms of Time Management**

No	Time Management	Mean	Descriptive Equivalent
1	Having too much to do and not enough time to do it.	3.20	Moderately Extensive
2	Having to work home to complete it.	3.19	Moderately Extensive
3	Being unable to keep up with correcting papers and other school work.	3.17	Moderately Extensive
4	Having difficulty organizing my time in order to complete tasks.	3.15	Moderately Extensive

<b>Overall</b>	<b>3.18</b>	<b>Moderately Extensive</b>
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It is reflected in the data that all 4 statements reveal an extensive result. Of which, the three (3) items which have the highest mean score are as follows: having too much to do and not enough time to do it. (3.20), having to work home to complete it (3.19), and being unable to keep up with correcting papers and other school work (3.17). These items prove that the teacher stress in terms of time management is always oftentimes evident.

The result of the study implies that teachers are overwhelmed with so many tasks to do. This leads to difficulty in managing time. They believe that their time cannot accommodate the tasks that they have to accomplish. They have so many works to comply but has limited time to accomplish them. They cannot cope with their work such as checking paper works and other school-related tasks.

The results of the study supported the claim of Grissom et al. (2015) revealing the relevance of time management as a systematic method to manage the difficulties that people face daily. It necessitates the ability to set short- and long-term objectives, track time, prioritize activities, create to-do lists and schedules, and organize one's workspace. Many researchers concluded that while time management involves minimal effort, it improves efficient work habits by emphasizing unimportant elements that contribute to successful time management by focusing on high-priority activities (Ghamrawi & Al-Jammal, 2013).

As supported by Ngowo (2013), teachers' time management is affected by the so-called time wasters. This includes tracking down a misplaced lesson plan, collecting tools and equipment from students when a project is completed, and acquiring books for a course. The work may appear disheartening if the teacher is persistently unorganized. If this is the case, they must begin by focusing on one region at a time and work their way around the classroom.

***Extent of Teacher Stress in terms of Intrapersonal Conflicts***

Table 12 exhibits the extent of teacher stress in terms of intrapersonal conflicts. It shows that the overall mean is 3.26, in a moderately extensive level. This means that the extent of teacher stress in terms of intrapersonal conflicts is evident rare occasion.

It is reflected in the data that all 4 statements reveal a very evident result. Of which, the three (3) items which have the highest mean score are as follows: putting self-imposed demands on myself to meet scheduled deadlines (3.29), being unable to express my stress to those who place demands on me (3.28), and thinking badly of myself for not meeting the demands of my job (3.25). These

**Table 12. Extent of Teacher Stress in terms of Intrapersonal Conflicts**

No	Intrapersonal Conflicts	Mean	Descriptive Equivalent
1	Putting self-imposed demands on myself to meet scheduled deadlines.	3.29	Moderately Extensive
2	Thinking badly of myself for not meeting the demands of my job.	3.25	Moderately Extensive
3	Being unable to express my stress to those who place demands on me.	3.28	Moderately Extensive
4	Perceiving teaching as stressful for me.	3.20	Moderately Extensive
<b>Overall</b>		<b>3.26</b>	<b>Moderately</b>

	<b>Extensive</b>
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items prove that the extent of teacher stress in terms of intrapersonal conflicts is evident in rare occasion. The findings of this current study denote that teachers tend to put so much expectations when it comes to their work. They set standards that lead them to failures. In fact, they condemned themselves when they could not get their expectation. They think badly of themselves when the demands of their job are not met. They have also difficulty in expressing themselves and the stress they feel for not meeting their expectations.

The findings of this study are parallel with the idea of Shahmohammadi (2014) stating that intrapersonal conflict happens within an individual. The experience takes place in the person’s mind. Hence, it is a type of conflict that is psychological involving the individual’s thoughts, values, principles and emotions.

In addition, Kashapov et al., (2015) underscored that intrapersonal conflict is a condition characterized by the presence of a person and mutually contradictory motives, values and goals, the state of the internal structure of the personality, characterized by antagonism of its elements. Such conflicts are characterized by confrontation between the two which start in the human soul, they are perceived with tension, experienced emotionally and require resolving and overcoming.

**Extent of Teacher Stress in terms of Physical Symptoms of Stress**

Table 13 exhibits the extent of teacher stress in terms of physical symptoms of stress. It shows that the overall mean is 3.04, in a moderately extensive level. This means that the teacher stress in terms of physical symptoms of stress is evident in rare occasion.

It is reflected in the data that all 4 statements reveal a very evident result. Of which, the chronological order of the mean score are as follows: experiencing stomachaches, backaches, elevated blood pressure, stiff necks and shoulders (3.29), experiencing headaches (3.15), and being tense by the end of the day and experiencing headaches (3.10). These items prove that the teacher stress in terms of physical symptoms of stress is evident in rare occasion.

The result of the study indicates that teachers have physical symptoms when they get stressed. They have so many physical manifestation when they are stressed. They experienced stomachaches, backaches, elevated blood pressure, stiff necks and shoulders. Also, they get tense after they have done their job. They admitted that their work makes and looks them stressed. The symptoms of physical stress is affirmed by Marks (2021) indicating that physical symptoms of stress include low energy, headaches, upset stomach,

**Table 13. Extent of Teacher Stress in terms of Physical Symptoms of stress**

No	Physical Symptoms of Stress	Mean	Descriptive Equivalent
1	Experiencing one or more of these symptoms: stomachaches, backaches, elevated blood pressure, stiff necks and shoulders.	3.29	Moderately Extensive
2	Finding my job tires me out.	2.65	Moderately Extensive
3	Being tense by the end of the day.	3.10	Moderately Extensive
4	Experiencing headaches.	3.15	Moderately

			Extensive
<b>Overall</b>		<b>3.04</b>	<b>Moderately Extensive</b>

chest pain, rapid heartbeat, insomnia, frequent colds and infections, nervousness and shaking, ringing in the ear, cold or sweaty hands and feet, dry mouth and difficulty swallowing, and clenched jaw and grinding teeth.

Ansley et al. (2018) revealed that stress weakens the immune system and increases susceptibility to illness. Stress also exacerbates pain and reduces physical stamina. Prolonged stress may increase risk of chronic fatigue, heart disease and other ailments. Stress also depletes mental stamina. Common symptoms include irritability, mood swings and exhaustion, which may escalate into depression, anxiety and lower quality of life. These symptoms have been identified by teachers reporting high stress. The consequences, however, do not stop with teachers.

**Extent of Teacher Stress in terms of Psychological/Emotional Symptoms of Stress**

Table 14 exhibits the extent of teacher stress in terms of psychological/emotional symptoms of stress. It shows that the overall mean is

**Table 14. Extent of Teacher Stress in terms of Psychological/Emotional Symptoms of Stress**

No	Psychological/Emotional Symptoms of Stress	Mean	Descriptive Equivalent
1	Finding myself complaining to others.	3.18	Moderately Extensive
2	Being frustrated and/or feel angry.	3.10	Moderately Extensive
3	Worrying about my job.	3.16	Moderately Extensive
4	Feeling depressed about my job.	2.62	Moderately Extensive
<b>Overall</b>		<b>3.02</b>	<b>Moderately Extensive</b>

3.02, in a moderately extensive level. This means that the extent of teacher stress in terms of psychological/emotional symptoms of stress is evident in rare occasion.

It is reflected in the data that all 4 statements reveal a moderately extensive result. Of which, the three (3) items which have the highest mean score are as follows: finding myself complaining to others (3.18), worrying about my job (3.16), and being frustrated and/or feel angry (3.10). These items prove that the teacher stress in terms of psychological/emotional symptoms of stress is evident in rare occasion.

The result of the study implies that teachers have psychological manifestations when they get stressed. They worry about their performance towards their job. They have also an indication of making some complaints about their work. In some rare occasion, they get frustrated and mad towards their job.

The results of the study confirmed the study conducted by Ozamiz-Extbarria et al. (2021) revealing that teachers have accumulated psychological symptoms since the beginning of the pandemic. Not many studies conducted during the pandemic measure the symptoms of stress, anxiety, and depression among teachers but the studies that have been carried out suggest that they have psychological symptoms.

A recent Arab study has indicated that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly (Al Lily et al., 2020). A study carried out in three cities in China during the pandemic assessed the prevalence of anxiety among teachers and found a prevalence of 13.67%, with women being more anxious than men and the older ones being more symptomatic (Li et al., 2020).

**Summary in the Extent of Teacher Stress**

Table 15 provides the summary in the extent of the teacher stress. It is exhibited that the overall mean of teacher stress is 3.01, which is moderately extensive level. This means that teacher stress is evident in rare occasion. Data show that all eight (8) indicators are in a moderately extensive level. As arranged chronologically, intrapersonal conflict has the highest mean score (3.26). This is followed by parent/teacher relations (3.20), time management (3.18), physical symptoms of stress (3.04), psychological symptoms of stress (3.02), employee/administrator relations (2.95), teacher/teacher relations (2.85), and student behavior relation (4.38). With a moderately extensive level of teacher stress, this reaffirms the widely held belief of Alves et al. (2020) stating that stress is already a concern

**Table 15. Summary in the Extent of Teacher Stress**

No	Indicators	Mean	Descriptive Equivalent
1	Student Behavior	2.65	Moderately Extensive
2	Employee/Administrator Relations	2.95	Moderately Extensive
3	Teacher/Teacher Relations	2.85	Moderately Extensive
4	Parent/Teacher Relations	3.20	Moderately Extensive
5	Time Management	3.18	Moderately Extensive
6	Intrapersonal Conflicts	3.26	Moderately Extensive
7	Physical Symptoms of Stress	3.04	Moderately Extensive
8	Psychological/Emotional Symptoms of Stress	3.02	Moderately Extensive
<b>Overall</b>		<b>3.01</b>	<b>Moderately Extensive</b>

among teachers even before the pandemic. Despite being known as a noble profession, teaching has a long history of periods of discontent and crises. Previous studies have shown a moderate to a high proportion of stress among teachers and faculty members in low to middle-income countries like in Ethiopia (Kabito y Wami, 2020), Macedonia (Agai–Demjaha et al., 2015), and the Philippines (Pagayanan, 2016; Tan, 2017; Alson, 2019). In the Philippines, a study



conducted by Rabago-Mingoa (2017) revealed that the five most common sources of stress for these teachers are as follows: (1) having too much paperwork (52%); (2) high cost of living (51%); (3) insufficient salary and other money concerns (46%); (4) oversized classes (43%), and (5) being too busy (including simultaneous activities as being enrolled in school, being employed, parenting, community service, and so on 32%). Having too much paperwork can be a consequence of having oversized classes.

**Significance of the Relationship Between School Climate and Teacher Stress**

Presented in Table 16 are the data on the significance of the relationship between school climate and teacher stress. Reflected in the hypothesis, the relationship was tested at 0.05 level of significance. The overall r-value of .733 with a p-value of <0.05 signified the rejection of the null hypothesis. It means that there is a significant relationship between school climate and teacher stress. This shows that school climate is correlated with teacher stress. The result is in consonance to the study conducted by Garcia and Weiss (2019). Revealing that teachers stress is associated to level of conflict with—and lack of support from—administrators and fellow teachers, and little say in their work. More than two-thirds of teachers report that they have less than a great deal of influence over what they teach in the classroom and what instructional materials they use, which suggests low respect for their knowledge and judgment. Poor school climate is prompting teachers to quit and dissuading people from entering the teaching profession due to teacher stress.

The findings validated the study of Greenberg et al. (2016) noted that school organization, job demands, work resources, and social and emotional competence were the four main sources of teacher stress. The current study built upon the existing knowledge of stress sources by examining the factors of school climate as potential stressors. Teaching is a human service profession and as a result is a challenging and stressful occupation (Kuntz et al., 2013). It involves a

**Table 16. Significance of the Relationship Between School Climate and Teacher Stress**

Variables	r-value	p- value	Significant Level	Decision on Ho
<i>School Climate and Teacher Stress</i>	0.733*	(0.000)	Significant	Ho is Rejected

\*Significant at 0.05 significance level.

variety of ongoing and competing activities and requirements, and teachers face a constant flow of external stimuli and demands as they navigate through the workday.

**Regression Analysis on the Influence of School Climate on Teacher Stress**

Shown in table 17 is the regression analysis on the influence of school climate on teacher stress in Surigao del Sur Division. The overall p-value (p<0.05) denotes that school climate is a predictor of teacher stress. The B values of the independent variable, school climate in terms of leadership, academic

excellence and outcomes, student behavior, environment, and faculty relations is 0.444, 0.485, 0.466, 0.455, and 0.457 respectively. One unit change in leadership will lead to .444 unit change in teacher stress if the other predictor is at “0”. In the same way, one unit change in academic excellence and outcomes will lead to .485 unit change in teacher stress if the other predictor is at “0”. Also, one unit change in student behavior will lead to .466 unit change in teacher

**Table 17. Regression Analysis on the Influence of School Climate on Teacher Stress**

Teacher Stress				
School Climate	$\beta$ (Standardized Coefficients)	B (Unstandardized Coefficients)	T	Sig.
<b>Constant</b>	0.855	0.235	6.985	0.000
<b>Leadership</b>	0.444	0.422	12.386	0.000
<b>Academic Excellence and Outcomes</b>	0.485	0.445	12.522	0.000
<b>Student Behavior and Discipline</b>	0.466	0.433	12.515	0.000
<b>Environment</b>	0.455	0.422	12.405	0.000
<b>Faculty Relations</b>	0.457	0.425	12.415	0.000
<b>R</b>	0.745			
<b>R<sup>2</sup></b>	0.684			
<b>F</b>	312.208			
<b>p</b>	0.000			

stress if the other predictor is at “0”. Similarly, one unit change in environment will lead to .455 unit change in teacher stress if the other predictor is at “0”. Lastly, one unit change in faculty relations will lead to .457 unit change in teacher stress if the other predictor is at “0”.

Among the five, academic excellence and outcomes indicates a higher influence on teacher stress compared to other indicators. Lastly, the coefficient of determination of r-squared value is also shown in the table which was 0.684 or 68.4% of the teacher stress is explained by the domains of school climate of which are leadership, academic excellence and outcomes, student behavior and discipline, environment and faculty relations. Hence, the hypothesis that there is no domain in school climate significantly influences teacher stress is rejected.

The result conforms to the study of Collie et al. (2012) that there are many strong predictors of teacher stress. One of the strongest is teacher workload, while student misbehavior is another major stress factor in the school environment (Abdullah & Ismail, 2019). Teaching demands, expectations, and ever-changing priorities also have a significant impact on teacher stress (Stauffer & Mason, 2013).

Specifically, regarding the association between school climate and stress, anxiety, and depression, Brazilian studies have indicated different approaches. In the state of Paraná, Nielsen, and Piassa (2012) revealed that physical and mental illness among public school teachers was not associated with the work

itself, but with a toxic school climate. On the other hand, in a study conducted in a primary school in Campo Grande, Mato Grosso do Sul, aiming to analyze how teachers perceived the role of their school climate in their working conditions and mental health, no changes were found in their levels of stress, anxiety, and depression (Pereira & Rebolo, 2017).

Similarly, in the research by Souza, Souza and Zechi (2017), developed at public and private elementary and secondary schools in Paranaíba, the objective was to examine the teachers' perception about rules, sanctions and safety in school and the extent to which they were reflected in the school climate, working conditions and in the teachers' mental health. No changes were found in the teachers' stress, anxiety, and depression levels either.

## CHAPTER 4

### Conclusion and Recommendations

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

#### Findings

The main focus of the study was to determine the significant relationship between school climate and teacher stress. It also aimed to determine the significant influence of school climate on teacher stress. The study was conducted in the senior high school in Surigao del Sur Division. There were two hundred (200) senior high school teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adopted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient, and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The major findings of the study were the following: the extent of school climate has an overall mean of 4.43 with the descriptive equivalent of very extensive. Meanwhile, the extent of teacher stress among the respondents has an overall mean of 3.01 with the descriptive equivalent of moderately extensive. It was found out that there is a significant relationship between school climate and teacher stress. Furthermore, the domains of school climate which significantly influence teacher stress were leadership, academic excellence and outcomes, student behavior and discipline, environment, and faculty relations. Apparently, the hypothesis of no significant relationship between school climate and teacher stress was rejected. Also, the hypothesis that none of the domains of school climate significantly influence the teacher stress was rejected.

#### Conclusions

Based on the findings of this study, the following conclusions were offered: The extent of school climate is very extensive in terms of leadership, academic excellence and outcomes, student behavior and discipline, environment and faculty relations. This concludes that the extent of school climate is always evident. Meanwhile, the extent of teacher stress is moderately extensive in terms of student behavior, employee/administrator relations, teacher/teacher relations, parent/teacher relations, time management, intrapersonal conflicts, physical symptoms of stress, and psychological symptoms of stress. This supposes that teacher stress is evident in rare occasion.

Based on the results, the findings inferred a strong significant relationship between school climate and teacher stress among senior high school teachers. This implies that school climate significantly affects teacher stress. Furthermore, all the domains of school climate namely: leadership, academic excellence and outcomes, student behavior and discipline, environment, and faculty relations significantly influences teacher stress among public senior high school teachers by registering a p-value of .000 which is less than .05 in the level of significance. This leads to the rejection of the null hypothesis. Further, the result indicates that for every unit increase in the five domains of school climate, teacher stress of public senior high school teachers will increase.

### Recommendations

The following suggestions were offered based on the conclusions of the study:

1. The higher officials in the Department of Education may craft sustainable programs, projects, interventions, activities that may help teachers to reduce stress brought about by their profession and also to make initiatives that would be used in establishing an ideal school climate.
2. School principals may concretize programs, projects, interventions that would be beneficial to teachers. This would help them to come up with school activities or webinars that would allow teachers to see their value and lessen the stress that they have been experiencing.
3. Teachers may make an effort to be part of that collaborative school community by being optimistic. They are mainly responsible to attain an engaging school climate which would pave the way in lessening teacher stress.
4. Future researchers may serve this study as a paradigm model. They may explore other factors relevant to teachers stress which has not been explored in this current study. Considering other research approach may also provide an in-depth analysis about teacher stress.

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