

# Stress and Burnout: From the Narratives of the Elementary Teachers

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**Abstract:-** This qualitative phenomenological investigation delves deeply into the intricate experiences of stress and burnout among elementary school educators within the educational context of Tagum City, with a focused exploration of Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School. Through rigorous in-depth interviews, this study unveils a multifaceted tapestry of challenges, including the demanding responsibilities of classroom management, administrative burdens, and the pervasive influence of societal expectations. The findings reveal a spectrum of coping mechanisms adopted by teachers, ranging from drawing on spiritual resilience to fostering supportive networks among colleagues. In light of these findings, scholarly discourse emphasizes the critical need for structured support systems, resource allocation for stress alleviation, and the integration of mindfulness practices into professional development initiatives. These recommendations seek to cultivate a culture of resilience and empowerment, nurturing a sustainable educational environment conducive to the holistic well-being and professional efficacy of elementary educators in Tagum City.

**Keywords:** *Stress, Burnout, Narratives, Coping Mechanisms, Elementary Teachers, Phenomenological Research.*

## I. INTRODUCTION

The demanding nature of primary school teaching requires teachers to maintain strong physical, intellectual, and emotional health. Yet, the stressors of the job can lead to various emotional and cognitive strains, impacting teachers personally and hindering their ability to educate effectively. Stress and burnout among public elementary school teachers are prevalent, requiring careful examination of their causes and effects. Recent research, like Farley and Chamberlain (2021), highlights the increasing pressures faced by these educators, including administrative burdens and standardized testing stress. This escalating workload not only endangers teachers' well-being but also undermines the quality of education for students. Understanding and addressing the complexities of teacher stress and burnout are essential for providing effective support in public elementary education.

Globally, the persistent challenges of stress and burnout persist among teachers, giving rise to heightened levels of anxiety and depression. The impact of burnout extends beyond the professional realm, adversely affecting teachers' health and becoming a significant risk factor for compromised physical and mental well-being. Understanding the prevalence and correlates of stress, burnout, anxiety, and depression within the teaching community is imperative to address this widespread public health concern. In Canada, teaching, while inherently challenging, remains one of the most rewarding professions; however, numerous factors are intricately linked with elevated levels of stress, burnout, anxiety, and depression among educators. Illuminating these factors represents the initial stride in acknowledging the magnitude of challenges faced by those dedicated to the teaching profession. The implementation of a school-based awareness and intervention program emerges as a crucial strategy to identify and address the early signs of teacher stress and burnout, preventing further deterioration in the future (Agyapong et al., 2022).

In the Philippines, public school teachers grapple with an overwhelming volume of paperwork and responsibilities. DepEd Secretary Leonor Briones notes that this burden extends beyond teachers to encompass all individuals in government service, placing them under excessive work demands and substantial pressure (Terrazola, 2018). This underscores the pervasive nature of the issue, with public school teachers inundated with various work-related assignments, including reports, instructional materials, school designations, and additional tasks, all on top of their regular six-hour daily teaching load. Unfortunately, this demanding work situation has led to a decline in teachers' performance, falling short of the intended Proficiency Level. The weight of these administrative responsibilities and roles has eclipsed the core teaching tasks, as highlighted by David et al. (2019).

In the locale of Tagum City, with specific attention directed towards three educational institutions, namely Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School, this research endeavors to meticulously scrutinize the prevalent occurrences of stress and burnout among the teaching faculty. The scholarly examination aims to discern the intricate challenges educators confront within these distinct academic settings, elucidating factors such as formidable workloads, administrative obligations, and financial encumbrances. The delineation of these nuanced challenges ascertains the

scholarly pursuit's meticulous focus, seeking to derive insights that transcend the particularities of each school, thereby contributing to a broader scholarly discourse on teacher well-being and institutional support within the educational landscape of Tagum City.

## II. METHODS

This chapter presents the research design, research locale, research participants, the role of the researcher, data sources, data collection procedures, data analysis procedures, the trustworthiness of the study, and ethical considerations.

### A. Research Design

This study utilized a descriptive qualitative research approach, employing phenomenological methodology, to investigate the characteristics and aspects of information. In their study, Kalra et al. (2013) described qualitative research, which centers on comprehending a research inquiry from a humanistic or idealistic standpoint. The qualitative methodology is employed to get insights into individuals' beliefs, experiences, attitudes, behavior, and interactions. The system produces data that is not in numerical form. The researcher utilized a phenomenology qualitative research methodology in this study, as it is specifically designed to explore and understand the subjective lived experiences of individuals within their respective environments.

Consequently, the interview(s) endeavor to address two overarching inquiries as proposed by Moustakas (1994): What is the extent of their encounters with the phenomenon? Cresswell (2013) has identified various contexts and situations that have traditionally exerted an effect on the perceptions of the phenomenon. Since the researcher will interview the elementary teachers about the various causes that lead to stress and burnout as well as their coping mechanisms and solutions, a phenomenological qualitative technique is used.

### B. Research Locale

This study was conducted on the three (3) different schools of Tagum South Cluster where the researcher is presently stationed. The schools where the respondents were being sampled are Mangga Elementary School, Visayan Village Central Elementary School, and San Isidro Elementary School. Mangga Elementary School situated at Macario Bermudez St., Visayan Village, Tagum City. It is categorized as a large school in the Tagum City division. Currently, Mangga Elementary School has 2,701 enrolled learners for S.Y 2023-2024 and 75 teaching staff.

Tagum is a coastal component city in the province of Davao del Norte in Region XI. It serves as the provincial capital of the province. The city has a land area of 195.80 square kilometers or 75.60 square miles which constitutes 5.72% of Davao del Norte's total area. Tagum City Division is one of the city divisions of DepEd-Region XI with numerous numbers of public and private schools.

Visayan Village Central Elementary School is located at Pan-Philippine Highway, Visayan Village, Tagum City, Davao del Norte. It is the central school of Tagum South Cluster of Tagum City divisions. Visayan Village Central Elementary School has different curricular offerings that would cater to inclusive education. One of the large schools of Tagum City division with 2,674 enrolled learners and 64 teachers.

San Isidro Elementary School is a partially urban public Elementary school located in Barangay Madaum, Tagum City. Currently, the school has 718 enrolled learners in the elementary department and 25 teachers.

### C. Research Participants

The identification of research participants employed purposive sampling, guided by predefined criteria aligned with the research objectives. Specifically, the focus was on selecting elementary teachers currently experiencing burnout and stress. To be eligible, participants must meet the inclusion criteria of (1) having five years or more of teaching experience, and (2) actively teaching in Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School. The researcher deliberately selected a total of 9 participants for in-depth interviews, ensuring a diverse and comprehensive exploration of the challenges faced by elementary teachers across the three distinct school environments. This targeted approach aims to provide a nuanced understanding of the experiences of seasoned educators within these specific contexts.

### D. Data Collection Procedure

In the data collection phase of this research study, the researcher addressed specific areas and needs through in-depth interviews. Regardless of the data obtained during this process, the researcher concluded and provided recommendations regarding areas for improvement within the ensuing discussion.

To facilitate the data collection, the researcher requested the participation of nine (9) individuals. These participants are: public elementary school teachers currently experiencing stress and burnout; have 5 years or more of teaching experience, and must be actively teaching in Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School, they were engaged through in-depth interviews. The researcher employed various tools, including questionnaires, interview guides, observation guides, and document analyses.

The data collection procedure commenced with the researcher seeking approval from relevant authorities, beginning with the Schools Division Superintendent. Once approval is secured, the researcher identified and approached the selected participants, elucidating the study's design and purpose. An appointment for an in-depth interview was set with each teacher respondent.

During the in-depth interviews, the researcher extracted insights from the participants regarding the lived experiences, challenges, and coping mechanisms of public elementary school teachers in Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School. Key Informant Interviews were conducted face-to-face using interview guide questions, with the researcher personally overseeing the retrieval and collection of the data.

Before the interviews, careful preparation of necessary materials, such as cellular phones or recorders, was ensured. Questionnaires were reproduced, and established procedures for data recording was in place. The sequential steps for the interviews involved obtaining consent, establishing language preferences, creating a conducive environment, presenting questions one at a time, and expressing appreciation post-interview. The researcher may choose to provide tokens or letters of gratitude as a gesture of appreciation to the participants.

Finally, during the data collection phase of my study, I underwent a thorough ethics review process to ensure compliance with ethical standards. This involved submitting detailed documentation outlining the research objectives, methodology, and measures to protect participants' rights and privacy. Following meticulous evaluation, the ethics review board granted the study exemption status, signifying minimal risk to participants and adherence to ethical guidelines. This designation underscores the commitment to ethical conduct throughout the research process, providing assurance of integrity to stakeholders.

#### *E. Data Analysis*

The research employed thematic analysis to analyze qualitative data, adhering to established protocols throughout the analysis process. The initial step involved the researcher reading the data multiple times to become acquainted with it and identify fundamental observations or patterns. Following the Key Informant Interview, all recorded and observational notes were carefully reviewed and transcribed. Thematic analysis is then applied to the qualitative data, ensuring alignment with the actual responses presented in the data presentation. To maintain impartiality and confidentiality, respondent names are coded. The study's findings are holistically presented.

#### *F. Trustworthiness and Credibility*

Evaluating the worth of qualitative research hinges on trustworthiness, a paramount concern. In this study, four key strategies were employed to ensure the trustworthiness and validity of results: credibility, transferability, dependability, and confirmability.

**Credibility.** The researcher attained credibility by utilizing the most fitted research method for this study and identifying the most appropriate participants. An interview guide was being used during the interview containing general research questions and specific questions. Participants were encouraged to speak freely and express their feelings, opinions, and ideas. Credibility establishes whether the research findings represent plausible information drawn from

the participants' original data and is a correct interpretation of the participants' original views.

**Dependability.** The researcher is committed to upholding honesty and fairness throughout the study. She had personally audio-recorded the interviews and transcribed them, a practice that significantly contributes to ensuring the dependability of this research study. Shenton (2004) suggests that dependability can be established when the study is repeated under the same conditions, using the same methods, and with the same participants, leading to similar results.

**Transferability.** Based on the data or results from the informant's responses and after undergoing data analysis, the researcher ensured the transferability of the study. Transferability concerns relate to the extent to which the results of a particular research program can be extrapolated, with confidence, to a wider population.

**Conformability.** This refers to the neutrality of the data rather than the neutrality of the researcher and audit trail which focuses on the end product (Silverman, 2001). Conformability was employed in this study by the researcher by being neutral, avoiding biases, and detaching herself to avoid external influences that may arise throughout the study.

#### *G. Ethical Consideration*

According to the findings of the Belmont Report, the term "basic ethical principles" pertains to overarching moral judgments that underpin various ethical guidelines and evaluations of human actions. Moreover, it is imperative to recognize the importance of legal and ethical aspects in current research (Yip et al., 2016). The three essential notions hold considerable significance in research ethics on human subjects. The ideals mentioned above encompass the principles of human respect, beneficence, and justice. Because the participants in this study consist of educators who are mainly stressed and burned out, the researcher ensured strict adherence to the ethical principles delineated in the Belmont Report.

The initial principle, referred to as respect for individuals, asserts that individuals involved in research should be regarded as autonomous entities, possessing attributes such as independence, self-governance, and the ability to make informed decisions when presented with sufficient knowledge. The assumption serves as the fundamental basis for obtaining informed and voluntary consent (Creswell, 2007). The present study employed the practice of informed consent, whereby participants were furnished with thorough details regarding the research, including any dangers and rewards. This has empowered individuals to use independent judgment in determining their level of involvement.

The researcher incorporated numerous essential components as a fundamental aspect of the informed consent procedure. These elements encompassed the participant's right to withdraw from the study voluntarily, a thorough explanation of the study's objectives and methodologies, explicit guarantees regarding the preservation of

confidentiality, and the formal validation of both the researcher and the participant through their respective signatures. In addition, the interviewer seeks permission to record the interview. Furthermore, she implemented strategies to ensure that the persons recruited for the study make their decision to participate voluntarily and autonomously, without experiencing any form of undue coercion or influence. The researcher provided participants with assurance of their right to see and revise the transcript produced by the researcher.

The second principle, known as beneficence, is concerned with the advancement of the well-being of individuals participating in a study and the reduction of any potential dangers or negative consequences linked with the research. Considering the inherent risks and benefits associated with any research undertaking, it is crucial to uphold a condition of equilibrium between these two factors. Engaging in academic research offers numerous potential advantages. These factors encompass the development of a positive relationship with the researcher or fellow participants, the acquisition of useful information or knowledge through active involvement, and the potential for making a positive impact on society or receiving acknowledgment from others (Creswell, 2007).

The findings of this study have the potential to provide benefits for the broader educational system, as it may inform the development of robust wellness and recreation programs aimed at promoting and preserving the mental well-being of teachers. Additionally, the Department of Education will strive to enhance its programs and initiatives aimed at promoting the overall well-being of teachers. In this current study, the researcher plans to employ in-depth interviews (IDI) to protect the privacy of participants' responses, so ensuring that their identities are kept confidential through the use of coding and anonymity.

Furthermore, the researcher took measures to ensure that the research findings provided positive and beneficial effects for the individuals involved in the study. Furthermore, the researcher prioritized the potential benefits of the study's findings for the educational system, specifically focusing on teachers. The objective is to not only assist in their professional growth but also to improve the provision of excellent education to Filipino students.

The concept of fairness is identified as the third principle in the Belmont Report. Adams (2008) posits that individuals from diverse categories, including but not limited to race, gender, ethnicity, and age, are equally susceptible to both the benefits and drawbacks associated with study. Therefore, the decision to include or exclude individuals in research should be solely determined by factors about the study's research questions or hypotheses.

By establishing guidelines, the researcher diligently observed and upheld all ethical principles to ensure the protection and preservation of the rights and well-being of the participants included in the study. The researcher took measures to ensure that the participants are not obligated to

bear any financial costs, and she appropriately acknowledged their significant contribution to the successful culmination of this study.

The participants involved in this qualitative research received proper acknowledgment for their enthusiasm, commitment, and competence. Their statements were accurately cited, and their interpretations were being truthfully conveyed. The participants received a notification of their involvement and was being reminded of the implications of the analysis when the study findings are provided to them. This technique also yields extra benefits across multiple dimensions. To protect the privacy of the data, the researcher established participant anonymity and maintain data security through the storage and limited access to information alone by the researcher.

The researcher endeavored to uphold a significant level of objectivity when analyzing the data. The researcher intends to employ an audio recording device to capture the responses of the participants and the subsequent conversations that occur during the question-and-answer sessions. Transcripts were subjected to several readings to mitigate the risk of potential misinterpretation. Audio recordings were meticulously examined and assessed to ensure improved comprehensibility. Furthermore, the results were held accountable for accuracy and reliability.

The material was stored in a designated location to ensure its security for the researcher. This inquiry incorporated the citation of multiple authors as references. The authors were duly acknowledged through accurate citation when their ideas were incorporated into this research. The researcher planned to utilize the APA referencing system to accurately acknowledge the contributions of the authors cited in this work.

### III. FINDINGS

This chapter unveils the discoveries stemming from inquiries into the experiences of elementary educators across three (3) distinct schools in Tagum City. Focused on stress, burnout, and coping mechanisms, the research aims to unravel teachers' perceptions of stress, pinpoint factors contributing to burnout, and delve into the coping strategies adopted in their professional realms. Research participants were chosen through a survey administered to educators from these three schools, all currently contending with stress and burnout. Deliberately, the researcher handpicked a total of 9 participants for in-depth interviews, ensuring a varied and thorough examination of the challenges confronting elementary teachers across these distinct educational settings.

The responses underwent content analysis to extract recurring themes across all submissions. Adhering to qualitative research ethics, codes were employed to protect the anonymity of the research participants. The presentation of results followed the sequence of specific research questions utilized in this study.

*A. What are the experiences of public-school teachers on stress and burnout?*

This section presents the results to the 1st major research question; “*What are the experiences of public-school teachers on stress and burnout?*” Two specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of public-school teachers on stress and burnout.

➤ *Experiences of Stress and Burnout in Teaching the Pupils*

The themes in this section were coming from the specific research question 1.1 “*What are your experiences of stress and burnout in teaching the pupils?*” The responses generated five themes: Abrupt Tasks and Reports, Dealing with Students’ Attention Span, Classroom Behavior, Students’ Absenteeism, and Classroom Management.

**Abrupt Tasks and Reports.** This theme constituted the primary experience of stress and burnout in teaching the pupils. It meant that tasks or reports were sudden, unexpected, or not planned. The term “abrupt” implies that these tasks or reports arise suddenly, often requiring immediate attention or action.

**Dealing with Students’ Attention Span.** It involves understanding and managing the duration of time that students can maintain focus and engage in learning activities effectively. Attention span can vary greatly among individuals and can be influenced by factors such as age, developmental stage, interests, and environmental stimuli.

**Classroom Behavior.** It refers to the actions, conduct, and interactions of students within an educational setting. It encompasses a wide range of behaviors, including both positive and negative actions, attitudes, and responses to instruction, peers, and the learning environment.

**Students’ Absenteeism.** It refers to the habitual or frequent absence of students from school or class without a valid reason. Absenteeism can have various causes, including illness, family responsibilities, lack of transportation, disengagement from school, bullying, mental health issues, and socioeconomic factors. Informant 7 vented out about the impact of absenteeism of students.

**Classroom Management.** It is about the strategies and techniques employed by educators to create and maintain an environment conducive to learning and positive behavior within a classroom setting. It involves establishing clear expectations, routines, and procedures, as well as effectively managing student behavior, interactions, and engagement to facilitate learning and minimize disruptions.

➤ *Ways Experiences Affect One’s Motivation to Teach*

This section presents the results to the specific research question 1.2 ‘*How do those experiences affect your motivation to teach?*’ under the 1st major research question ‘1. What are the experiences of public school teachers on stress and burnout?’ The following themes served as

results, which were: Lacks Motivation to Teach and Eager to Make Educational Activities.

**Lacks Motivation to Teach.** The findings indicate a significant emotional impact, particularly on the reluctance to fulfill duties despite exhaustion. There's an internal struggle regarding whether to proceed with responsibilities, often questioning the underlying motivation. The pressure intensifies when facing challenges, especially when others impose urgent demands. This lack of motivation is identified as a primary stressor.

**Eager to Make Educational Activities.** Another experience that informants had encountered that affected their motivation to teach suggests that the individual's motivation is positively affected by their eagerness to create more activities to capture the attention of their audience. This eagerness not only helps alleviate their stress but also serves as a source of motivation for them to engage in these activities.

*B. What Challenges or Barriers do Public Elementary School Teachers Encounter that could Cause Stress and Burnout?*

This section presents the results to the 2nd major research question: ‘*What challenges or barriers do public elementary school teachers encounter that could cause stress and burnout?*’ Four specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of public-school teachers on stress and burnout.

➤ *Challenges or Barriers Encountered That Could Cause Stress and Burnout*

The themes derived from the responses of the research informants to the specific research 2.1 ‘*What are the challenges or barriers you encountered that could cause stress and burnout?*’ are presented in this section. The themes were: Students’ Misbehavior, Classroom Management, Students’ Lack of Respect, People’s Expectation and Students’ Absenteeism.

**Students’ Misbehavior.** One challenge or barrier encountered that could cause stress and burnout was students’ misbehavior. It indicates a deviation from expected or desired behavior in a learning environment. Misbehavior can stem from various factors such as a lack of understanding, defiance, seeking attention, boredom, frustration, social or emotional issues, or simply testing boundaries. It often disrupts the learning process and can negatively impact the academic performance and well-being of both the student and their peers.

**Classroom Management.** Another challenge encountered that could cause stress and burnout. Informants expressed considerable stress and difficulty in managing a class with such diverse needs, highlighting the importance of better support and strategies to address these challenges effectively.

**Students' Lack of Respect.** Another challenge encountered that could cause stress and burnout. It refers to a situation where students display behaviors or attitudes that demonstrate a lack of regard or courtesy towards their teachers, peers, or the learning environment. It can undermine the authority of teachers, disrupt the learning process, and create a negative atmosphere in the classroom.

**Workloads.** Another challenge encountered that could cause stress and burnout. A heavy workload typically implies a large volume or high level of complexity in the tasks assigned, which can sometimes lead to stress or difficulty in managing time effectively.

**People's Expectation.** Another challenge encountered by the informants that could cause stress and burnout. It meant that the assumptions, hopes, or demands that individuals or groups have regarding how someone should behave, perform, or achieve based on various factors such as their role, position, abilities, or past actions. These expectations can come from family, friends, colleagues, society, or oneself, and they often influence behavior, decisions, and feelings of pressure or obligation.

**Students' Absenteeism.** The last challenge encountered by the informants could cause stress and burnout. It refers to the habitual or intentional absence of students from school without valid reasons. It can encompass various factors such as illness, family issues, truancy, or disengagement from academic activities. Absenteeism can have detrimental effects on students' academic performance, social development, and overall well-being.

➤ *Specific Difficulties Encountered in Teaching That Could Cause Stress and Burnout*

This section presents the results to the specific question 2.2 'What specific difficulties did you encounter in teaching that could cause stress and burnout?' After subjecting the responses to content analysis, the following themes were drawn: preparing the lesson, students' lack of attention, students' difficulty in reading, monitoring the students, paper works, classroom management and catering diverse learners

**Preparing the Lesson.** It refers to the process of planning and organizing educational content, activities, and materials that will be used to teach students during a specific class or course. It involves selecting appropriate teaching strategies, creating lesson plans, gathering resources, and ensuring that the content aligns with educational objectives and curriculum standards.

**Students' Lack of Attention.** It refers to a situation in which students are not fully engaged or focused during a lesson or class. This lack of attention can manifest in various ways, such as students being easily distracted, fidgeting, daydreaming, or exhibiting disruptive behavior. It can be caused by a variety of factors, including boredom, difficulty understanding the material, distractions within the classroom, person.

**Students' Difficulty in Reading.** It refers to challenges or struggles that students encounter when learning to read or comprehend written text.

**Monitoring the Students.** It refers to the process of observing and supervising students to track their progress, behavior, and understanding of the material being taught. This involves actively paying attention to students' engagement, participation, and comprehension during lessons or activities.

**Paper Works.** It refers to the administrative tasks and documentation that informants in their teaching fields are required to complete as part of their responsibilities. While necessary for maintaining organization, accountability, and compliance with regulations, paperwork can sometimes be perceived as time-consuming and detracting from other aspects of the job.

**Classroom Management.** It signifies to the strategies and techniques that teachers use to create and maintain a positive learning environment within the classroom. It involves establishing clear expectations for behavior, managing student interactions, promoting engagement and participation, and addressing disruptive behavior effectively.

**Catering Diverse Learners.** It refers to the practice of adapting teaching methods, materials, and approaches to meet the individual needs, abilities, interests, and learning styles of a diverse group of students in the classroom. This involves recognizing and respecting the unique backgrounds, experiences, cultures, languages, and abilities of each student and providing them with equitable opportunities for learning and success.

➤ *Influence of Challenges and Difficulties to Views about the Teaching Profession*

This section presents the results to the specific question 2.2 'How have those challenges and difficulties influenced your views about the teaching profession?' After subjecting the responses to content analysis, the following themes were drawn: Took it as a Challenge, Stressful, and Teaching as not an Easy Job,

**Took it as a Challenge.** It meant to perceive a situation or task as an opportunity to test one's abilities, skills, or determination rather than as a burden or obstacle. It implies adopting a positive attitude and mindset toward overcoming difficulties or achieving a goal.

**Stressful.** It refers to a situation or experience that causes mental or emotional strain, tension, or pressure. It typically involves feeling overwhelmed, anxious, or frustrated due to challenges, demands, or expectations placed upon oneself.

**Teaching is not an Easy Job.** It expresses the idea that the profession of teaching is challenging and demanding. It acknowledges the complexities, responsibilities, and difficulties that teachers face in their roles, such as managing diverse classrooms, addressing individual student needs,

adapting to changing educational standards, and dealing with administrative tasks.

### C. *What are the Coping Mechanisms of Public-School Teachers when they are Confronted with Stress and Burnout?*

This section presents the results on the coping mechanisms of public-school teachers when they are confronted with stress and burnout. This was the gist of the 3rd major research question, 'What are the coping mechanisms of public-school teachers when they are confronted with stress and burnout? Two specific research questions were utilized to gather data and information.

#### ➤ *Coping Mechanism Used to Address Challenges*

In this section, the themes created were from the responses to specific research question 3.1, 'What are the coping mechanisms did you use to address those challenges?' The following were the themes: Stay Optimistic, Share Problems with Family, The Salary, Setting Classroom Rules, Through Music, Relax When Stressed, Ask Help from Co-teachers, and Through Prayers.

**Stay Optimistic.** It meant maintaining a positive outlook or attitude despite challenges, setbacks, or difficult circumstances. It's about focusing on the potential for positive outcomes, finding reasons to be hopeful, and persevering with confidence and resilience.

**Share Problems with Family.** It is meant to communicate and discuss personal or emotional difficulties, challenges, or concerns with members of one's family. This can involve opening up about various issues, seeking support, advice, or comfort, and fostering a sense of connection and understanding within the family unit.

**The Salary.** It meant to rely on one's income or financial resources to deal with stress or challenges. This can involve seeking comfort or reassurance in the stability that comes with having a steady income, using money to engage in activities that provide relief or distraction from stress, or simply finding solace in the ability to meet one's basic needs and obligations.

**Setting Classroom Rules.** refers to the process of establishing guidelines, expectations, and boundaries for behavior and conduct within the classroom environment. These rules are typically created by the teacher and may cover various aspects such as respect, participation, communication, and safety.

**Through Music.** It meant that music has the power to evoke emotions, provide comfort, and distract from negative thoughts or feelings. Incorporating music into daily routines or using it as a therapeutic outlet can be an effective way to promote mental and emotional well-being.

**Relax when stressed.** It refers to intentionally engaging in activities or practices that promote relaxation and stress reduction in response to feeling overwhelmed, anxious, or tense. This can involve various techniques such as deep

breathing exercises, mindfulness meditation, progressive muscle relaxation, taking a warm bath, going for a walk in nature, practicing yoga or tai chi, listening to calming music, or engaging in hobbies and activities that bring joy and peace of mind. By deliberately taking time to relax and unwind, individuals can effectively manage stress levels, restore balance, and improve overall well-being.

**Ask Help from Co-teachers.** It involves seeking assistance, guidance, or support from other teachers who work alongside you in the same educational setting. Collaborating with co-teachers allows for the sharing of knowledge, experience, and resources, ultimately enhancing the effectiveness of teaching and learning within the school community.

**Through Prayer.** It involves turning to spiritual practices, such as prayer, meditation, or reflection, to find solace, strength, and comfort during times of stress, hardship, or adversity. This can include seeking guidance, expressing gratitude, asking for support, or finding peace through connecting with one's beliefs or higher power. Engaging in prayer can provide a sense of hope, purpose, and inner peace, helping individuals navigate challenges and maintain resilience in the face of difficulties.

#### ➤ *Professional Development or Resources Sought to Enhance Coping Mechanisms and Resilience in the Face of Stress*

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'What professional development or resources do you seek out to enhance your coping mechanisms and resilience in the face of stress?' The following themes were created: Sought Help from Colleagues, Through Spiritual Help, Attending Trainings and Seminars and Through the Use of the Internet.

**Sought Help from Colleagues.** It meant means seeking assistance, advice, or support from other individuals who work in the same field or organization. In the context of teaching, this could involve reaching out to fellow teachers or educators for guidance on lesson planning, classroom management strategies, dealing with student issues, or any other challenges encountered in the teaching profession.

**Through Spiritual Help.** It refers to seeking support, guidance, or comfort from one's religious or spiritual beliefs and practices during times of difficulty or distress. This can include praying, attending religious services or gatherings, engaging in meditation or reflection, seeking counsel from religious leaders or mentors, or drawing strength from one's faith and connection to a higher power.

**Attending Trainings and Seminars.** It refers to participating in educational programs or workshops designed to enhance skills, knowledge, and professional development in a specific field or area of expertise. These events typically offer structured learning experiences, interactive sessions, and opportunities for networking with peers and experts in the field.

Through the Use of the Internet. It meant that individuals can access a wide range of resources, courses, webinars, and online communities aimed at enhancing their skills, knowledge, and effectiveness in their profession. This can include participating in virtual workshops, joining online forums or discussion groups, enrolling in e-learning courses, watching instructional videos, and reading articles or research papers relevant to their field.

#### *D. What are the Insights Gained by these Public Elementary School Teachers in Coping with Stress and Burnout?*

The results in this section were from the responses to the specific research questions used to gather data for the 4th major research question, 'What are the insights gained by these public elementary school teachers in coping with stress and burnout?' Two specific research questions were utilized to collect data and pieces of information.

##### ➤ *Insights Gained from One's Experience as a Teacher on Stress and Burnout*

The themes created in this section were from the responses to the specific research question 4.1, 'What insights did you get from your experience as a teacher on stress and burnout?' The themes were: manage stress, think positive, always seek help from colleagues, know your students well and be patient.

**Manage Stress.** It involves taking actions and adopting strategies to cope with and reduce the negative effects of stress on your mental, emotional, and physical well-being. It includes recognizing sources of stress, developing healthy coping mechanisms, and implementing relaxation techniques to alleviate tension and pressure.

**Think Positive.** It meant maintaining an optimistic mindset and focusing on hopeful, constructive thoughts even in challenging situations. It involves looking for the silver lining, believing in favorable outcomes, and approaching problems with confidence and resilience. Thinking positively can help improve mood, reduce stress, and foster a proactive attitude toward achieving goals.

**Always Seek Help from Colleagues.** It meant consistently reaching out to and relying on your coworkers for assistance, advice, or support when facing challenges or difficulties at work. It emphasizes the importance of teamwork, collaboration, and mutual aid in achieving common goals and overcoming obstacles. Seeking help from colleagues can lead to shared expertise, diverse perspectives, and a stronger sense of camaraderie within the workplace.

**Know your students well.** It meant to understand each student's unique strengths, weaknesses, learning styles, interests, and backgrounds. It involves developing a deep familiarity with their individual personalities, preferences, and needs in order to tailor instruction, provide appropriate support, and create a positive learning environment.

**Be Patient.** It meant to remain calm and understanding, especially in challenging situations. It involves controlling one's emotions and reactions while waiting for something to

happen or while dealing with delays, obstacles, or frustrations. Patience allows for tolerance, acceptance, and perseverance, ultimately leading to better outcomes and a more positive experience.

##### ➤ *Suggestions to Address better the Problems Encountered*

This section presents the results to the specific question 2.2 'What suggestions would you make to address better the problems you encountered?' After subjecting the responses to content analysis, the following themes were drawn: Find Ways to Relieve Stress, Be Positive, Adjust to Learners' Needs, Be Open to Others, Always Seek Help, and Have SLAC Sessions.

**Find Ways to Relieve Stress.** It refers to any method or practice aimed at reducing or alleviating the feelings of tension, anxiety, or pressure that can arise from various sources such as work, relationships, or daily life challenges. These techniques can include physical activities like exercise, relaxation techniques such as deep breathing or meditation, engaging in hobbies, seeking social support, maintaining a healthy lifestyle, and seeking professional help if necessary.

**Be Positive.** It meant to maintain an optimistic and constructive outlook on life, situations, and challenges. It suggests focusing on the good aspects of life, finding solutions rather than dwelling on problems and approaching situations with confidence and hopefulness. Being positive involves cultivating a mindset that emphasizes gratitude, resilience, and the belief that setbacks can be overcome.

**Adjust to Learners' Needs.** It is meant to adapt teaching methods, materials, and approaches to suit the individual learning styles, abilities, and requirements of students. It involves recognizing that every learner is unique and may require different strategies to effectively grasp and retain information. This approach emphasizes flexibility, responsiveness, and personalized support to ensure that each student receives the necessary assistance and opportunities to succeed academically and developmentally.

**Be Open to Others.** It meant to maintain to have an attitude of receptiveness, acceptance, and willingness to engage with different people, perspectives, and ideas. It involves being approachable, non-judgmental, and respectful towards others, regardless of their backgrounds, beliefs, or opinions. Being open to others fosters empathy, understanding, and collaboration, allowing for meaningful connections and constructive dialogue.

**Always Seek Help.** It meant to consistently reaching out for assistance or support when facing challenges, difficulties, or uncertainties. It involves recognizing one's limitations and understanding that it's okay to ask for help from others who may have the expertise, resources, or perspective needed to navigate a situation more effectively. Seeking help can come in various forms, such as seeking advice, guidance, or emotional support from friends, family, colleagues, mentors, or professionals.



Should Have SLAC Session. It refers to a professional development opportunity known as "SLAC," which stands for "School-Based Learning Action Cell." In this context, a SLAC session for teachers would involve organized meetings or workshops where educators come together to discuss and collaborate on various topics related to teaching, learning, and professional growth.

#### IV. DISCUSSIONS AND CONCLUSION

This chapter presents the discussions, conclusion, and recommendations of the study that aims to provide a comprehensive depiction of the lived experiences of elementary school teachers in three (3) different schools namely: Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School who are grappling with stress and burnout.

Nine (9) public elementary school teachers from three (3) distinct schools in Tagum City served as study participants. They were identified by the researcher to have experienced stress and burnout and underwent an In-depth Interview. The researcher also employed various tools, including questionnaires, interview guides, observation guides, and document analyses.

Since this study required a thorough investigation and in compliance with reliability and transferability concerns in qualitative studies, the research employed the qualitative phenomenological research design. In so doing, the researcher would be able to undergo in-depth investigation through one-on-one interview discussions with the research participants and triangulate the data and information using participant observation.

For this chapter, the sequence of the presentation was based on the order of the research questions in the interview guide. The presentation of the discussions was divided into two subsets; a) experiences of stress and burnout b) coping mechanisms and professional development. The discussion section highlighted the themes, which were the results of the study, and corroborated with related literature and studies.

##### A. Discussions

The structured themes and the emerging therein were made as bases for broadening the discussion of the findings in this study. As each theme was linked to related literature and studies, substantial discussion was made to find their alignment with the theme.

Experiences of Stress and Burnout in Teaching Pupils. The emerging themes in this structured theme are Abrupt Tasks and Reports, Dealing with Students' Attention Span, Classroom Behavior, Students' Absenteeism, and Classroom Management. These were the types of experiences that teachers encountered that caused them stress and burnout.

Teachers frequently encounter abrupt tasks and reports, which disrupt planned lessons and demand additional time and effort. Managing students' attention spans presents another significant challenge, requiring teachers to

continually engage their students amidst varying levels of focus. Additionally, navigating classroom behavior, including disruptive actions, adds to the stress teachers experience while maintaining a conducive learning environment. Addressing students' absenteeism further complicates teaching, disrupting lesson continuity and necessitating efforts to catch up on absent students. Overall, effective classroom management emerges as a central theme, encompassing various tasks, student behaviors, and attendance issues that collectively contribute to teacher stress and burnout.

The Ways Experiences Affect One's Motivation to Teach. The examination of how experiences affect one's motivation to teach reveals two distinct yet significant emerging themes: "Lacks Motivation to Teach" and "Eager to Make Educational Activities." These themes shed light on the diverse ways in which teachers' experiences influence their intrinsic drive and enthusiasm for teaching.

"Lacks Motivation to Teach" suggests that certain experiences within the teaching profession may diminish or erode teachers' motivation to engage fully in their roles. This could stem from a variety of factors such as encountering persistent challenges, feeling undervalued or unsupported, or experiencing burnout due to workload demands. Teachers who identify with this theme may exhibit signs of disengagement, reduced enthusiasm for lesson planning and delivery, or a decreased sense of fulfillment in their teaching practice. Conversely, the theme of "Eager to Make Educational Activities" highlights a contrasting perspective where teachers maintain a strong sense of motivation and enthusiasm despite the challenges they may face. These teachers are characterized by their proactive approach to creating meaningful and engaging learning experiences for their students. Despite encountering obstacles or setbacks, they remain committed to their student's success and actively seek out opportunities to innovate and enhance their teaching methods.

Challenges or Barriers Encountered That Could Cause Stress and Burnout. It encompasses various factors, including students' misbehavior, difficulties in classroom management, students' lack of respect, the weight of heavy workloads, societal expectations, and students' absenteeism. One prominent challenge is students' misbehavior, which disrupts the learning environment and requires constant attention and intervention from teachers. This challenge often adds to the stress and frustration experienced by educators as they strive to maintain order and facilitate effective learning experiences. These stressors can stem from diverse sources such as challenging student behaviors, administrative demands, curriculum constraints, interpersonal dynamics, and societal pressures (Richards et al., 2018).

Specific Difficulties Encountered in Teaching That Could Cause Stress and Burnout. The recurring themes identified within this structured analysis include Preparing the Lesson, Students' Lack of Attention, Students' Difficulty in Reading, Monitoring the Students, Paper Works, Classroom Management, and Catering Diverse Learners. The

findings of this analysis shed light on the specific difficulties encountered in teaching that have the potential to cause stress and burnout among educators. These challenges, identified through a structured analysis, encompass various aspects of the teaching profession. Firstly, the preparation of lessons demands significant time and effort, as educators strive to develop engaging and effective instructional materials while aligning with curriculum standards. Additionally, the pervasive issue of students' lack of attention presents a constant hurdle, as teachers navigate distractions and disengagement within the classroom. Furthermore, addressing students' difficulty in reading requires specialized support and adjustments to teaching strategies, adding complexity to instructional delivery.

The task of monitoring student progress and behavior, alongside administrative paperwork, further compounds the workload of educators, diverting focus from teaching itself. Classroom management emerges as a critical concern, as teachers navigate diverse student dynamics while maintaining a conducive learning environment. Finally, the imperative to cater to the diverse needs of learners adds a layer of complexity, requiring flexibility and adaptability in instructional approaches. Overall, these recurring themes underscore the multifaceted challenges inherent in the teaching profession, highlighting the importance of support mechanisms and strategies to mitigate stress and prevent burnout among educators.

**Influence of Challenges and Difficulties to Views About the Teaching Profession.** The emerging themes were Took it as a Challenge, Stressful, and Teaching as not an Easy Job. These themes reflect varying attitudes and perspectives among educators regarding the impact of challenges on their views of teaching. The findings revealed that some teachers embrace challenges as opportunities for growth and development, viewing them as integral aspects of the profession that contribute to personal and professional fulfillment. These educators "Took it as a Challenge," demonstrating resilience and a proactive approach to overcoming obstacles in their roles. However, for others, the inherent stress and demanding nature of teaching contribute to perceptions of the profession as "Stressful" and not inherently easy. The relentless pressure to manage classroom dynamics, meet diverse student needs, and navigate administrative tasks can lead to feelings of overwhelm and disillusionment among some educators. Consequently, these challenges may shape perceptions of teaching as a demanding and taxing profession, requiring significant dedication and resilience to persevere. Overall, the influence of challenges and difficulties on views about the teaching profession underscores the complex interplay between personal experiences, professional outlook, and broader societal perceptions of education and educators.

**Coping Mechanism Used to Address Challenges.** This structured theme elicited eight emerging themes; Stay Optimistic, Share Problems with Family, The Salary, Setting Classroom Rules, Through Music, Relax When Stressed, Ask Help from Co-teachers, Through Prayers. The discussion on coping mechanisms used to address challenges in teaching

reveals a diverse array of strategies employed by educators to navigate the demands of their profession. Teachers often rely on a combination of personal resilience and external support systems to cope with the various stressors they encounter in their roles. For some educators, maintaining a positive outlook, as reflected in the theme "Stay Optimistic," is a fundamental coping mechanism that helps sustain motivation and resilience in the face of adversity. Seeking support from family and loved ones, as indicated by "Share Problems with Family," provides teachers with emotional reassurance and a sense of solidarity outside of the classroom. Additionally, the financial aspect of coping, highlighted by "The Salary," underscores the role of compensation in validating and recognizing the efforts of educators.

Within the classroom, establishing clear expectations and boundaries through "Setting Classroom Rules" helps create a structured environment conducive to learning. Integrating music into lessons, as suggested by "Through Music," can also serve as a creative outlet and a means of engaging students. Furthermore, prioritizing self-care through relaxation techniques, as noted in "Relax When Stressed," is essential for sustaining well-being amidst the demands of teaching. Seeking assistance and advice from colleagues, as emphasized in "Ask Help from Co-teachers," underscores the importance of collaboration and teamwork in navigating challenges. Lastly, for some educators, engaging in prayer or meditation, as mentioned in "Through Prayers," provides solace and strength during difficult times. Overall, these coping mechanisms demonstrate the resourcefulness and adaptability of educators in managing the complexities of their profession while maintaining their well-being and effectiveness in the classroom.

**Professional Development or Resources Sought to Enhance Coping Mechanisms and Resilience in the Face of Stress.** The emerging themes in this structured theme are: Sought Help from Colleagues, Through Spiritual Help, Attending Training and Seminars, and the Use of the Internet. Professional development and resources sought to enhance coping mechanisms and resilience in the face of stress play a crucial role in supporting educators as they navigate the challenges of their profession.

Firstly, seeking help from colleagues, as highlighted in "Sought Help from Colleagues," reflects the importance of collaboration and peer support in fostering resilience among educators. Through informal discussions, mentorship, and sharing of experiences, teachers can gain valuable insights and practical strategies for managing stress and overcoming challenges. The theme of "Through Spiritual Help" acknowledges the role of spirituality and faith as a source of strength and guidance for some educators. Engaging in spiritual practices such as prayer, meditation, or seeking counsel from spiritual leaders can provide teachers with a sense of purpose, comfort, and resilience during difficult times. Furthermore, attending trainings and seminars, as indicated by "Attending Trainings and Seminars," offers teachers opportunities for professional development and skill enhancement. Workshops, conferences, and professional development programs provide educators with access to

evidence-based strategies, best practices, and innovative approaches to teaching, classroom management, and stress reduction.

In addition, leveraging the internet, as suggested by "Through the Use of the Internet," provides teachers with a vast repository of resources and support networks accessible anytime, anywhere. Online forums, educational websites, social media groups, and webinars offer educators a platform to exchange ideas, seek advice, and access a wealth of educational materials, research articles, and instructional resources.

In conclusion, professional development opportunities and resources tailored to enhance coping mechanisms and resilience are essential for supporting educators in effectively managing the demands of their profession. By leveraging the support of colleagues, drawing strength from spiritual practices, participating in relevant trainings and seminars, and utilizing online resources, teachers can cultivate the skills, knowledge, and support networks needed to thrive in the face of stress and adversity.

Kutsyuruba, et al. (2019) investigated the needs, hopes, and concerns in relation to developing resilience and promoting well-being for ECTs across Canada. Based on the phenomenological analysis of the data, four themes emerged: cultivating a work-life balance; nurturing a positive mindset; committing to reflective practices; and consulting, connecting, and collaborating with others. These ECTs, who sometimes thrived, and other times struggled, were able to articulate and contextualize their experiences and actions within high-demand environments of early career teaching, and provided useful insights for other ECTs' resilience and well-being.

On the other hand, Johnson et al. (2014) conducted a brief review of conventional research on the problems faced by early career teachers to introduce an alternative approach based on resilience theory. Their work resulted in the development of a Framework of Conditions Supporting Early Career Teacher Resilience, which they outline and advocate as a strategy for sustaining new teachers in their initial years. They also reflect on the value of their work and describe their plans to disseminate this knowledge to various audiences concerned with the welfare of early career teachers.

Insights Gained from One's Experience as a Teacher on Stress and Burnout. The emerging themes in this structured theme are: Manage Stress, Think Positive, Always Seek Help from Colleagues, Know Your Students Well and Be Patient. These themes encapsulate key strategies and attitudes that contribute to navigating the challenges of teaching while preserving well-being and professional satisfaction.

Firstly, the theme of "Managing Stress" underscores the importance of adopting proactive strategies to cope with the pressures of teaching. Teachers who prioritize self-care, time management, and stress-reduction techniques are better equipped to handle the demands of the job without becoming overwhelmed. Additionally, maintaining a "Positive

Outlook" is essential for resilience in the face of adversity. Teachers who cultivate optimism and focus on the rewards and joys of teaching are better able to weather challenges and maintain motivation and enthusiasm for their work.

Furthermore, the theme of "Seeking Support from Colleagues" highlights the significance of collaboration and camaraderie among educators. By fostering a supportive environment where teachers can share experiences, seek advice, and offer assistance to one another, schools can promote a culture of mutual support and resilience. Understanding students' needs and backgrounds is also crucial in mitigating stress and burnout. Teachers who take the time to "Know Their Students Well" can tailor their instruction to individual learning styles, address diverse needs effectively, and foster positive relationships, creating a more conducive learning environment.

Finally, "Exercising Patience" is key in navigating the inevitable challenges and setbacks encountered in teaching. Teachers who approach difficulties with patience and resilience are better able to persevere through tough times, maintain composure in stressful situations, and ultimately prevent burnout. In conclusion, these insights highlight the importance of adopting proactive strategies, maintaining a positive mindset, seeking support from colleagues, understanding students' needs, and practicing patience in managing stress and preventing burnout in the teaching profession. By embracing these principles, educators can foster a healthier and more sustainable approach to their work, ultimately enhancing their well-being and effectiveness in the classroom.

Suggestions to Address Better the Problems Encountered. The emerging themes were: Find Ways to Relieve Stress, Be Positive, Adjust to Learners' Needs, Be Open to Others, Always Seek Help, and have SLAC sessions. Addressing the challenges encountered in teaching requires a comprehensive approach that encompasses various strategies to alleviate stress, foster positivity, adapt to learners' needs, promote collaboration, and provide ongoing support. The emerging themes identified in this study provide valuable insights into potential solutions.

Firstly, educators can benefit from finding ways to relieve stress through self-care practices such as mindfulness and maintaining a healthy work-life balance. Fostering a positive mindset is essential for resilience, encouraging teachers to focus on the rewards of teaching even amidst challenges. Additionally, adapting to learners' needs involves differentiating instruction and providing individualized support to ensure all students can succeed. Embracing collaboration and seeking advice from colleagues creates a supportive environment while being open to feedback allows for continuous improvement. Moreover, educators should feel empowered to seek help when needed, recognizing it as a strength rather than a weakness. Finally, implementing structured learning assistance sessions provides opportunities for collaborative problem-solving and professional development. By integrating these strategies, educators can

better address challenges, promote well-being, and create more effective learning environments for their students.

### *B. Implications for Practice*

Based on the findings, the following implications for practice are offered.

**On Experiences of Stress and Burnout in Teaching the Pupils.** It can be reckoned that the research participants have provided valuable insights into stress and burnout experienced while teaching pupils, highlighting the need to address underlying factors contributing to educator distress. Educational institutions must prioritize evidence-based interventions and supportive policies, including regular assessments of teacher well-being, accessible resources for stress management, and fostering a culture of open communication and peer support. Targeted professional development opportunities focused on resilience, classroom management, and positive teacher-student relationships are essential in mitigating the negative impact of stress on educators and students. By heeding these implications, stakeholders can collaboratively create healthier learning environments prioritizing the well-being of teachers and pupils.

**On Ways Experiences Affect One's Motivation to Teach.** As noted in the findings of the study, the presence of both Lacks Motivation to Teach and Eager to Make Educational Activities highlights the diverse range of motivational experiences among educators. To address these differing motivations effectively, educational institutions should consider implementing tailored strategies that acknowledge and support individual needs and preferences. For teachers lacking motivation, targeted interventions such as mentorship programs, professional development opportunities, and opportunities for autonomy and creativity in lesson planning may reignite their passion for teaching. Conversely, for those eager to engage in educational activities, providing platforms for innovation, collaboration, and recognition of their contributions can further enhance their motivation and job satisfaction. By recognizing and accommodating varying levels of motivation among educators, schools can cultivate a supportive environment that fosters intrinsic motivation and commitment to teaching excellence.

**On Challenges or Barriers Encountered That Could Cause Stress and Burnout.** Identifying and addressing these challenges is essential for promoting teacher well-being and sustaining a positive work environment. The findings underscore the importance of implementing proactive measures to mitigate the impact of stressors and prevent burnout among educators. Educational institutions should prioritize the development and implementation of support systems and resources aimed at addressing the specific challenges identified by teachers. This may include providing training and professional development opportunities focused on stress management, classroom management strategies, and self-care techniques. Additionally, creating a culture of open communication, collaboration, and peer support within the school community can help teachers feel supported and

empowered to address challenges effectively. By addressing these barriers head-on and implementing targeted interventions, educational stakeholders can create healthier and more sustainable learning environments that prioritize the well-being of teachers and ultimately benefit students.

**On Specific Difficulties Encountered in Teaching That Could Cause Stress and Burnout.** Given the feelings felt by the participants, Educational institutions should prioritize the development and implementation of targeted interventions aimed at addressing the root causes of stress and burnout among educators. This may involve providing comprehensive training and professional development opportunities focused on effective classroom management strategies, stress management techniques, and strategies for supporting diverse learners. Additionally, schools can implement policies and procedures to streamline administrative tasks and reduce paperwork burden on teachers. Creating a culture of support and collaboration, where teachers feel empowered to seek help and share experiences, can also mitigate the impact of these difficulties. By proactively addressing specific challenges encountered in teaching, educational stakeholders can promote teacher well-being and ultimately enhance the quality of education for all students.

**On Influence of Challenges and Difficulties to Views About the Teaching Profession.** Among the influences were that it was a challenge, and stressful, and teaching was not an easy job. Addressing the influence of challenges on views about the teaching profession is crucial for fostering a positive environment. Educational institutions should prioritize measures to promote resilience among educators, including ongoing professional development focused on coping strategies. Creating opportunities for sharing success stories can help counteract negative perceptions. By addressing these influences and promoting a positive outlook on teaching, stakeholders can enhance teacher morale and job satisfaction.

**On Coping Mechanism Used to Address Challenges.** The participants have relied on staying optimistic, their salary, setting classroom rules, being relaxed when already stressed, asking help from co-teachers, and prayer. Educational institutions should support these coping strategies, offering training on stress management like optimism and relaxation techniques. Recognizing the importance of financial stability is crucial, as is fostering collaboration and peer support. Respecting individual beliefs, including spiritual practices, can enhance educators' resilience. By promoting these coping mechanisms and a supportive environment, institutions can empower educators to thrive.

**On Professional Development or Resources Sought to Enhance Coping Mechanisms and Resilience in the Face of Stress.** Prioritizing support for educators' well-being is crucial. Institutions can offer tailored training and resources, such as workshops and online materials, focused on stress management techniques like mindfulness and self-care. Recognizing the importance of financial stability and job satisfaction, institutions can provide financial planning

workshops and salary negotiation support. Encouraging collaboration among colleagues and creating opportunities for peer support can facilitate the sharing of effective coping strategies. Furthermore, respecting educators' individual beliefs and providing space for personal reflection and spiritual practices can enhance resilience. By prioritizing these initiatives, stakeholders can empower educators to navigate stress effectively and thrive in their roles.

*On Insights Gained from One's Experience as a Teacher on Stress and Burnout.* Educational institutions need to recognize and address the factors contributing to educator stress and burnout to promote a healthy and supportive work environment. Institutions can provide targeted support and resources, such as stress management workshops, counseling services, and professional development opportunities focused on resilience-building and self-care techniques. Additionally, fostering a culture of open communication, collaboration, and peer support within the school community can help educators feel valued and supported in addressing their challenges. By prioritizing these initiatives, educational stakeholders can promote teacher well-being and enhance overall job satisfaction, ultimately benefiting both educators and students.

*On Suggestions to Address Better the Problems Encountered.* The research participants have suggested finding ways to relieve stress, be positive, adjust to learners' needs, be open to others, always seek help, and Should Have SLAC Sessions. Prioritizing these recommendations can create a supportive and conducive learning environment. Providing resources and support for stress relief, such as mindfulness workshops and wellness programs, can help educators manage stress effectively. Encouraging a positive mindset through recognition and appreciation of teachers' efforts can foster a culture of optimism and resilience. Additionally, adapting teaching practices to meet the diverse needs of learners and fostering open communication and collaboration among educators can enhance instructional effectiveness and support student success. Moreover, creating opportunities for peer support and professional development, such as SLAC sessions, can facilitate knowledge sharing and skill enhancement. By prioritizing these suggestions, stakeholders can empower educators to overcome challenges and thrive in their roles, ultimately benefiting both teachers and students.

### *C. Implications for Future Research*

In as much as the study was limited to the responses of the teachers from Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School. the following implications for future research are considered:

Firstly, future research may involve selecting another group of teachers from the same school to further explore their experiences of stress and burnout. Secondly, conducting research in a different location could provide insight into how similar phenomena manifest in diverse educational contexts. Thirdly, re-interviewing the same participants over time

could offer valuable longitudinal data on changes in their experiences of stress and burnout.

Fourthly, given that this study focused on a public elementary school, future research could investigate similar phenomena within private elementary schools to discern potential differences in stressors and coping mechanisms. Finally, expanding the scope of the study to include teachers from other schools, such as Mangga Elementary School, San Isidro Elementary School, and Visayan Village Central Elementary School, would offer a broader understanding of teacher experiences across various educational settings.

### *D. Concluding Remarks*

In conclusion, this chapter has encapsulated the extensive discussions and conclusions drawn from the study aimed at providing a comprehensive understanding of the experiences of elementary school teachers grappling with stress and burnout. Through in-depth interviews and the utilization of various research tools, the study delved into the nuanced experiences of nine public elementary school teachers from three distinct schools in Tagum City. The qualitative phenomenological research design facilitated a thorough investigation, allowing for rich insights into the challenges faced by educators.

The discussions within this chapter were structured according to the research questions, focusing on two main subsets: experiences of stress and burnout, and coping mechanisms and professional development. Themes such as abrupt tasks and reports, dealing with students' attention span, classroom behavior, and challenges in classroom management emerged as significant stressors for teachers. These findings were corroborated by related literature and studies, providing a comprehensive understanding of the multifaceted nature of teacher stress and burnout.

Additionally, the study revealed insights into how experiences affect one's motivation to teach, the influence of challenges on views about the teaching profession, and the coping mechanisms employed by educators to address challenges. From staying optimistic and seeking support from colleagues to leveraging spiritual help and attending professional development seminars, teachers employ a variety of strategies to navigate the demands of their profession.

Overall, this chapter serves to illuminate the lived experiences of elementary school teachers facing stress and burnout, providing valuable insights for both educators and educational stakeholders. By acknowledging and addressing these challenges, institutions can create a supportive environment that fosters teacher well-being and ultimately enhances the quality of education for all students.

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