Job-Related Stresses and Applicability of Coping Mechanisms: Predictors of Work Productivity of Elementary Teachers

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ABSTRACT

This study examined the relationship between job-related stress, the effectiveness of various coping mechanisms, and their predictive value on the work productivity of elementary teachers. It identified the specific stressors encountered by elementary teachers, examined the coping strategies they employ, and determined the extent to which these factors influence their effectiveness and productivity in the workplace.

Quantitative and qualitative methods were utilized to collect data from a sample of elementary teachers employing validated instruments to measure the parameters used in this study. Regression analysis was employed to ascertain the predictive capabilities of stress levels and coping mechanism usage on teacher productivity.

Results revealed that the teachers experienced a very high extent of job stress in terms of work environment and time management and a high extent on resources. The examined coping mechanisms such as confronting, distancing, seeking social support, accepting responsibility, avoiding, planful problem-solving, and positive reappraisal were found very highly applicable. The findings of the study also revealed that teacher's exhibits a very high extent of work productivity in terms of planning and preparation, classroom management and instruction while assessment is on a high extent.

Furthermore, job stress in terms of working environment and working hours/time have a significant relationship with work productivity of the teachers. As well as the coping mechanisms had significant relationship with work productivity of teachers. Application of coping mechanisms had significant influence on the work productivity of teachers.

Keywords: Job-related stresses, applicability, coping mechanisms, predictors. Work productivity, elementary teacher

INTRODUCTION

Many teachers experience work-related stress at different grounds and heights. When teachers face obstacles at work, minor stress may serve as a challenge to make teachers stay alert, motivated, and focused when they take stress positively. On the other hand, pressures from student discipline, stern demands of school heads, and problematic interpersonal relations in the workplace can result in workers being exhausted and stressed. Although stress continues to appear to teachers, coping mechanisms become inherent to them working productively.

Kyriacou and Chien (2019) determined that teachers experience workplace stress due to fear, pressure,

uncertainty, frustration, threats, constraints, and requirements. From the information provided, it can be shown that the majority of teachers link requirements, pressure, and ambiguity to professional stress. The multiple roles teachers play, the tasks that arise from their teaching, as well as other administrative responsibilities, may be the cause of requirements and pressure.

Additionally, Craşovan and Ungureanu (2020) asserted that some of the sources of stress for teachers include quick system changes to a significant extent), ongoing evaluations, extremely stressful pay, attendance at courses, meetings, and seminars while working extra hours, additional administrative work, and delivering demonstrations within methodical commissions, groups, or/and to receive teaching ranks, which requires evaluation once more.

The few local studies conducted on the factors affecting stress and productivity among teachers have not conducted an in-depth analysis of the impact of stress on teachers' working productivity. By examining the impacts of job-related stress and its coping mechanisms on teachers' productivity in public elementary schools in the Municipality of M'lang, Matalam and Tulunan Cotabato, this study aimed to close local research **gaps.**

On the work-related stress and performance of teachers, numerous research has been conducted. Despite being extensive, earlier studies on teachers' stress include glaring flaws. Little has been studied and publicly reported about the impact of job-related stress on teachers' productivity in elementary schools in M'lang, Matalam and Tulunan Cotabato. The emerging work-related stress factors like changes in educational policies, technology, and the effects of globalization, the effects of work-related stress, and its coping mechanisms on teachers' productivity in M'lang, Matalam and Tulunan Cotabato, remain a grey area that calls for more extensive research.

Theoretical Framework

The Path-Goal Theory of Leadership developed by House and Mitchell in (2014) serves as the foundation for this study. Path-Goal Theory of Leadership describes the manager's ability to meet employees' expectations has an impact on their performance. It contends that insofar as it implies that satisfaction of their demands depends on effective performance and that the appropriate direction, and support are provided. Then the subordinates would perceive leadership conduct as a motivating factor. House and Mitchell (2014) mentioned that 'leadership' is the action of a leader who paves the way and assists followers on a particular path.

METHODOLOGY

This chapter systematically describes how the research is carried out and discusses all the information on the procedures for collecting data. The discussion is specifically narrowed to research design, research locale, research respondents, research instrument, data gathering procedure, and data analysis.

Research Design

This study employed a survey technique or survey research to generate data from the respondents. Survey research is defined as "the collection of information from a sample of individuals through their responses to questions" (Adam, 2020). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies such as using questionnaires with numerically rated items.

Locale of the Study

The study was conducted in the public elementary teachers from the Municipality of M'lang, Matalam, and Tulunan, Cotabato. Comprising six (6) districts. Human participants were involved to determine the

levels of job stress, coping mechanisms, and work productivity. Generally, the conduct of the study was in the public elementary schools where the respondents are teachers.

Respondents of the Study

The respondents of the study were the selected public elementary school teachers from the Municipality of M'lang, Matalam, and Tulunan, Cotabato. The respondents may have different perceptions, challenges, and suggestions to address issues and concerns regarding job stress, coping mechanisms, and work productivity.

In the quantitative phase of this study, simple random sampling was applied in the selection of the survey respondents using Slovin's formula. Randomly selected public elementary school teachers were participated in this study. They were given a survey questionnaire to answer.

Sampling Technique

In the quantitative aspect, the researcher utilized simple random sampling to select the respondents of the study.

Research Instrument

The researcher used instruments in the study, instruments for the quantitative. The researcher utilized an adopted questionnaire. Part I of the survey questionnaire was adopted from the study of Apdian and Valle (2023) and focused on gathering the data on the level of teachers' job stress in terms of administration, resources and time management.

RESULT AND DISCUSSION

This chapter contains a presentation, analysis, and interpretation of the data. Presented in this section are data on work-related stress and coping mechanisms as predictors of work productivity.

Job-Related Stress of the Teachers

The job-related stress of the teachers included work environment, resources, and time management which are presented in the succeeding tables.

Work Environment

The data presented in Table 1 indicates the level of job-related stress in terms of work environment, with a mean of 4.40, which means teachers experienced stress to a very high extent. Specifically, the data reveals that to a very high extent, teachers experienced stress in their work environment such as a lack of proper communication to support working relationships; lack of direction for curriculum change; increased ancillary tasks; poor dissemination of teaching enhancement updates; less opportunities to be involved in organizational decision-making; poor rank promotion opportunities in the organization; lack of recognition of accomplishments and good performances and lack of support for a comfortable school climate.

Table 1. Level of Job-Related Stress of Elementary Teachers in terms of Work-Environment.

Statements	Mean	Description
1. Lack of direction for curriculum change.	4.43	Highly Stressful
2. Increased ancillary tasks.	4.42	Highly Stressful
3. Poor rank promotion opportunities in the organization.	4.38	Highly Stressful
4. Less opportunities to be involved in organizational decision-making.	4.39	Highly Stressful

5. Lack of recognition of accomplishments and good performances.	4.36	Highly Stressful
6. Poor dissemination of teaching enhancement updates.	4.42	Highly Stressful
7. Lack of proper communication to support working relationships.	4.47	Highly Stressful
8. Lack of support for a comfortable school climate.	4.36	Highly Stressful
Weighted Mean	**4.40**	**Highly Stressful**

Level	Range	Description
5	4.21-5.00	Highly Stressful
4	3.41-4.20	Stressful
3	2.61-3.40	Moderately Stressful
2	1.81-2.60	Slightly Stressful
1	1.00-1.80	Very Slightly Stressful

Teachers reported stress in their work environment due to lack of involvement in decision-making, poor promotion opportunities, and lack of recognition for accomplishments. This aligns with Wanyonyi and Ouda's (2019) findings that administrative pressures and curriculum requirements create a demanding work environment. Teachers are more likely to discuss value-based behaviors like respect and communication with their principals.

Resources

Table 2 shows high job-related stress on resources for teachers, with a weighted mean of 3.62. These stressors include a shortage of school materials, limited access to tools, constraints in using new technology, and insufficient materials for instructional tasks. Teachers also experience moderate stress in insufficient take-home pay. The study supports the notion that resources play a key role in performance improvement, as they provide teachers with the stamina to handle job demands and reduce stress. Teachers with greater psychological hardiness are better able to manage stress and deliver effective instruction.

Table 2. Level of Job-Related Stress of Elementary Teachers in terms of Resources.

Statements	Mean	Description
1. Insufficient supplies of materials for IMs to carry out instructional tasks.	3.44	Stressful
2. Shortage of school materials to implement SIP.	3.80	Stressful
3. Limited access to the tools and equipment needed to perform assigned tasks.	3.77	Stressful
4. Constraints in using new technology tools for learning.	3.72	Stressful
5. Insufficient take-home pay to cover the cost-of-living expenses.	3.38	Moderately Stressful
Weighted Mean	**3.62**	**Stressful**

Level	Range	Description
5	4.21-5.00	Highly Stressful
4	3.41-4.20	Stressful
3	2.61-3.40	Moderately Stressful
2	1.81-2.60	Slightly Stressful
1	1.00-1.80	Very Slightly Stressful

Working Hours/Time

Reveals in table 3 the level of job-related stress of Elementary Teachers in terms of working hours/time. Teachers experience high job-related stress due to working hours and time constraints, including work overload, ancillary functions, long hours, difficult deadlines, and overlapping schedules. This stress can lead to burnout, affect their well-being, and affect the quality of their teaching. Effective time management strategies are crucial for reducing stress and improving instruction quality.

Table 3. Level of Job-Related Stress of Elementary Teachers in terms of Working Hours/Time

Statements	Mean	Description
1. Too many deadlines that are difficult to meet.	4.36	Highly Stressful
2. Work for long hours that deprived the time with the family.	4.42	Highly Stressful
3. Work overload with daily tasks to complete in a limited time.	4.47	Highly Stressful
4. Overlapping schedules that lead to confusion of prioritizing.	4.36	Highly Stressful
5. Ancillary functions that take much time.	4.44	Highly Stressful
Weighted Mean	**4.41**	**Highly Stressful**

Level	Range	Description
5	4.21-5.00	Highly Stressful
4	3.41-4.20	Stressful
3	2.61-3.40	Moderately Stressful
2	1.81-2.60	Slightly Stressful
1	1.00-1.80	Very Slightly Stressful

The result of the study is connected with the findings of Whetten (2019) who noted that workload overload and poor time management are the primary causes of anxiety and sadness. Turning down offers and staying focused on the task at hand are the best strategies to save time since people can finish their assigned tasks on time.

Applicability of Teachers' Coping Mechanisms

Coping mechanisms were investigated through indicators such as: confronting, distancing, self-controlling, seeking social support, accepting responsibilities, escape-avoidance, planful problem-solving, and positive reappraisal. The detailed data are presented in tables.

Confronting

Teachers employ a variety of coping mechanisms to manage stress, including direct actions, open communication, and maintaining calmness. They also manage anger constructively, view stress as growth opportunities, and establish self-awareness. These coping mechanisms can help address stressors and promote positive outcomes, but it's crucial to consider the context and potential negative consequences.

Table 4. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Confronting.

Statements	Mean	Description
1. Standing still on the ground to face issues and challenges.	4.34	Highly Applicable
2. Employing direct actions when crucial decisions are required.	4.42	Highly Applicable
3. Expressing concerns and needs openly with others for them to understand.	4.36	Highly Applicable
4. Taking proactive steps to tackle problems with peers.	4.33	Highly Applicable
5. Standing out for others without aggression to peacefully resolve their problems.	4.32	Highly Applicable
6. Establishing limits with others for clear roles and directions.	3.34	Moderately Applicable
7. Viewing stresses as opportunities for growth by determining the nature of challenges.	3.74	Applicable
8. Encouraging oneself with affirmations through positive self-talk.	3.89	Applicable
9. Acknowledging and accepting reality personally to demonstrate realistic thinking.	3.16	Moderately Applicable
10. Establishing self-awareness to recognize personal emotions and needs.	3.62	Applicable
11. Constructively expressing and managing anger openly for others to know one's feelings.	3.85	Applicable
12. Maintaining calmness when confronting colleagues or learners.	4.32	Highly Applicable
Weighted Mean	**3.97**	**Applicable**

Level	Range	Description
5	4.21-5.0	Highly applicable
4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.0-1.80	Very applicable

Distancing

Teachers use effective coping mechanisms to manage stress, such as distancing themselves from stressful situations and focusing on the positive aspects. This can lead to better mental and emotional well-being, recovery, and resilience. Establishing boundaries and committing to specific obligations can also provide a deeper sense of satisfaction and accomplishment. This aligns with Verduyn et al.'s (2020) claim that self-distancing can help people cope with socially uncomfortable situations and reduce depressive symptoms.

Table 5. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Distancing.

Statements	Mean	Description
1. Refusing to get into a very serious discussion about problems not related to official tasks.	3.89	Applicable
2. Leaving a group of people experiencing serious problems that remained unsolved.	3.95	Applicable
3. Refusing to think too much of resolving a very serious problem not at your level.	3.04	Moderately Applicable
4. Setting aside situations that disturb the mind to maintain quietness.	4.42	Highly Applicable
5. Looking on the bright side of challenging situations.	4.43	Highly Applicable
Weighted Mean	**3.94**	**Applicable**

Level	Range	Description
5	4.21-5.0	Highly applicable
4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.0-1.80	Very applicable

Self-Controlling

Table 6 shows that teachers use self-controlling coping mechanisms to manage stress effectively. These include reframing issues, focusing on details, avoiding judgment, setting realistic goals, and being compassionate. These strategies help teachers regulate emotions, make better decisions, and avoid impulsive reactions, leading to a more balanced and less stressful life.

Table 6. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Self-Controlling.

Statements	Mean	Description
1. Focusing on the present problem without judgment.	4.34	Highly Applicable
2. Reframing issues to refrain from establishing negative thoughts while dealing with challenges.	4.40	Highly Applicable

	Mean	Description
3. Focusing on the details of issues to serve as basis in breaking the tasks into manageable steps.	4.37	Highly Applicable
4. Setting realistic goals to attain success in adapting rules.	4.32	Highly Applicable
5. Being compassionate to in addressing problems	4.31	Highly Applicable
Weighted Mean	**4.35**	**Highly Applicable**

Level	Range	Description
5	4.21-5.0	Highly applicable
4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.0-1.80	Very applicable

Hamilton and Kahn (2019) emphasized the importance of self-control in navigating challenging situations and adapting to change. This is particularly relevant for introspective teachers, who must manage their workload, classroom interactions, and school management, all of which are interrelated and intricate.

Seeking Social Support

Teachers use effective coping mechanisms to manage work-related stress, such as seeking social support. They discuss stress with supervisors, colleagues, and ask for concrete solutions. Seeking social support helps teachers build resilience, promote healthy coping mechanisms, and improve overall well-being. Strong social connections and support networks help teachers bounce back from difficult situations and manage stress more effectively.

Table 7. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Seeking Social Support.

Statements	Mean	Description
1. Talking to someone to find out more about the situation.	3.88	Applicable
2. Asking someone who could do something concrete about the problem.	3.93	Applicable
3. Asking colleagues or mentors to share how to manage classroom stresses.	3.02	Moderately Applicable
4. Discussing stress with one's supervisor to enhance knowledge on stress coping strategies.	4.44	Highly Applicable
5. Accepting sympathy and understanding from colleagues.	4.43	Highly Applicable
Weighted Mean	**3.94**	**Applicable**

Level	Range	Description
5	4.21-5.00	Highly applicable
4	3.41-4.20	Applicable

3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.00-1.80	Very applicable

Huebner et al. (2020) and Natvig et al. (2021) found that peer and teacher social support reduces stress, increases life satisfaction, and is linked to happiness, suggesting schooling aims to promote these benefits.

Accepting Responsibilities

Table 8 shows that teachers effectively manage stress through coping mechanisms, including accepting responsibilities (3.76). They embrace change and challenges, apologize for their actions, promise to improve, and take responsibility for their actions. This approach fosters personal growth, resilience, and proactive problem-solving. It builds trust and healthier relationships. This aligns with Bovens' (2020) findings that those who employ this coping method aim to minimize stress and stand out in their situations.

Table 8. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Accepting Responsibilities.

Statements	Mean	Description
1. Realizing that one's part in aggravating the situation and working to get better.	3.89	Applicable
2. Realizing to take the responsibility for the behaviors in controlling over and not those of others	3.16	Moderately Applicable
3. Making a promise to self that things would be different next time.	3.62	Applicable
4. Expressing an apology for any unacceptable actions done to others and striving to make up.	3.84	Applicable
5. Embracing changes and challenges to make up to the expectations of school constituents.	4.32	Highly Applicable
Weighted Mean	**3.76**	**Applicable**

Level	Range	Description
5	4.21-5.00	Highly applicable
4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.00-1.80	Very applicable

Escape-Avoidance

Teachers often use coping mechanisms to escape stress, such as refusing to believe negative outcomes and seeking calmness. These strategies can provide temporary relief but may hinder problem-solving skills and increase anxiety or depression. Previous research shows that teachers who use avoidant coping strategies are less satisfied with results and more likely to see issues repeat. Avoidant coping also has a positive relationship with emotional weariness and somatic problems.

Table 9. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Escape-Avoidance.

Statements	Mean	Description
1. Wishing that the situation would go away or somehow be over with.	3.16	Moderately Applicable
2. Wishing for good things to happen and about how things might turn out.	3.62	Applicable
3. Doing other things to attain calmness and feel better.	3.84	Applicable
4. Getting out from people who believe I have done wrong.	4.32	Highly Applicable
5. Refusing to believe that things had negative results.	4.44	Highly Applicable
Weighted Mean	**3.88**	Applicable

Level	Range	Description
5	4.21-5.0	Highly applicable
4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.0-1.80	Very applicable

Planful Problem Solving

Table 10 shows that teachers frequently use planful problem-solving as a coping mechanism, with a mean score of 4.10. This involves focusing on steps, considering solutions, and reviewing actions for improvement. Teachers also create action plans and realize what to do to double their efforts. This approach enables proactive problem-solving, improved resilience, and reduced stress, ultimately leading to better outcomes.

Table 10. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Planful Problem Solving.

Statements	Mean	Description
1. Realizing what to be done to double efforts to make things done.	3.16	Moderately Applicable
2. Making a plan of action to be followed.	3.70	Applicable
3. Concentrating on the steps of what to be done.	4.56	Highly Applicable
4. Reviewing what to do for improvement of the plan of action and satisfactory results.	4.53	Highly Applicable
5. Considering a couple of different solutions to the problem.	4.54	Highly Applicable
Weighted Mean	**4.10**	**Applicable**

Level	Range	Description
5	4.21-5.00	Highly applicable
4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.00-1.80	Very applicable

Positive Reappraisal

Teachers frequently use positive appraisal as a coping mechanism, building supportive relationships with colleagues, adapting to changing situations, and maintaining optimism. They recognize personal strengths and weaknesses, acknowledge challenges, view difficulties as opportunities for growth, and understand students' perspectives. Positive reappraisal helps develop resilience, find meaning in difficult situations, and reduce the negative impact of stress by viewing stress as a challenge rather than a threat.

Table 11. Level of Applicability of Coping Mechanisms of Elementary Teachers in terms of Positive Reappraisal.

Statements	Mean	Description
1. Looking forward to grow as a person free from anxieties.	4.50	Highly Applicable
2. Looking forward to maintain optimism by focusing on positive outcomes of encountered problems.	4.52	Highly Applicable
3. Being flexible in adapting to changing situations to adhere to professional standards for teachers.	4.53	Highly Applicable
4. Viewing difficulties as opportunities for fruitful growth.	3.56	Applicable
5. Acknowledging challenges while emphasizing positive solutions.	3.61	Applicable
6. Understanding students' perspectives.	3.16	Moderately Applicable
7. Recognizing personal strengths and weaknesses.	3.70	Applicable
8. Building supportive and positive relationships with colleagues.	4.56	Highly Applicable
9. Demonstrating compassionate actions to students.	4.53	Highly Applicable
10. Signifying positive relationships with the school head.	4.54	Highly Applicable
Weighted Mean	**4.18**	**Applicable**

Level	Range	Description
5	4.21-5.00	Highly applicable

4	3.41-4.20	Applicable
3	2.61-3.40	Moderately applicable
2	1.81-2.60	Slightly applicable
1	1.00-1.80	Very applicable

The study supports Folkman's (2020) findings that positive reappraisal helps individuals understand upsetting situations based on their fundamental worldviews. This process involves recognizing the significance of events, adapting worldviews, and experiencing positive emotions to replenish coping resources.

Work Productivity of Teachers

The Work Productivity of teachers is in terms of planning and preparation, classroom management, instruction, and assessment. The detailed data are presented in the table.

Planning and Preparation

Table 12 conveys high work productivity in teachers due to planning and preparation. Teachers use current concepts and resources to enrich lessons and provide appropriate subject matter. They also note student errors, reevaluate teaching methods, and recognize student potential. Planning and preparation enable efficient time management, clear goal setting, and effective task prioritization, leading to better outcomes.

Table 12. Level of Work Productivity of Elementary Teachers in terms of Planning and Preparation.

Statements	Mean	Description
1. Recognizing the potential of each student as a basis for choosing the most applicable teaching strategies.	4.50	Highly Productive
2. Noting the errors made by the students for the appropriate enhancement of lesson content.	4.52	Highly Productive
3. Providing an appropriate level of subject matter related to the assigned learning tasks of students.	4.54	Highly Productive
4. Using current concepts and resources to supplement and enrich the planned lessons.	4.58	Highly Productive
5. Reevaluating the utilized teaching methods, strategies, and techniques to appropriately suit to the learning needs of pupils.	4.52	Highly Productive
Weighted Mean	**4.56**	**Highly Productive**

Level	Range	Description
5	4.21-5.00	Highly Productive
4	3.41-4.20	Productive
3	2.61-3.40	Moderately Productive
2	1.81-2.60	Less Productive
1	1.00-1.80	Least Productive

The study supports Meador's (2019) statement that effective instruction requires constant planning and preparation, as skilled teachers are over-prepared and constantly thinking ahead, significantly impacting student learning.

Classroom Management

Table 13 presents that teachers are highly productive in classroom management, with a mean productivity of 4.42. Key factors include respecting classroom culture, implementing routines, using supplemental materials, nurturing positive relationships, and involving students in learning experiences. Effective classroom management reduces stress, allows teachers more time for teaching, and increases job satisfaction. It also fosters student independence and responsibility by setting clear expectations and routines.

Table 13. Level of Work Productivity of Elementary Teachers in terms of Classroom Management.

Statements	Mean	Description
1. Involving students in learning experiences that leads to optimum performance.	4.36	Highly Productive
2. Nurturing the learners to develop positive inter-group and within-group relations.	4.37	Highly Productive
3. Elaborating the meaningful uses of supplemental learning materials.	4.38	Highly Productive
4. Emphasizing the importance of respecting the culture of others in the classroom.	4.42	Highly Productive
5. Organize, arrange, and utilize resources and equipment in a manner that promotes learning.	4.13	Productive
6. Giving the meaning of routines, values, resources, and communication patterns throughout the teaching process.	4.42	Highly Productive
Weighted Mean	**4.35**	**Highly Productive**

Level	Range	Description
5	4.21-5.0	Highly Productive
4	3.41-4.20	Productive
3	2.61-3.40	Moderately Productive
2	1.81-2.60	Less Productive
1	1.0-1.80	Least Productive

Effective classroom management enables teachers to teach academics while addressing unexpected behaviors, shaping class function and establishing rules for behavioral and academic success. It prevents disruptive behaviors from wasting time and energy.

INSTRUCTION

Table 14 reveals that teachers are highly productive in their work productivity, with a grand mean of 4.38. They use effective questioning techniques, classroom discussions, and individual instruction to provide active participation, identify students' strengths and weaknesses, communicate lesson objectives, and

clarify learning goals. They also utilize current knowledge based on the prescribed curriculum. Effective instruction ensures clear understanding of tasks, promotes efficient workflows, and enhances employee skills, leading to increased output and improved performance. This study aligns with Clements and MacDonald's (2021) notion that instruction begins with a goal.

Table 14. Level of Work Productivity of Elementary Teachers in terms of Instruction.

Statements	Mean	Description
1. Utilizing current knowledge based on the prescribed curriculum regarding the subject area.	4.11	Productive
2. Communicating the lesson objectives to students.	4.42	Highly Productive
3. Employing effective questioning techniques to provide students with opportunities to participate actively.	4.45	Highly Productive
4. Integrating instructional media in presenting lessons.	4.38	Highly Productive
5. Providing opportunities for individual instruction to closely identify the pupils' strength and weaknesses in learning.	4.43	Highly Productive
6. Clarifying with learners the learning goals and the success criteria	4.41	Highly Productive
7. Using effective classroom discussion, questioning, observation, activities and tasks to elicit evidence of how learners are progressing toward the learning goals.	4.45	Highly Productive
Weighted Mean	**4.38**	**Highly Productive**

Level	Range	Description
5	4.21-5.00	Highly Productive
4	3.41-4.20	Productive
3	2.61-3.40	Moderately Productive
2	1.81-2.60	Less Productive
1	1.00-1.80	Least Productive

Assessment

Teachers' work productivity in assessment is high (3.97%), with formative results and clear learning goals being key factors. Teachers provide feedback and create assessment tools to measure student achievement. Assessment helps identify strengths and weaknesses, informs training needs, and allows for strategic resource allocation, enhancing performance and employee engagement. It also helps identify skills gaps, allowing for targeted training and development programs.

Table 15. Level of Work Productivity of Elementary Teachers in terms of Assessment.

Statements	Mean	Description
1. Crafting assessment tools that measure students' achievement based on standards.	3.09	Moderately Productive
2. Conveying formative assessment results to the learners immediately.	4.39	Highly Productive
3. Clarifying with learners what are the learning goals and the success criteria.	4.25	Highly Productive
4. Providing feedback that assists learners to move their learning onward.	4.16	Productive
Weighted Mean	**3.97**	**Productive**

Level	Range	Description
5	4.21-5.00	Highly Productive
4	3.41-4.20	Productive
3	2.61-3.40	Moderately Productive
2	1.81-2.60	Less Productive
1	1.00-1.80	Least Productive

Relationship Between Job-Related Stress and Work Productivity

Work Environment and Planning and Preparation

Stress at work has a big effect on productivity since it makes it harder to plan and prepare, lowers cognitive function, stifles creativity, and results in poor time management. Consequently, overall performance is impacted. Workload, job unpredictability, loss of control, and strained interpersonal connections are some of the factors that contribute to workplace stress, which can result in burnout, absenteeism, and a decline in job satisfaction.

Work Environment and Classroom Management

Stress at work has a big influence on classroom management because it lowers job satisfaction, makes it harder to communicate with kids, and makes it harder to effectively regulate student conduct. Excessive stress impairs the quality of instruction by lowering the amount of time and effort spent on instruction and the caliber of student-teacher interactions. Good teachers encourage students, promote a positive classroom environment, and guarantee high-quality instruction.

Work Environment and Instruction

Job-related stress in the work environment significantly impacts work productivity and instruction quality. Stress can lead to less enthusiasm for teaching, lower-quality instruction, and negative impact on student learning. Teachers' interactions and relationships suffer when they lack coping skills and face difficult student behaviors. Stress impairs teachers' ability to implement effective classroom instruction and provide high-quality learning environments, resulting in negative student outcomes.

Table 16. Correlation Matrix Showing the relationship between job-related stress and work productivity

Job-Related Stress		Planning and Preparation	Classroom Management	Instruction	Assessment
Work Environment	Pearson r	**0.65****	**0.59****	**0.62****	**0.51****
	Probability	0.00	0.00	0.00	0.00
	N	250	250	250	250
Resources	Pearson r	**0.00^{ns}**	**-0.02^{ns}**	**-0.02^{ns}**	**0.04^{ns}**
	Probability	0.99	0.71	0.73	0.53
	N	250	250	250	250
Working Hours/Time	Pearson r	**0.65****	**0.62****	**0.63****	**0.51****
	Probability	0.00	0.00	0.00	0.00
	N	250	250	250	250

highly significant

ns = not significant

Working Hours/Time and Classroom Management

Table 17 shows a significant relationship between job-related stress and classroom management productivity for teachers. Time-related stress, particularly time-related stress, significantly impacts classroom management, leading to impaired communication, reduced behavior management, and potential burnout. Teachers experience stress due to their workload, busy schedules, and responsibilities such as lesson planning, discipline, and student motivation.

Working Hours/Time and Instruction

Job-related stress negatively impacts teachers' work productivity and classroom instruction, impairing communication, reducing management skills, and decreasing instructional quality. This study by Livio (2021) explores how job-related pressure affects teachers' capacity to support self-determined teaching practices, providing insight into the psychological dynamics in educational contexts.

Working Hours/Time and Assessment

The study reveals a significant relationship between job-related stress and work productivity, rejecting the null hypothesis. High workloads and time pressure can lead to emotional exhaustion, burnout, and reduced job satisfaction, affecting teacher performance and student outcomes. Workload intensification in education decreases teachers' efficiency and assessment, affecting their supervision and preparation of teaching materials.

Influence of Job-Related Stress on Work Productivity

Work Environment and Planning and Preparation

The study found that job-related stress significantly influenced teachers' work productivity in planning and preparation, accounting for 44.00% of the variation. The work environment was found to be an indicator of stress, with unfavorable conditions leading to burnout, reduced job satisfaction, and lower-quality teaching. The study supports Liu and Ramsey's (2018) statement that teacher issues relate to students, partners, environment, and workloads, with poorly managed pressure affecting planning and preparation.

Work Hours/Time and Planning and Preparation

Job-related stress significantly impacts work productivity in planning and preparation, accounting for 44.00% of variation. Work hours/time are the most significant indicator of stress among teachers, indicating workloads and hectic schedules negatively impact productivity. This confirms Riaz's (2019) statement that demanding working schedules reduce creativity, motivation, and effectiveness, leading to less engaging lessons.

Table 17. Influence of job-related stress on work productivity in terms of Planning and Preparation

	Coef. B	Std. Error	t – value	Probability
Job-Related Stress (Constant)	1.38	0.35	3.99	0.00
Work Environment	0.36	0.17	2.13	0.03*
Resources	0.02	0.07	0.31	0.76^{ns}
Working Hours/Time	0.34	0.17	2.06	0.04*

R^2 = 0.437   * = significant
Probability = 0.000   ns = not significant
F – Value = 63.700

Work Hours/Time and Classroom Management

Job-related stress significantly impacts work productivity, particularly among teachers, with demanding schedules reducing creativity, motivation, and effectiveness, leading to less engaging lessons.

Table 18. Influence of job-related stress on work productivity in terms of Classroom Management

	Coef. B	Std. Error	t – value	Probability
Job-Related Stress (Constant)	1.39	0.39	3.59	0.00
Work Environment	-0.05	0.19	-0.24	0.81^{ns}
Resources	-0.02	0.08	-0.20	0.84^{ns}
Working Hours/Time	0.73	0.19	3.92	0.00**

R^2 = 0.382   ** = highly significant
Probability = 0.000   ns = not significant
F – Value = 50.726

Relationship Between Coping Mechanisms and Work Productivity
Confronting on Planning and Preparation

Coping mechanisms in confronting potential problems significantly impact work productivity in planning and preparation. Teachers who confront potential problems prepare for scenarios and develop contingency plans, leading to more efficient and effective outcomes when approached strategically.

Confronting and Classroom Management

The study found a significant relationship between classroom management and work productivity, indicating that teachers can address issues promptly to prevent conflicts from escalating. Confronting inappropriate behavior constructively in the classroom is crucial for maintaining a positive learning environment, fostering student well-being, and ensuring effective teaching.

Influence of Coping Mechanisms on Work Productivity
Seeking Social Support and Planning and Preparation

The study found that coping mechanisms significantly impact work productivity in planning and preparation. Social support was found to be a key coping mechanism, as it helps teachers manage stress and reduce burnout. Sharing workload, seeking advice, and talking to colleagues can improve planning and preparation. This supports Klapproth et al.'s (2020) statement that seeking social support can improve collaboration, foster a sense of community, and lead to more effective instruction.

Escape-Avoidance and Planning and Preparation

The study found that coping mechanisms significantly influence work productivity in planning and preparation. Coping mechanisms accounted for 67.00% of variation in planning and preparation, with escape or avoidance being the most significant factor. Teachers' avoidance can reflect knowledge deficits, leading to unengaging instruction and hindering student learning. This avoidance can result in rushed lesson plans, ineffective classroom management, and potentially lower student engagement and learning outcomes.

Planful Problem-Solving and Planning and Preparation

The study found that coping mechanisms significantly influence work productivity in planning and preparation. Planful problem-solving was identified as a key indicator of teachers' planning and preparation. This skill allows teachers to anticipate potential issues and develop strategies to address them, leading to more inclusive classrooms. This aligns with Pala's statement that strong problem-solving skills enable teachers to be adaptable, flexible, and proactively address challenges, resulting in more effective lessons and improved student outcomes.

Table 19.Influence of coping mechanisms on work productivity in terms of Planning and Preparation

	Coef. B	Std. Error	t – value	Probability
Coping Mechanisms (Constant)	-0.52	0.35	-1.51	0.13
Confronting	0.04	0.15	0.28	0.78[ns]
Distancing	-0.04	0.06	-0.77	0.44[ns]
Self-Controlling	0.14	0.07	1.91	0.06[ns]
Seeking Social Support	0.24	0.06	3.93	**0.00****
Accepting Responsibilities	-0.31	0.12	-2.47	**0.01****
Escape-Avoidance	0.27	0.12	2.31	**0.02***
Planful Problem-Solving	0.85	0.08	10.24	**0.00****
Positive Reappraisal	0.03	0.06	0.58	0.56[ns]

R^2 = 0.668   ** = highly significant
Probability = 0.000   * = significant

F – Value = 60.665   ns = not significant

Seeking Social Support and Classroom Management

The study found that coping mechanisms significantly influence teachers' work productivity in classroom management. Social support was identified as a key indicator of classroom management. When teachers feel supported, they create a positive environment, leading to improved student engagement and academic outcomes. This support from colleagues, administrators, and family can help teachers cope with challenges, increase job satisfaction, reduce stress, and burnout, ultimately fostering a more effective learning environment for both teachers and students.

Accepting Responsibilities and Classroom Management

The study found that coping mechanisms significantly influence teachers' work productivity in classroom management. 55.00% of classroom management variation was accounted for by coping mechanisms, with 45% attributed to other variables. Accepting responsibilities was found to be the most effective coping mechanism, as it fosters ownership, accountability, and a positive learning environment, leading to improved student behavior and engagement.

Escape-Avoidance and Classroom Management

The study found that coping mechanisms significantly impact teachers' work productivity in classroom management. 55.00% of classroom management variation was accounted for by coping mechanisms, with avoidance or escape being the most significant. Teachers struggling with classroom management often experience higher stress and lower job satisfaction. Avoidance can lead to a chaotic learning environment, decreased student engagement, and hinder academic and social-emotional development.

Planful Problem-Solving and Classroom Management

The study found that coping mechanisms significantly influence teachers' work productivity in classroom management. Planful problem-solving was identified as the most effective coping mechanism, allowing teachers to identify potential problems early and implement preventative measures. This skill encourages collaboration with students, parents, and colleagues, fostering a supportive learning community. Effective teacher problem-solving skills are crucial for successful classroom management, enabling proactive problem-solving and a positive learning environment.

Table 20. Influence of coping mechanisms on work productivity in terms of Classroom Management

	Coef. B	Std. Error	t – value	Probability
Coping Mechanisms				
(Constant)	-0.02	0.43	-0.04	0.97
Confronting	0.24	0.19	1.25	0.21[ns]
Distancing	0.01	0.07	0.20	0.84[ns]
Self-Controlling	0.08	0.09	0.85	0.39[ns]
Seeking Social Support	0.53	0.08	7.01	**0.00****
Accepting Responsibilities	-0.71	0.15	-4.58	**0.00****
Escape-Avoidance	0.47	0.15	3.22	**0.00****
Planful Problem-Solving	0.41	0.10	4.00	**0.00****
Positive Reappraisal	0.01	0.07	0.20	0.84[ns]

R^2 =   0.551   ** = highly significant

Probability = 0.000   ns = not significant
F – Value = 36.933

Self-Controlling and Instruction

The study found that coping mechanisms significantly impact teachers' work productivity in instruction. Self-controlling was identified as a key coping mechanism, as it helps maintain consistency in teaching methods and student interactions. This consistency fosters a predictable and stable learning environment, enabling teachers to manage challenging behaviors and maintain a positive classroom climate. The remaining 50% was attributed to other variables.

Seeking Social Support and Instruction

The study found that coping mechanisms significantly impact teachers' work productivity and instruction. 50.00% of variation in instruction was attributed to coping mechanisms, with 50% attributed to other variables. Seeking social support was found to be an indicator of teachers' instruction, indicating positive attitudes towards inclusive education. This supports Riley (2016)'s statement that social interaction strengthens relationships, contributes to respect, understanding, and connectedness, and improves student outcomes.

Accepting Responsibilities and Instruction

The study found that coping mechanisms significantly influence teachers' work productivity in instruction. Coping mechanisms accounted for 50.00% of variation in instruction, with accepting responsibilities being the most significant factor. Teachers who take responsibility for their students' learning are more proactive, fostering student motivation and fostering positive attitudes. This leads to improved instructional practices, student outcomes, and overall school effectiveness.

Escape-Avoidance and Instruction

The study found that coping mechanisms significantly influence teachers' work productivity in instruction. Escape-avoidance was identified as a key coping mechanism, as it can hinder maintaining a positive learning environment. Teachers struggling with their own emotions or anxieties may struggle to plan effective lessons, leading to a lack of creativity and innovation. Teacher avoidance can negatively impact their ability to connect with students, manage classrooms effectively, and deliver quality teaching.

Planful Problem-Solving and Instruction

The study reveals that coping mechanisms significantly impact teachers' work productivity in terms of instruction. Planful problem-solving is the most significant coping mechanism, as it allows teachers to identify learning gaps, classroom management issues, and curriculum challenges. This skill enables teachers to adapt teaching strategies, create engaging learning experiences, and develop innovative teaching methods, thereby enhancing their instruction.

Table 21.Influence of coping mechanisms on work productivity in terms of Instruction

	Coef. B	Std. Error	t – value	Probability
Coping Mechanisms (Constant)	0.50	0.45	1.10	0.27
Confronting	0.10	0.20	0.48	0.63[ns]
Distancing	0.02	0.07	0.32	0.75[ns]
Self-Controlling	0.26	0.09	2.82	**0.01****

Seeking Social Support	0.32	0.08	3.95	**0.00****
Accepting Responsibilities	-0.52	0.16	-3.21	**0.00****
Escape-Avoidance	0.42	0.15	2.76	**0.01****
Planful Problem-Solving	0.28	0.11	2.59	**0.01****
Positive Reappraisal	0.05	0.08	0.59	0.56[ns]

R^2 = 0.500   ** = highly significant

Probability = 0.000   ns = not significant

F – Value = 30.093

Self-Controlling and Assessment

The study found that coping mechanisms significantly impact teachers' work productivity and assessment, accounting for 40.0% of variation in teacher assessments. Self-controlling was identified as a key coping mechanism, enhancing teachers' guidance skills and ability to manage emotions. This supports the idea that self-regulated teachers adapt their instructional approach to their skills, understand processes, and become more effective in promotion. Self-control also impacts classroom instruction by influencing emotion management, focus, and teaching strategies.

Table 22. Influence of coping mechanisms on work productivity in terms of Assessment

	Coef. B	Std. Error	t – value	Probability
Coping Mechanisms (Constant)	0.95	0.44	2.16	0.03
Confronting	-0.26	0.20	-1.30	0.19[ns]
Distancing	-0.06	0.07	-0.85	0.39[ns]
Self-Controlling	0.29	0.09	3.22	**0.00****
Seeking Social Support	0.55	0.08	7.12	**0.00****
Accepting Responsibilities	0.05	0.16	0.30	0.77[ns]
Escape-Avoidance	0.17	0.15	1.14	0.26[ns]
Planful Problem-Solving	-0.07	0.11	-0.68	0.50[ns]
Positive Reappraisal	0.07	0.08	0.89	0.37[ns]

R^2 = 0.401   ** = highly significant

Probability = 0.000   ns = not significant

F – Value = 20.186

Seeking Social Support and Assessment

The study found that coping mechanisms significantly impact teachers' work productivity, with 40.00% of variation in assessment being attributed to these mechanisms. Social support was identified as a key indicator of teachers' assessment, suggesting that teachers with strong social networks are better equipped to cope with professional challenges. This support can reduce feelings of isolation, loneliness, and burnout, leading to more positive assessment practices and improved student outcomes.

Reliability Test of the Scale

The instrument was validated for reliability to determine the internal consistency of items. It can be obser-

ved in the table 23 that the overall reliability is high with a Cronbach's alpha value of .709. The subscale or dimensions also is above the criteria of reliability above .70 alpha, namely job stress (α=.867), coping mechanisms (a=.893) and work productivity (a=.942). This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 23. Reliability Analysis for Teachers' Job Stress, Coping Mechanisms and Work Productivity Scale

Variables	Alpha Value
Job Stress	0.867
Coping Mechanisms	0.893
Work Productivity	0.942
Total	.901

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