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THE IMPACT OF STRESS SOURCES ON THE SELF-EFFICACY OF ELEMENTARY TEACHERS IN LAKE SEBU DISTRICT

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ABSTRACT

This study determined the relationship between teacher stress sources and teacher self-efficacy among Grade 1 teachers in the Lake Sebu District, Division of South Cotabato. Specifically, it examined the extent of stress sources in terms of personal-related, work-related, family-related, and subject-related domains, and the extent of teacher self-efficacy across classroom management, content knowledge and instruction, organization, relationships, external communication, and self-belief. A quantitative descriptive correlational research design was employed to systematically describe the variables and determine their relationship. Data were collected from 140 respondents selected through Slovin's formula. Validated survey questionnaires were administered, and the data were analyzed using weighted mean, standard deviation, Pearson product moment correlation, and multiple regression analysis. Findings revealed that both teacher stress sources and teacher self-efficacy were extensive, indicating that stress and self-efficacy were oftentimes evident among teachers. A significant relationship between stress sources and teacher self-efficacy was established, showing that variations in stress levels were associated with changes in teachers' perceived capabilities. Regression results further indicated that all domains of stress sources significantly influenced teacher self-efficacy, with personal-related stress emerging as the strongest predictor, followed by subject-related and work-related stress, while family-related stress had the least influence. The study concludes that teacher stress is a multidimensional factor that significantly shapes teacher self-efficacy. It is recommended that educational leaders implement targeted stress management programs, strengthen professional development initiatives, and improve workplace support systems. Teachers are also encouraged to adopt effective coping strategies and actively engage in continuous learning to sustain and enhance their professional confidence.

KEYWORDS: *teacher stress sources; teacher self-efficacy; elementary teachers; Lake Sebu District*

INTRODUCTION

In the demanding landscape of education, teaching is often described as both a vocation and a test of endurance, where educators constantly navigate multiple expectations that extend beyond the classroom. Teachers are not only facilitators of learning but also planners, evaluators, communicators, and caregivers, all while managing their own personal and family responsibilities. These overlapping roles create various sources of stress that can either strengthen or weaken their professional confidence. When stress becomes overwhelming, it can diminish teachers' belief in their ability to effectively manage classrooms, deliver instruction, and sustain meaningful relationships with learners and stakeholders. In this context, teacher stress sources whether personal, work-related, family-related, or subject-related interact closely with teacher self-efficacy, shaping how teachers perform and respond to the challenges of teaching. Understanding this interaction is particularly essential in localized settings where contextual demands vary, such as in Lake Sebu District, South Cotabato.

At the global level, teaching has increasingly been recognized as a high-stress profession, with educators experiencing significant pressures related to workload, classroom management, and institutional expectations. Studies have shown that teachers across different countries report high levels of stress associated with time demands, administrative tasks, and student behavior, which directly affect their instructional effectiveness and confidence (Candeias et al., 2020). Further, international research indicates that stress is strongly linked to lower teacher self-efficacy, particularly in areas such as classroom management and instructional delivery, as teachers who feel overwhelmed often doubt their ability to manage complex classroom dynamics (Skaalvik & Skaalvik, 2021).

Another pressing global concern is the growing prevalence of psychological strain among teachers, including burnout, emotional exhaustion, and anxiety. These conditions are not only detrimental to teachers' well-being but also significantly impact their professional competence and self-belief. According to Agyapong (2022), teachers worldwide experience elevated levels of stress-related mental health issues, which are associated with reduced

productivity, diminished job satisfaction, and weakened instructional performance. These findings emphasize that teacher self-efficacy is not solely dependent on skills or training but is deeply influenced by emotional and psychological conditions shaped by stress.

At the national level, the teaching profession in the Philippines is characterized by increasing workload demands that extend far beyond classroom instruction. Teachers are required to handle extensive administrative responsibilities, including preparation of instructional materials, assessment reports, documentation, and compliance with institutional requirements. According to Tarraya (2023), these additional tasks significantly reduce the time available for actual teaching and lesson preparation, thereby affecting teachers' effectiveness and confidence. This work-related stress becomes a critical factor that influences teachers' ability to maintain high levels of self-efficacy, particularly in planning, organization, and instructional delivery.

Another national issue lies in the imbalance between teacher responsibilities and available support systems. Research by Borres and Potane (2024) highlights that while teachers may exhibit moderate to high levels of self-efficacy, stress related to workload and lack of institutional support can negatively affect their commitment and long-term engagement in the profession. This suggests that even when teachers possess the necessary skills and confidence, persistent stress can gradually erode their sense of efficacy, leading to reduced motivation and potential attrition. Such findings underscore the need to examine stress not only as a general condition but as a multidimensional factor influencing specific aspects of teacher performance.

In the local setting of Lake Sebu District, South Cotabato, teachers encounter distinct challenges that intensify stress across multiple domains. Work-related stress is particularly evident in tasks such as preparation and checking of learning modules, additional assignments, and compliance with school requirements, which demand significant time and effort. At the same time, subject-related stress emerges as teachers strive to enhance their content knowledge, improve teaching strategies, and participate in professional development activities despite limited resources and time. These conditions directly affect teachers' confidence in delivering instruction, managing classrooms, and organizing lessons effectively, thereby influencing key dimensions of their self-efficacy.

Also, personal and family-related stressors further compound the challenges faced by teachers in Lake Sebu District. Many teachers struggle with maintaining work-life balance, managing financial responsibilities, ensuring personal health, and fulfilling family obligations while meeting professional expectations. These overlapping pressures reduce their physical and emotional capacity to perform effectively in the classroom, potentially affecting their ability to build relationships, communicate with stakeholders, and sustain self-belief. Such localized realities highlight the complexity of teacher stress and its direct implications on professional efficacy.

The problem and research gap of this study lie in the absence of a localized, quantitative, and domain-specific investigation that examines how distinct stress sources influence specific dimensions of teacher self-efficacy in Lake Sebu District. Existing studies are often generalized or conducted at broader levels, failing to capture the nuanced interactions between specific stress domains and particular efficacy components within this unique educational context. Without such detailed analysis, interventions remain broad and less effective, as they do not target the most critical stressors affecting teachers' confidence and performance.

Addressing this gap is essential in developing targeted and evidence-based interventions that directly respond to teachers' needs. By identifying which stress domains most significantly affect particular aspects of self-efficacy, school leaders and policymakers can implement more focused strategies, such as reducing administrative workload, strengthening professional development support, or promoting teacher wellness programs. Ultimately, understanding this relationship not only enhanced teacher well-being and professional competence but also contributed to improved teaching quality and learner outcomes within the educational system of Lake Sebu District.

THE STUDY'S OBJECTIVES

This study aimed to determine the relationship between teacher stress sources and teacher self-efficacy.
Specifically, it sought to:

1. Determine the extent of teacher stress sources in terms of:
   1.1. Personal-related;
   1.2. Work-related;
   1.3. Family-related; and
   1.4. Subject-related.
2. Determine the extent of teacher self-efficacy in terms of:
   2.1. Classroom Management;
   2.2. Content Knowledge and Instruction;

2.3. Organization;
2.4. Relationships;
2.5. External communication; and
2.6. Self-belief.
3. Establish whether there is a significant relationship between the teacher stress sources and their self-efficacy.
4. Identify which of the domains of the teacher stress sources significantly influence their self-efficacy.

METHODOLOGY

This chapter presents the methodological framework of the study. It outlines the research design, the respondents who provided the data, and the instruments used for data collection. It also describes the procedures undertaken to ensure accurate, reliable, and ethical data gathering, as well as the techniques used in analyzing the data to answer the research questions. The major sections of this chapter include research design, ethical considerations, research respondents, research instruments, data gathering procedure, and data analysis.

Method Used

In this study, a quantitative research approach was employed, specifically utilizing a descriptive-correlational technique. Quantitative research focuses on gathering numerical data and subjecting it to statistical analysis in order to explain patterns, behaviors, or relationships between variables (Apuke, 2017). The descriptive-correlational design was deemed suitable because it enables the researcher to describe the current condition of the variables while also identifying the degree of association between them. In this study, the independent variable is teacher stress sources, measured in terms of personal-related, work-related, family-related, and subject-related factors, while the dependent variable is teacher self-efficacy, measured through classroom management, content knowledge and instruction, organization, relationships, external communication, and self-belief.

Descriptive research is non-experimental in nature, as the researcher does not manipulate variables but rather observes and documents them as they exist (Korrapati, 2019). This design allows for the presentation of an accurate picture of the stress sources and self-efficacy levels of elementary teachers, highlighting the extent of each indicator. On the other hand, correlational research examines whether a statistically significant relationship exists between the two sets of variables (Kabir, 2019). In this context, the design investigates whether increased levels of teacher stress are associated with decreased self-efficacy, or if certain domains of stress more strongly influence teachers' confidence in their professional roles.

The descriptive-correlational design is most appropriate for this study because it provides a systematic way of examining the natural interactions between stress sources and self-efficacy among teachers without direct intervention (Creswell & Creswell, 2017). This design has been widely used in educational research as it allows for identifying not only the extent of existing conditions but also the predictive relationships between psychological and professional constructs (Davis, 2021). By adopting this approach, the study is able to generate empirical data that can inform schools, teachers, and administrators on how stressors affect teacher self-efficacy and, ultimately, educational outcomes.

Sources of Data

The research respondents of this study were Grade 1 teachers from medium schools in Lake Sebu District. The total population consisted of two hundred fifteen (215) teachers, and the study applied Slovin's formula to determine the appropriate sample size for quantitative analysis where n represented the sample size, N was the total population, and e was the margin of error. Using a 5% margin of error, the computation yielded a sample size of approximately one hundred forty (140) respondents. This number ensured that the sample was statistically significant while also remaining manageable for data collection and analysis (Tejada & Punzalan, 2019; Pagoso, 2020).

To maintain the reliability of findings, inclusion criteria were established. Only Grade 1 teachers teaching in medium schools who had been in service for at least three years were included in the study. The rationale for this criterion was that teachers with a minimum of three years of teaching experience were likely to have already developed classroom management practices and instructional strategies, as well as experienced different levels of stress associated with their role (Ingersoll, 2019). Also, teachers within this range of experience were assumed to have encountered various professional and personal challenges that contributed to teacher stress, thereby making their responses meaningful in measuring the relationship between teacher stress sources and self-efficacy.

In addition, the study included only teachers currently assigned to Grade 1 classrooms during the school year of data collection. This ensured that all respondents were actively teaching at the same grade level, thereby

controlling variability in teaching contexts that might arise from handling different grade levels. Teachers who were on leave or not directly handling Grade 1 students were excluded to preserve the accuracy of the data. Such inclusion and exclusion criteria aligned with recommendations in quantitative research to establish a homogeneous sample that reduces confounding factors and enhances the validity of findings (Taherdoost, 2019).

The use of Slovin's formula, combined with these selection criteria, ensured that the chosen one hundred forty (140) respondents accurately represented the target population of Grade 1 teachers in Lake Sebu District. With this, the study was able to gather reliable data that reflected the experiences of teachers in managing stress and sustaining self-efficacy in their teaching practice, ultimately contributing to a more comprehensive understanding of the factors affecting teacher performance and well-being.

Data Gathering Instrument

The primary instrument for data collection was a structured questionnaire designed to measure both, teacher stress sources and self-efficacy. The questionnaire consisted of closed-ended questions with Likert-scale items to quantify perceptions and experiences.

For data collection, this study utilized an adapted survey questionnaire. The questionnaire that was employed in this undertaking was divided into two sets. The first set focused on the extent of teacher stress sources. The second set focused on the extent of teacher self-efficacy.

The teacher stress sources questionnaire was adapted from Cayao & Arenga (2021). The instrument consisted of forty (40) items. It had four indicators namely; personal-related (1-10), work-related (1-11), family -related (1-10), and subject-related (1-9).

The teacher stress sources questionnaire adapted from Cayao and Arenga (2021) was subjected to pilot testing among a small group of Grade 1 teachers who were not part of the actual respondents. The reliability test using Cronbach's alpha produced a result of 0.96, suggesting that the items have a relatively high internal consistency. This implies that the instrument is reliable in consistently capturing the different aspects of teacher stress across its four indicators personal-related, work-related, family-related, and subject-related. A high reliability score ensures that the responses are stable and dependable, thereby strengthening the validity of the findings when the questionnaire is administered to the actual respondents. Below was the grading scale of the extent of teacher stress sources.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The teacher stress sources are always evident.
3.40 - 4.19	Extensive	The teacher stress sources are oftentimes evident.
2.60 - 3.39	Moderately Extensive	The teacher stress sources are occasionally evident.
1.80 - 2.59	Less Extensive	The teacher stress sources are seldom evident.
1.00 – 1.79	Not Extensive	The teacher stress sources are never evident.

The teacher self-efficacy questionnaire was adapted from Woodcock and Ehrich (2025). The instrument consisted of forty-eight (48) items. It had six indicators namely; classroom management (1-12), content knowledge and instruction (1-11), organization (1-9), relationships (1-7), external communication (1-7), and self-belief (1-2).

The teacher self-efficacy questionnaire adapted from Woodcock and Ehrich (2025) underwent pilot testing to examine the reliability of its six indicators. The reliability test generated a Cronbach's alpha value of 0.90, which indicates excellent internal consistency among the items. This suggests that the instrument is highly effective in measuring the domains of teacher self-efficacy, namely classroom management, content knowledge and instruction, organization, relationships, external communication, and self-belief. The implication of this high reliability is that the questionnaire can be confidently used to evaluate the respondents' self-efficacy without concerns of item inconsistency or measurement errors, thus ensuring robust data for the study. Below was the grading scale of the extent of teacher self-efficacy.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher self-efficacy is always evident.
3.40 - 4.19	Extensive	Teacher self-efficacy is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher self-efficacy is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher self-efficacy is seldom evident.
1.00 – 1.79	Not Extensive	Teacher self-efficacy is never evident.

The instruments in this study were contextualized to achieve the purpose of this study. The researcher integrated all the comments and suggestions of the adviser, panel members and expert validators for the refinement of the tools and to achieve construct validity.

Sampling Technique

The study employed a proportionate random sampling technique to select the respondents from the target population of Grade 1 teachers in medium schools within Lake Sebu District, Division of South Cotabato. The total population consisted of two hundred fifteen (215) teachers, from which a sample size of one hundred forty (140) respondents was determined using Slovin's formula with a 5% margin of error. Proportionate random sampling was utilized to ensure that each school was fairly represented based on its share of the total population, thereby minimizing sampling bias and enhancing the representativeness of the data.

This sampling approach was appropriate for the study because it allowed for the inclusion of respondents from different schools while maintaining proportional distribution. By randomly selecting participants within each school cluster, the study ensured that every qualified teacher had an equal chance of being included, which increased the reliability and generalizability of the findings within the district context. This method also helped capture diverse experiences of teachers in relation to stress sources and self-efficacy across different school environments.

The application of this sampling technique was further guided by specific inclusion and exclusion criteria. Participants were required to be currently assigned as Grade 1 teachers in medium schools, have at least three years of teaching experience, and be actively teaching during the data collection period. Teachers who were on leave or not handling Grade 1 classes were excluded to maintain consistency and relevance of responses.

To highlight, the use of proportionate random sampling ensured a balanced and credible representation of the target population, strengthening the validity and reliability of the study's findings on teacher stress sources and teacher self-efficacy.

Procedure of the Study

The data gathering procedure for this study follows a systematic and ethically guided process to ensure the accuracy, reliability, and integrity of the research results. The procedure includes securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to conduct the study from the Schools Division Superintendent (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. The data collection is conducted among respondents in Lake Sebu District.

Ethics Review

Prior to the conduct of the study, the researcher secures an Ethics Compliance Certificate on October 11, 2025. This process ensures that the study adheres to the ethical standards required for research involving human participants. The ethics review confirms that the rights, dignity, and welfare of the respondents are protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research.

Validation of the Instrument

Prior to the actual administration of the research instruments, the questionnaire undergoes expert validation. The researcher provides validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions are incorporated to improve the quality of the questionnaire before the final administration to the respondents. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables included in the study.

Endorsement from the Dean

After securing the ethics compliance certificate, the researcher requests an endorsement letter from the Dean of the Graduate School of Rizal Memorial Colleges, Inc. on November 22, 2025. The endorsement confirms that the research has undergone proper academic review and is aligned with the requirements of the graduate program. It also verifies that the study is legitimate, academically sound, and appropriate for implementation in the identified

research setting. This endorsement serves as an official institutional support that allows the researcher to formally request permission from the Schools Division Office to conduct the study.

Permit to Conduct the Study

With the endorsement letter from the dean, the researcher submits a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Lake Sebu District on February 2, 2026. The request includes the research title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

After receiving the permit from the Schools Division Superintendent, the researcher prepares and sends letters to the school principals of the identified schools in Lake Sebu District on February 10, 11, 12, 18, 19, and 20, 2026. The letter informs the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals was conducted to schedule the appropriate time for the distribution and retrieval of the questionnaires while ensuring that the regular school activities were not disrupted. Their cooperation is essential in facilitating smooth communication with the respondents and ensuring an organized data collection process.

Statistical Treatment

For a comprehensive interpretation and analysis of the data, the following statistical tools were employed:
Weighted Mean was used for the first and second problems, which sought to determine the extent of teacher stress sources in terms of personal related, work related, family related, and subject related factors and the extent of teacher self-efficacy in terms of classroom management, content knowledge and instruction, organization, relationships, external communication, and self-belief, the weighted mean and standard deviation were used.

Standard Deviation was used to measure the variability or dispersion of responses, indicating how consistent or varied the teachers' perceptions were.

The *Pearson Product Moment Correlation Coefficient* was utilized to answer the third problem, which tested the significant relationship between teacher stress sources and teacher self-efficacy. This statistical tool measured the strength and direction of the relationship between the teacher stress sources and the teacher self-efficacy.

The *Multiple Linear Regression Analysis* was used to answer subproblem number 4, which sought to identify which of the domains of teacher stress sources significantly influence teacher self-efficacy. This statistical technique determined the predictive influence of each stress domain on teacher self-efficacy, allowing the researcher to identify which specific stress factors significantly contribute to variations in teachers' self-efficacy.

Ethical Consideration

The ethical consideration section of this study addressed the principles that safeguarded the Grade 1 teacher-respondents in Lake Sebu District. This study acknowledged the sensitivity of exploring teacher stress sources and teacher self-efficacy and ensured that all processes were guided by respect, fairness, and integrity. The following ethical principles provided a framework for responsible research conduct.

Social Value. This study had strong social value as it focused on understanding the relationship between teacher stress sources and teacher self-efficacy. Grade 1 teachers in Lake Sebu District faced multiple demands in their personal, professional, family, and subject-related contexts. By exploring these challenges, the study aimed to provide data-driven insights that could help schools, policymakers, and education leaders design support systems that reduce stress and strengthen teacher confidence.

The value of this research also extended beyond the teachers themselves. Its findings helped improve instructional practices, leading to more effective teaching for learners. Further, the results informed the development of well-being programs for teachers at the division level, which served as a basis for policies that foster teacher resilience, enhance classroom performance, and improve learner outcomes.

Informed Consent. The participation of Grade 1 teachers was strictly voluntary, and informed consent was obtained prior to data collection. The researcher provided each respondent with a consent form that explained the study's purpose, objectives, procedures, benefits, and possible risks. Teachers were assured that they could decline

participation or withdraw from the study at any point without facing any penalties or repercussions from their schools or the division office.

The language used in the consent form and in verbal explanations was clear and simple, ensuring full understanding of the study. Teachers were also given the opportunity to ask questions before signing the consent form. Only those who provided signed consent were included in the study, and copies of the form were provided to them for their records.

Vulnerability of Research Respondents. Grade 1 teachers were considered vulnerable in this study because their responses reflected personal experiences of stress, professional challenges, or difficulties in balancing family and work life. These experiences were sensitive to discuss, particularly if they involved their performance or workplace issues. Recognizing this, the researcher created a safe, supportive, and nonjudgmental environment during the data-gathering process.

The researcher ensured that questions were framed respectfully and that respondents did not feel pressured to disclose information they were uncomfortable with. If any respondent experienced distress while participating, they were given the option to pause or discontinue without negative consequences. This safeguarded their dignity and acknowledged their right to emotional protection throughout the study.

Privacy and Confidentiality. This study strictly observed the provisions of the Data Privacy Act of 2019 to protect the identities of all teacher-respondents. Personal information, such as names and school affiliations, did not appear in the final report. Instead, coded identifiers were used to maintain anonymity. Only the researcher had access to the raw data, and all files were stored in password-protected digital folders.

In addition, the researcher emphasized to respondents that all their responses remained confidential and were used solely for research purposes. No individual teacher's data was reported or shared with school principals, colleagues, or division officials in a way that could compromise their privacy. This ensured trust and openness in participation.

Risk, Benefits and Safety. The risks in this study were minimal but included mild emotional discomfort when teachers reflected on their stress sources or their sense of efficacy. To address this, the researcher assured respondents that they could skip any questions they found too sensitive and could withdraw from the study if necessary. On the other hand, the potential benefits were significant. The results guided schools in reducing teacher stress, developing professional support programs, and enhancing teacher confidence in instructional practices. These benefits contributed to improved teaching quality and more positive learning environments. Safety was prioritized by conducting surveys and interviews in secure, teacher-friendly settings within the schools, ensuring respondents' comfort and well-being.

Justice. This was upheld by ensuring that all Grade 1 teachers across the Lake Sebu District had equal opportunity to participate regardless of age, tenure, or school location. The research design avoided biases by fairly representing teachers from urban, rural, and remote schools, ensuring that findings were inclusive and reflective of the diverse teaching contexts in the division.

The principle of fairness was also applied in the reporting of results. All teachers' voices were considered equally, and no single group of respondents was favored in analysis or interpretation. This equitable approach ensured that the study contributed meaningfully to all schools and communities involved.

Transparency. This was maintained by clearly communicating the goals, methods, and implications of the study to all teacher-respondents. Teachers were provided with a plain-language summary of the research process prior to their participation, and updates were shared with schools during the data collection period. Also, once the research was completed, results were shared with interested respondents and stakeholders in an accessible format, ensuring that the knowledge generated benefited those who contributed to it. This reinforced trust and accountability in the research process.

Qualification of the Researcher. The researcher graduated with a Bachelor of Science in Elementary Education and possessed relevant academic and professional preparation in conducting educational research. The researcher attended graduate-level seminars on quantitative research methods, educational statistics, and research ethics as part of the Master's program. The researcher also participated in research colloquia, thesis writing workshops, and statistical analysis training sessions organized by Rizal Memorial Colleges. These activities strengthened the researcher's competence in instrument development, data analysis, and ethical research conduct.

In addition, the researcher attended professional development seminars and webinars related to teacher well-being, stress management, and instructional effectiveness, which provided contextual understanding of the study variables. Continuous consultation and guidance were sought from the Rizal Memorial Colleges Research Ethics Committee throughout the conduct of the study to ensure compliance with ethical standards. These experiences ensured that the researcher was adequately equipped to conduct the study with rigor, responsibility, and integrity.

Conflict of Interest. To preserve the integrity of the study, potential conflicts of interest were disclosed. If the researcher had any affiliation with a school in Lake Sebu District, this relationship was clearly acknowledged to avoid bias in data collection or interpretation.

The researcher also assured respondents that their participation or non-participation did not influence their performance ratings, promotions, or relationships with supervisors. By maintaining objectivity and transparency, the study ensured that results were based solely on data and not on personal or institutional interests.

Adequacy of Facilities. Data collection took place in classrooms, faculty rooms, or designated school spaces that provided privacy and a comfortable environment for Grade 1 teachers. These facilities were adequate for surveys and interviews as they allowed respondents to answer without distraction or interruption.

For data management, the researcher used a personal computer with secure software for encoding and analyzing responses. Printed documents were stored in locked cabinets, while electronic files were password-protected. These measures guaranteed that the facilities and equipment used were sufficient for safe and ethical conduct of research.

Community Involvement. The study recognized the importance of involving the educational community of Lake Sebu District. Prior to implementation, permission was sought from the Schools Division Superintendent and school principals to ensure that the research aligned with division policies and supported local educational goals. Community involvement also extended to sharing research findings with schools and teachers in a manner that benefited their practice.

Results

The findings revealed that the teachers experienced an **extensive level of stress sources** across all domains, with an overall mean of **4.01** and standard deviation of **0.94**. Among the indicators, **family-related stress** obtained the highest mean (**M = 4.02, SD = 0.94**), followed by **personal-related stress** (**M = 4.01, SD = 0.95**), while both **work-related** and **subject-related stress** recorded a mean of **4.00**. These results indicate that teachers commonly experience stress from personal, family, work, and subject-related responsibilities. The moderate standard deviations suggest that although stress is generally extensive, its intensity varies among teachers depending on their personal situation, workload, family obligations, and instructional demands.

In terms of **teacher self-efficacy**, the results also showed an **extensive level**, with an overall mean of **4.00** and standard deviation of **0.81**. The highest-rated indicator was **self-belief** (**M = 4.03, SD = 0.87**), followed by **classroom management** (**M = 4.01, SD = 0.83**), **content knowledge and instruction** and **external communication** with the same mean of **4.00**, **relationships** (**M = 3.99, SD = 0.77**), and **organization** (**M = 3.98, SD = 0.79**). This implies that teachers generally perceive themselves as capable of managing classrooms, delivering instruction, organizing tasks, communicating with stakeholders, maintaining relationships, and overcoming professional challenges.

The correlation analysis showed a **significant relationship** between stress sources and teacher self-efficacy. The overall correlation between total stress sources and overall teacher self-efficacy was **r = .845, p = .001**, indicating a **very strong positive relationship**. This means that as teachers encounter stress from different sources, their perceived self-efficacy also tends to increase. This may suggest that teachers who face greater demands also develop stronger confidence in managing their professional responsibilities, especially when they are able to cope with pressure effectively.

The multiple regression analysis further showed that stress sources significantly influenced teacher self-efficacy, with **R = .865**, **R^2 = .748**, **F = 100.988**, and **p < .001**. This means that **74.8% of the variance in teacher self-efficacy** can be explained by the combined effect of personal-related, work-related, family-related, and subject-related stress sources. Among the predictors, **personal-related stress** had the strongest influence (**β = .478, p = .001**), followed by **subject-related stress** (**β = .329, p = .000**), **work-related stress** (**β = .218, p = .001**), and **family-related stress** (**β = .135, p = .005**). Therefore, the null hypothesis was rejected.

Overall, the results indicate that teacher stress sources are not only significantly related to teacher self-efficacy but also strongly predict it. Personal and subject-related stressors appear to have the greatest influence on teachers' confidence in performing their duties. These findings highlight the need for school-based support programs that

address teachers' personal well-being, workload management, family-work balance, and instructional support. Strengthening these areas may help sustain teachers' self-efficacy and improve teaching performance.

Summary

The main focus of the study was to determine the significance of the relationship between teacher stress sources and teacher self-efficacy among Grade 1 teachers in the Lake Sebu District, Division of South Cotabato. A total of one hundred forty respondents, derived from a population of two hundred fifteen teachers using Slovin's formula, participated in this study. A descriptive correlational research design was employed using validated and pilot tested survey questionnaires. Weighted mean and standard deviation were used to determine the extent of the variables, while Pearson Product Moment Correlation and Multiple Regression Analysis were utilized to examine relationships and predictive influence. The hypotheses were tested at a 0.05 level of significance.

1. The findings revealed that the extent of teacher stress sources is extensive across personal related, work related, family related, and subject related domains. This indicates that stress is consistently experienced by teachers in both their personal and professional contexts, reflecting the multifaceted demands of the teaching profession. The result suggests that teachers regularly encounter pressures related to time management, workload, family responsibilities, and subject expectations, which collectively shape their daily experiences. The presence of extensive stress across all domains implies that stress is not confined to a single area but is distributed across various aspects of teachers' lives, highlighting the need for comprehensive support systems that address these interconnected stressors.
2. The findings further showed that teacher self-efficacy is also extensive in terms of classroom management, content knowledge and instruction, organization, relationships, external communication, and self-belief. This implies that teachers generally maintain a strong level of confidence in their ability to perform instructional and professional tasks effectively. Despite the presence of multiple stressors, teachers demonstrate competence in managing classrooms, delivering content, organizing tasks, building relationships, and communicating with stakeholders. This result indicates that teachers possess adaptive capabilities and professional resilience, allowing them to sustain effective teaching practices even under demanding conditions.
3. The findings also established that there is a significant relationship between teacher stress sources and teacher self-efficacy. This indicates that teachers' experiences of stress are significantly associated with their perceived capability to perform teaching tasks. Variations in stress levels correspond to changes in self-efficacy, suggesting that stress plays a critical role in shaping teachers' confidence and effectiveness. This relationship highlights that stress and self-efficacy are interconnected constructs, where the presence and intensity of stress can influence how teachers evaluate their own professional competence.
4. The findings further revealed that all domains of teacher stress sources significantly influence teacher self-efficacy, with personal related stress emerging as the strongest predictor, followed by subject related and work-related stress, while family related stress showed the least influence though still significant. This indicates that internal and instructional related stressors have a greater impact on shaping teachers' confidence compared to external family related factors. The results suggest that teachers' personal conditions, cognitive demands, and professional responsibilities play a crucial role in determining their level of self-efficacy. The rejection of the null hypotheses confirms that stress sources are significant determinants of teacher self-efficacy, emphasizing the importance of addressing multiple dimensions of stress to sustain teacher confidence, effectiveness, and overall instructional quality.

Conclusions

The findings of the study lead to several important conclusions regarding the relationship between teacher stress sources and teacher self-efficacy among Grade 1 teachers in the Lake Sebu District, Division of South Cotabato.

1. The study concludes that teacher stress sources in terms of personal related, work related, family related, and subject related domains are extensive. This implies that stress is a common and recurring experience among teachers and is embedded in both their personal and professional contexts. These stressors are not isolated but are experienced simultaneously, affecting teachers' physical, emotional, and cognitive functioning. The presence of extensive stress across all domains indicates that teaching is a demanding profession that requires continuous adaptation and coping.
2. The study concludes that teacher self-efficacy is also extensive across all domains, including classroom management, content knowledge and instruction, organization, relationships, external communication, and self-belief. This suggests that despite experiencing multiple stressors, teachers maintain a strong belief in their ability to perform their instructional and professional roles effectively. This conclusion reflects the dynamic nature of self-efficacy, where teachers are able to sustain confidence even in challenging conditions. It further implies that teachers possess adaptive capabilities that allow them to navigate complex teaching demands while maintaining instructional effectiveness.

3. The study concludes that there is a significant relationship between teacher stress sources and teacher self-efficacy. This finding rejects the null hypothesis and confirms that stress plays a critical role in shaping teachers' perceptions of their professional competence. The significant relationship indicates that as teachers encounter stress across different domains, their level of self-efficacy is correspondingly influenced. This conclusion is supported by cognitive load theory, which explains that excessive stress increases mental demands and can affect teachers' ability to process information and perform tasks effectively. It is also supported by self-determination theory, which emphasizes that stress can either hinder or strengthen motivation depending on the level of support and fulfillment of psychological needs.
4. The study concludes that all domains of teacher stress sources significantly influence teacher self-efficacy, with personal related stress emerging as the strongest predictor, followed by subject related and work-related stress, while family related stress shows the least influence though still significant. This result rejects the second null hypothesis and confirms that each stress domain contributes uniquely to shaping teacher self-efficacy. This conclusion aligns with conservation of resources theory, which posits that stress occurs when individuals experience a depletion of resources such as time, energy, and support. Teachers who experience greater resource strain are more likely to have their self-efficacy affected, particularly when stress originates from personal and instructional demands.

Lastly, the study concludes that teacher stress and self-efficacy are interconnected constructs that require a comprehensive and balanced approach for improvement. The integration of cognitive load theory, self-determination theory, and conservation of resources theory provides a strong theoretical foundation for understanding how stress affects teachers' confidence and performance. These conclusions highlight the need for interventions that reduce unnecessary workload, support teachers' psychological needs, and provide adequate professional and personal resources. By addressing stress holistically, educational institutions can strengthen teacher self-efficacy, enhance teaching effectiveness, and ultimately improve student learning outcomes.

Recommendations

In the light of the foregoing findings and conclusions, the following recommendations are offered:
It is highly recommended that higher officials in the Department of Education design and implement targeted, domain specific intervention programs that directly address the multidimensional stress sources experienced by teachers. Policies should prioritize the reduction of excessive workload by streamlining administrative requirements, simplifying reporting systems, and providing centralized instructional materials to lessen subject related burdens. Structured wellness programs focusing on time management, mental health support, sleep hygiene, and financial literacy should be institutionalized to address personal related stress. Allocation of sufficient resources for professional development must be ensured to strengthen teachers' subject mastery, particularly in areas such as instructional design, assessment development, and language proficiency. Clear guidelines and equitable distribution of tasks across schools should be enforced to prevent work overload and ensure that teachers can allocate more cognitive resources to teaching rather than administrative tasks.

For the school principals, it is recommended that they strengthen school-based support systems that directly enhance teacher self-efficacy while reducing stress levels. School leaders should establish collaborative environments that promote peer mentoring, team teaching, and shared instructional planning to improve areas such as organization and content knowledge application. Regular, constructive classroom observations must be conducted with a developmental rather than evaluative focus to support teachers in refining their strategies. Principals should ensure that teachers are given protected time for lesson preparation and reflection to improve organization and instructional efficiency. Open communication channels with teachers must be institutionalized to allow them to express concerns regarding workload and classroom challenges, particularly in areas related to external communication and relationships.
Recognition systems should be enhanced to acknowledge teachers' efforts, thereby reinforcing their self-belief and professional motivation.

For the teachers, it is recommended that they adopt proactive and reflective practices to manage stress and strengthen their self-efficacy across all domains. Teachers should engage in structured time management strategies to balance personal responsibilities and professional tasks more effectively. Participation in continuous professional development activities should be sustained, particularly in improving instructional strategies, content knowledge, and assessment design. Teachers should actively seek collaboration with colleagues to share best practices, thereby improving relationships and external communication. Engagement in wellness activities such as regular exercise, adequate rest, and stress management techniques should be prioritized to address personal related stress. Teachers should also develop reflective habits such as journaling and lesson evaluation to enhance

organization and instructional improvement. Strengthening self-belief can be achieved by setting achievable goals, recognizing small successes, and viewing challenges as opportunities for professional growth.

For Future Researchers, it is recommended that they expand the scope of the study by incorporating additional variables that may influence teacher self-efficacy, such as organizational support, leadership styles, and school climate. Longitudinal studies should be conducted to examine how stress and self-efficacy evolve over time and how sustained interventions impact these variables. Mixed method approaches should be utilized to capture deeper insights into teachers' lived experiences, particularly in understanding the nuances of personal and family related stress. Future studies should also explore intervention-based research that tests specific programs aimed at reducing workload, enhancing subject competence, and improving teacher well-being. Comparative studies across different grade levels, school types, and regions should be undertaken to determine contextual differences in stress and self-efficacy, providing a more comprehensive basis for policy and program development.

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