Internal and external job stress of high school teachers in a private institution

Eduardo Estobio Lleve[1], Leomarich Fortugaliza Casinillo[1*], Analita Abella Salabao[1]

[1]Visayas State University, Baybay City, Leyte, Philippines
[*]Corresponding author: leomarichcasinillo02011990@gmail.com

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ABSTRACT

Private schools are working tirelessly to provide a quality education without support from the government. This article aims to evaluate the internal and external job stress of high school teachers in private schools in Leyte, Philippines, and determine its governing factors. The study involved a complete enumeration process in selecting the participants and gathering primary data. In analyzing and extracting relevant information from the data, standard descriptive metrics, correlation analysis, and Chi-square test for independence were employed with the aid of statistical software. The findings of the study depicted that private teachers are both internally and externally moderately stressful in their jobs. The Chi-square test revealed that employment status and years in service are associated with the private teachers' internal job stress and it is significant at a 10% level. In addition, it is depicted that gender, monthly salary, and years in service are significantly dependent on the teachers' external job stress at a 10% level. Conclusively, the school heads and management of private schools must lessen the work assignments to avoid exhaustion and increase benefits to improve the well-being of teachers. Moreover, it is suggested that teachers in private schools must be provided with training and seminars, incentives, supplies for teaching, and other benefits that improve their productivity and become globally competitive educators.

1. Introduction

Private school teachers' role in improving the educational perspective has become essential in this competitive and modern era. In the study of Huayascachi, Campos, and Huamaní (2020), it is portrayed that private schools are contributors to educational quality and better education as part of societal development. According to De Talancé (2020), private schools are performing better as opposed to public schools since they promote a good quality education by recruiting qualified qualified teachers to do the job. In private schools, it promotes a variety of educational activities that develop students' ability, and enhance their social and communication skills. Pianta, Ansari, and Vandell (2022) portrayed that private schools are strategizing a curriculum that results in teacher-student interaction productivity which produces better educational outcomes compared to public schools. In other words, teachers in private schools are doing more work and performing multi-tasks that correspond to the private school's educational goals. Banal and Ortega-Dela Cruz (2022) depicted that teachers of private schools have demanding work assignments and roles with high expectations from school heads, which places immense pressure on their growth as teachers. In that case, most private school teachers can experience job stress and burnout due to their teaching workloads and paperwork (Shah, Azman, & Singh, 2023).

Zhao, Liao, Li, Jiang, and Ding (2022) pointed out that teachers are stressed in their work assignments if it is beyond their constraints and work environment without support. Moreover, teachers who are pressured at work and unable to cope with the work context challenges are more

likely to experience occupational stress (Inácio, Pitacho, Moreira, & Tomás, 2023). Apparently, teachers who do not have matching capabilities and job assignments, insufficient time and resources, and improper coordination of teachers tend to work wearisome which causes them stressful feelings. In the article of Malquisto, Casinillo, and Salabao (2023), it is mentioned that stressful work leads to burnout and adversely affects performance which slows down productivity. As the stress of teachers continues to occur in their workplace, the job retention rate is continually decreasing (Agboola & Offong, 2018). In that case, it is vital to study the private teachers' stress experiences in their workplace to address their concerns and prevent employee turnover. Hasanah and Supardi (2020), stated that private teachers are not satisfied and stressful with their occupation because of the hectic work environment and small monthly salary. Thus, a study dealing with the job stress of private teachers is necessary to improve private institutions in regard to the work environment and salary aspects.

Apparently, there are many studies about the job stress of teachers in literature, however, it does not focus on private high school teachers, especially in rural areas in the country Philippines. As Inácio et al. (2023) depicted, stress from work can cause poor health and emotional well-being of teachers, which hinders productivity in the work environment; hence, this study is realized in the hope of finding a remedy and improving well-being from stressful jobs. Generally, this research article explains the association between the internal and external stress of high school teachers in private schools and elucidates some governing factors. In particular, the study dealt with the following objectives: (a) to summarize the profile of private high school teachers; (b) to estimate the internal and external stress of private high school teachers; (c) to determine the factors of internal and external stress of high school teachers in private schools. This study may address the job stress of private school teachers and give helpful pieces of information that will lessen their burnout level and improve their well-being. The findings of this research may provide insightful knowledge for school leaders of private schools on how to manage employee turnovers and work assignments. Moreover, the study might be a basis for how to improve private institutions globally regarding teachers' well-being, job satisfaction, and productivity. Furthermore, the study may serve as a baseline guide for researchers in education and behavioral sciences.

2. Theoretical basis

In the study of Li, Du, and Chi (2021), job stress is a worker's feeling of exhaustion that is harmful to the physical and emotional aspect of a human being that is caused by a heavy workload, an unconducive workplace, and unpleasant dealings with coworkers or heads, among others. Job stress in an individual's views about the environmental factors in the workplace includes heavy workload, unsupportive environment, conflict, and uncertainty (Wongsuwan, Phanniphong, and Na-Nan, 2023). Rahman, Muspawi, and Fa'izah (2022) portrayed that there are internal and external factors that trigger the stressful feelings of a worker. Likewise, Khan, Shah, Khan, and Gul (2012) discovered that teachers' stress is governed by internal and external determinants that correlate with their work performance and productivity. According to Zhao et al. (2022), job stress refers to the emotional, physical, and mental difficulty faced by teachers in response to job-related pressures. Job stress is a kind of condition where the demands of the work assignment surpass the teacher's ability to cope, which leads to feelings of depression, anxiety, and exhaustion that are influenced by a combination of internal and external causes (Kang, Park, & Sorensen, 2022; Rahman et al., 2022).

As for the internal aspects, it refers to the teacher's characteristics and attributes such as knowledge, skill-set, health aspect, and psychological capital (Rahman et al., 2022). On the other hand, external aspects of job stress refer to the teachers' work environment, incentives, organizational rules and regulations, and family and relationship aspects (Peperkorn, Müller, Mertz, & Paulus, 2020). As Braza and Guillo (2015) depicted, the profile of teachers is directly correlated to their career choice as employees in private schools; hence, it is assumed that it contributed to their job stress level. In this case, the study dealt with the mentioned internal and

external sources of stress among teachers and used inference to explain its governing determinants such as socio-demographic and job profile. The study utilized the conceptual framework of Malquisto et al. (2023) to give a description of private teachers' job stress for both internal and external aspects and predict the factors behind those using statistical methods.

3. Research method

3.1. Research design

This article study dealt with describing the dependent (stress level) and independent (socio-demographic and teacher profiles) variables of interest by summarizing statistical figures and presenting them in tabular form. It also makes an inference in predicting the association among these variables and provides a logical explanation of the stress level of high school teachers and its influencing factors. Hence, the research design being employed in this investigation is descriptive-correlational. Descriptive-correlational design explores the cause and effect among variables and explains the nature of their relationship to provide insights into a given phenomenon (Seeram, 2019).

3.2. Research locale, respondents, and ethics

This research survey was carried out in the municipalities of Abuyog and Jaro Province of Leyte, Philippines where the topmost dynamic and highly performing private sectarian schools are located. In particular, this study focused on the Oblates of Notre Dame high school schools in the province of Leyte, namely (1) Notre Dame of Abuyog, Inc. (NDAI) and (2) Notre Dame of Jaro, Inc. (NDJI). These two private schools have been chosen based on the notable teacher turnover rate every year. In that case, the respondents of the survey comprised the teachers who are working in NDAI and NDJI for SY 2022-2023 to measure their stress levels and their possible causes. During the conduct of the study, there were 34 teachers comprising 22 NDAI teachers and 12 NDJI teachers. Hence, this research study employed a complete enumeration approach known as a census due to the small number of available respondents. In fact, the complete enumeration survey method effectively eliminates potential bias and enhances the accuracy of the findings. Before the conduct of the study, the researchers sent a letter to the concerned institutions which was addressed to the office of the principals. The respondents were provided a letter of consent and agreement regarding the fair use policy and data privacy. In that case, throughout the conduct of the study, the respondents' voluntary participation, informed consent, and anonymity were ensured. The use of offensive, discriminatory, or other unacceptable language was avoided in the formulation of the survey questionnaire. Moreover, all the data gathered from them were treated with the utmost confidentiality.

3.3. Research instrument and data gathering

The researchers used a constructed survey questionnaire consisting of three parts. The first part of the questionnaire comprised close-ended questions that gathered the socio-demographic characteristics of the respondents, namely, age, gender, civil status, educational attainment, employment status, salary, and years of service. The second and third parts of the questionnaire are the questions involving internal and external job stress, respectively, which are altered from the study of Peperkorn et al. (2020) and Rahman et al. (2022). The second part is the questions about the private teachers' internal stress in regard to their knowledge (04 item questions), skill set (03 item questions), health aspect (06 item questions), and psychological capital (03 item questions). Moreover, the third part is the questions about the teachers' external stress that include work environment (04 item questions), incentives (03 item questions), organizational rules and regulations (03 item questions), and family and relationship aspects (03 item questions). Each item contains statements in which the respondent was asked to indicate their degree of agreement or disagreement with each statement in the form of a Likert scale to understand teachers' perspectives as shown in Table 1 below.

Table 1

Teachers' job stress perception score and its verbal description

Mean score	Response	Verbal description
1.00 - 1.80	Strong disagree	Not stressful
1.81 - 2.60	Disagree	Slightly stressful
2.61 - 3.40	Neutral	Moderately stressful
3.41 - 4.20	Agree	Stressful
4.21 - 5.00	Strongly agree	Very stressful

To ensure the validity of the questionnaire, it was evaluated by three (3) experts in behavioral sciences holding doctoral degrees and found that it is accurate to measure the teacher's job stress and their well-being as well. In addition, a reliability test was also performed to determine the consistency of the questionnaire's measurability using Cronbach's Alpha and found that it is reliable (Cronbach, 1951) as seen in Table 2 below.

Table 2

Reliability test for the internal and external job stress instrument

Questionnaire	Number of items	Scale reliability coefficient
Internal job stress	16	0.8903
External job stress	13	0.8860

3.4. Data management and statistical methods

When the data gathering was finished, it was assigned with proper coding (transforming from qualitative data to quantitative data) and encoded to a spreadsheet (Microsoft Excel) in accordance with STATA software format. The categorical data were summarized through frequency and percentages. On the other hand, the interval data were summarized via mean average and Standard Deviation (SD). In determining the relationship between internal and external job stress, the Spearman rho correlation was employed. Moreover, the Chi-square test for independence was applied in determining the significant factors of teachers' internal and external job stress. All desired statistical calculations were done in STATA software and tested at the standard level of significance.

4. Results and discussion

4.1. Profile of private school teachers

Table 3 presents the summary of the profile of teachers working in private schools. About 23.53% of these private teachers were male, 64.71% were female, and 11.76% were members of the LGBTQi community. Dominant (82.35%) of these private teachers were young where in their age were between 20-30 years old, 2.94% of them were between 31- 40 years old, 8.82% of them were between 41- 50 years old, and 5.88% of them were between 51- 60 years old. Most (73.53%) of these private teachers were single, about 17.65% of them were married, 2.94% of them were widowed, and 5.88% of them were separated from their life partners. All of them were college graduates (bachelor's degree holders) and have not finished yet any graduate studies. About 64.7% of them were working at Notre Dame of Abuyog, Inc. (NDAI) and 35.29% of them were working at Notre Dame of Jaro, Inc. (NDJI). There 23.53% of them have one (1) year of service as a private teacher, 26.47% of them have two (2) years in service, 5.88% of them have three (3) years in service, 11.76% of them have four (4) years in service, 14.71% of them has five (5) years in service,

and 17.65% of them has more than five (5) years in service. Among these private teachers, 61.76% of them were probationary as employment status and 38.24% of them were already permanent. Only 2.94% of these private teachers have a monthly salary range of PhP 5,000 - 7,500, about 17.65% of them have a monthly salary range of PhP 7,500 - 10,000, 52.94% of them have a monthly salary range of PhP 10,000 - 12,500, 17.65% of them has a monthly salary range of PhP 12,500 - 15,000, 5.88% of them has a monthly salary range of PhP 15,000 - 17,500, and another 2.94% of them has a monthly salary range of PhP 17,500 - 20,000.

Table 3

Summary of the profile of private teachers

Profile of private teachers	**Frequency**	**Percentages (%)**
Gender		
Male	8	23.53
Female	22	64.71
LGBTQi	4	11.76
Age		
20 - 30 years old	28	82.35
31 - 40 years old	1	2.94
41 - 50 years old	3	8.82
51 - 60 years old	2	5.88
Marital Status		
Single	25	73.53
Married	6	17.65
Widowed	1	2.94
Separated	2	5.88
Educational Attainment		
College Graduate	34	100.00
School Assignment		
Notre Dame of Abuyog, Inc. (NDAI)	22	64.71
Notre Dame of Jaro, Inc. (NDJI)	12	35.29
Years in Service as a Teacher		
1 year	8	23.53
2 years	9	26.47
3 years	2	5.88
4 years	4	11.76
5 years	5	14.71
More than 5 years	6	17.65
Employment Status		
Probationary	21	61.76
Permanent	13	38.24
Monthly Salary Range		

Profile of private teachers	Frequency	Percentages (%)
PhP 5,000 - 7,500	1	2.94
PhP 7,500 - 10,000	6	17.65
PhP 10,000 - 12,500	18	52.94
PhP 12,500 - 15,000	6	17.65
PhP 15,000 - 17,500	2	5.88
PhP 17,500 - 20,000	1	2.94

Note: PhP - Philippine Peso

4.2. Internal and external job stress of private teachers

Table 4 shows that 8.82% of these private teachers working in a private school were not internally stressed, 44.12% were slightly stressed, 29.41% were moderately stressed, and 17.65% of them were stressed. In addition, no private teacher depicted that their work is very stressful about their internal job aspect. On average, the teachers' internal job stress score is close to 2.61 (SD = 0.65) which indicates that it is moderately stressful working in a private school. This implies that private teachers were dealing with stress in their work assignments in relation to their internal aspects. According to Banal and Ortega-Dela Cruz (2022), private schools have a demanding job with high expectations to ensure quality of education, which contributes to pressure and exhaustion of teachers that results in stressful experiences. Moreover, Rahman et al. (2022) argued that knowledge, skill set, health aspect, and psychological capital as internal aspects of teachers are being used up in a demanding type of work, especially in private schools. Hence, teachers were facing stress at work. In that case, private teachers are dealing with difficulties and challenges that contribute to their internal stress levels.

Moreover, there is 8.82% of them pointed out that private school as their working environment is not an externally stressful job, 23.53% of them were slightly stressed, 55.88% were moderately stressed, and 11.76% of them said that it was stressful (Table 4). Fortunately, no teacher was externally very stressful working in a private school. Additionally, the table below revealed that the private teachers' mean external job stress perception score is approximately 2.76 (SD = 0.71) which can be interpreted as moderately stressful. This implies that teachers who are working in private schools are being challenged in the aspect of their work environment, incentives, organizational rules, and regulations, and this result is parallel to the findings of Peperkorn et al. (2020). Moreover, teachers' family and relationship aspects also contribute to their stress levels at work, which is consistent with the results of Hong, Liu, and Zang (2021). Furthermore, the correlation analysis showed that internal and external job stress is directly associated ($r_p = 0.704$) at a 1% level of significance, indicating a strong relationship. This implies that private teachers' external stress is directly contributing to internal stress as they face their workloads at school. In fact, in the article of Zhao et al. (2022), it is argued that heavy workloads and poor management can cause burnout which is associated with stressful experiences for teachers.

Table 4

Level of internal and external job stress of private teachers

Job stress level		Frequency	%	Verbal Description
Internal	Strongly disagree	3	8.82	Not stressful
	Disagree	15	44.12	Slightly stressful
	Neutral	10	29.41	Moderately stressful

Job stress level		Frequency	%	Verbal Description
	Agree	6	17.65	Stressful
	Strongly disagree	0	0.00	Very stressful
	Mean (± SD)	**2.61 (± 0.65)**		**Moderately stressful[a]**
External	Strongly disagree	3	8.82	Not stressful
	Disagree	8	23.53	Slightly stressful
	Neutral	19	55.88	Moderately stressful
	Agree	4	11.76	Stressful
	Strongly disagree	0	0.00	Very stressful
	Mean (± SD)	**2.76 (± 0.71)**		**Moderately stressful[a]**
Spearman correlation (r_p)	r_p = 0.704*	p-value < 0.001		**Positively correlated**

Note: a - See Table 1 for details; * - highly significant at 1% level

4.3. Factors affecting job stress of private teachers

Table 5 presents the factors affecting teachers' job internal stress in a private school. Using the Chi-square test for association, it is revealed that socio-demographic profiles such as age (X^2 = 7.18, p-value = 0.619), gender (X^2 = 7.35, p-value = 0.298), and civil status (X^2 = 4.32, p-value=0.889) of private teachers' do not contribute to their internal job stress. Likewise, job profiles that include school (X^2 = 1.16, p-value = 0.763) and monthly salary (X^2 = 10.89, p-value = 0.760) were not significant factors in their internal job stress. On the other hand, the employment status (X^2 = 6.34, p-value = 0.096) of teachers in private schools is significantly associated with their internal job stress at a 10% level. Additionally, the teachers' number of years in service (X^2 = 23.99, p-value = 0.065) at a private school is correlated to their internal job stress at a 10% level of significance.

Table 5

Factors affecting the private teachers' job internal stress

Factors	Chi-square test for independence		
	χ^2	*df*	*p-value*
Age	7.18^{ns}	9	0.619
Gender	7.35^{ns}	6	0.298
Civil Status	4.32^{ns}	9	0.889
Employment status	6.34*	3	0.096
School	1.16^{ns}	3	0.763
Monthly Salary	10.89^{ns}	15	0.760
Years in service	23.99*	15	0.065
Note: ns - not significant; *p < 0.1; df - degrees of freedom			

As seen in Table 6, the cross-tabulation of employment status and internal job stress showed that most permanent teachers in private schools are slightly stressed and most of the probationary teachers are moderately stressed. This means that being employed in a private school, teachers are facing a stressful experience due to the demands of work. In line with that, Aydin and Kaya (2016) mentioned that teachers employed in private schools are stressed at their work due to

constant and strict supervision, exhaustion of the profession, and inadequacy of resources in schools. This implies that the source of the stressful experience of private teachers is the teaching loads and high standard management system of the institution.

Table 6

Cross tabulation between employment status and internal job stress

Internal job stress	Employment Status		Total
	Probationary	***Permanent***	
Not stressful	3	0	**3**
Slightly stressful	6	9	**15**
Moderately stressful	7	3	**10**
Stressful	5	1	**6**
Total	**21**	**13**	**34**

It can be gleaned in Table 7, that most of the new teachers are more likely to be stressed in their job at private schools. This implies that new teachers in which their level of experience in the teaching job is less, they are facing a challenging moment in handling students and paperwork in schools. In that case, due to limited knowledge and skill sets in the job, they feel exhaustion that leads to stress. Brady and Wilson (2022) argued that teaching in a private school is a stressful profession due to heavy workloads, high-stakes policies, and a high demand for responsibilities that require more experienced teachers. However, new teachers lack training and knowledge about the work assignment which can be a stressor in the actual work in teaching (Rana, Greenwood, & Henderson, 2022). This means that stress can be avoided if the teachers are knowledgeable and more experienced in the strategies and management system in teaching.

Table 7

Cross tabulation between years in service and internal job stress

Internal job stress	Years in service						Total
	1	***2***	***3***	***4***	***5***	***More than 5***	
Not stressful	2	0	1	0	0	0	**3**
Slightly stressful	1	3	1	3	1	6	**15**
Moderately stressful	3	3	0	1	3	0	**10**
Stressful	2	3	0	0	1	0	**6**
Total	**8**	**9**	**2**	**4**	**5**	**6**	**34**

In the same manner, Table 8 depicted the determinants influencing teachers' job external stress in a private school. With the aid of the Chi-square test for association, it is shown that socio-demographic profiles such as age (X2 = 13.17, p-value = 0.155) and civil status (X2 = 9.32, p-value = 0.409) of teachers do not influence to their external job stress. In addition to that, teaching profiles such as employment status ($X^2 = 4.52$, p-value = 0.211), and school assignment ($X^2 = 2.05$, p-value = 0.562) were not significant determinants of their external job stress. Meanwhile, gender of teachers ($X^2 = 11.35$, p-value = 0.078), monthly salary ($X^2 = 24.59$, p-value = 0.056), and years in service ($X^2 = 23.76$, p-value = 0.069) were significant factors of external job stress at 10% level of significance.

Table 8

Factors affecting the private teachers' job external stress

Factors	Chi-square test for independence		
	χ^2	*df*	*p-value*
Age	13.17^{ns}	9	0.155
Gender	11.35*	6	0.078
Civil Status	9.32^{ns}	9	0.409
Employment status	4.52^{ns}	3	0.211
School	2.05^{ns}	3	0.562
Monthly Salary	24.59*	15	0.056
Years in service	23.76*	15	0.069
Note: ns - not significant; **p < 0.1. df - degrees of freedom			

Table 9 revealed that there are more female private teachers and most of them are experiencing a slight to moderate stressful environment. This implies that female teachers are facing exhaustion from work compared to other genders. According to Loziak (2021), female workers spend the same time as male workers in school, but females' involvement in household activities has contributed to their stress levels. In that case, female teachers are burned out not just in the workplace but in the external responsibilities at their respective homes. In the same manner, Xhelilaj, Petani, and Ntalla (2021) discovered that female teachers are more likely to have occupational stress as opposed to male workers. In fact, Lodhi, Arshad, Aslam, Niazi, and Naz (2023) stated that female teachers must be encouraged to possess positive vibes that avoid stress in their teaching jobs and perform well.

Table 9

Cross-tabulation between gender and internal job stress

Internal job stress	Gender			Total
	Male	*Female*	*LGBTQi*	
Not stressful	1	2	0	3
Slightly stressful	0	8	0	8
Moderately stressful	7	8	4	19
Stressful	0	4	0	4
Total	8	22	4	34

It is shown in Table 10 that private teachers have a small salary compared to public teachers (Varanasi, Vashistha, Kizilcec, & Dell, 2021). In particular, teachers with income ranges from PhP 10,000 - 12,500 are more experiencing occupational stress. This implies that the level of their salary does not compensate for the demand of work assigned to them, which causes them stressful undertaking in a private school. Dos Santos (2021) depicted that teachers with a small salary compared to their workloads are stressed and more likely to have a low well-being which increases the turnover rate. In addition, Hasanah and Supardi (2020), found that most private teachers are dissatisfied and stressed due to the hectic work schedule, low monthly salary, and few incentives. In the same manner, Singleton and Roberts (2023) discovered that low payment for teachers has resulted in stress and work productivity, which negatively affects the quality of life.

Table 10

Cross-tabulation between monthly salary and external job stress

External job stress	Monthly salary (in PhP)						Total
	5,000 - 7,500	7,500 - 10,000	10,000 - 12,500	12,500 - 15,000	15,000 - 17,500	17,500 - 20,000	
Not stressful	0	1	1	0	0	1	**3**
Slightly stressful	0	0	4	2	2	0	**8**
Moderately stressful	1	5	9	4	0	0	**19**
Stressful	0	0	4	0	0	0	**4**
Total	**1**	**6**	**18**	**6**	**1**	**1**	**34**

It can be seen in Table 11 that private teachers with a lower number of years in service are more experiencing stress at their jobs. This implies that if a teacher does not have experience in the job, they are more likely to face difficulties and poor management skills. According to Casinillo, Casinillo, and Casinillo (2020), teaching experience has an advantage in actual work since teachers can easily develop creative work and an enjoyable teaching-learning environment. In that case, teachers with less experience face difficulty in adjusting routine work in teaching, which causes stress and depression. Likewise, Wong, Bui, Fields, and Hughes (2023) portrayed that teachers' experience has strengthened their knowledge and self-efficacy in teaching and challenges in their career, which lessens their work stress. In that case, teachers with less experience in the job find it difficult to abstain from stressful times.

Table 11

Cross tabulation between years in service and external job stress

External job stress	Years in service						Total
	1	***2***	***3***	***4***	***5***	***More than 5***	
Not stressful	0	1	1	0	0	1	**3**
Slightly stressful	0	2	1	1	0	4	**8**
Moderately stressful	6	4	0	3	5	1	**19**
Stressful	2	2	0	0	0	0	**4**
Total	**8**	**9**	**2**	**4**	**5**	**6**	**34**

5. Conclusion

This current article aims to explain the internal and external job stress of high school teachers working in private schools. It is revealed that private teachers are both moderately internally and externally stressed in their work assignments. Conclusively, teachers are dealing with heavy workloads and difficulties in their teaching career concerning their internal aspects (knowledge, skill set, health aspect, and psychological capital) and external aspects (work environment, incentives, organizational rules and regulations, and family and relationships). Moreover, being employed in a private school, teachers are experiencing mental stress and well-

being problems. It is also depicted that new teachers or those few years in service as a teacher are more likely to face stress due to a small amount of experience in dealing with the job. In addition, gender, monthly salary, and years in service are significant factors in the teachers' external job stress. In conclusion from the result, female teachers are more stressed since they have also responsibilities in the household aspect. A small amount of monthly salary that does not compensate for the level of workload has stressed the private teachers. At the same time, knowledge and experience are necessary for a teaching job to lessen the stress level.

Hence, the study suggests that the school heads, management, and policymakers of private schools must adjust and lessen the work assignment, increase benefits, and improve monthly to enhance the job satisfaction and well-being of private high school teachers. The limitation of this current study is that it does not deal with the teacher's burnout level and perception of willingness to stay in teaching private schools. Aside from the small sample size, the survey study does not address the reasons for teaching in a private school. Hence, for further studies, one may deal with the satisfaction, burnout level, and employee retention of private teachers to strengthen the current results. Furthermore, one may conduct a Focus Group Discussion (FGD) involving the reasons for working in a private school to triangulate the current findings of this study.

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