1

Transforming Teaching: A Comprehensive Approach to Emotional Intelligence and Commitment in Christian Bible-Based Schools

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Abstract. The purpose of this study was to evaluate the emotional intelligence (EI) of Christian Bible-based School (CBBS) teachers in Iligan City, with an emphasis on how they handled workplace stress and their dedication to their jobs throughout the 2023–2024 academic year. The study used triangulation to conduct a thorough analysis of the data, employing a descriptive-correlational method. The results showed that teachers had the highest mean score for emotional intelligence (M = 3.20), the highest level of self-awareness (M = 3.47), and the lowest level of social skills (M = 2.98). This suggests that Emotional Intelligence (EI) was widely used by teachers in their workplace. Workload was shown to be the primary source of workplace stress (M=2.63), while family variables had the least influence (M=1.69), resulting in an overall mean score of (M=2.10). This suggests that teachers often experienced stress primarily due to their workload. Correlation analysis revealed a significant relationship between Emotional Intelligence and work commitment (r = 0.528, p < 0.001). However, there was no discernible relationship between work commitment and workplace stress (R-value = 0.012, p-value = 0.903), suggesting that stress levels had little bearing on teachers' job dedication. According to the study's findings, fostering a favorable work environment can increase instructors' job satisfaction and dedication, thereby improving their performance. It is advised that further research be conducted to examine the subtleties of enhancing teachers' work commitment in relation to their work stress levels and emotional intelligence. These studies may yield information that supports teachers' long-term job happiness and engagement by making them feel respected and dignified.

Introduction

Globally, there is growing awareness of work-related stress. According to research by the American Institute of Stress (2022), 75% of workers feel that workplace stress has increased over the past generation. In addition, Better Up's blog post Stress Management at Work (2021) showed that four out of five employees consider their jobs to be the most significant source of stress in their lives. Workers' and employees' health is at risk due to job stress, especially since employees who experience chronic stress are more likely to experience headaches, fatigue, anxiety, forgetfulness, difficulty making decisions, impatience, and depression, among other detrimental health effects.

According to the World Health Organization (WHO), 2023, long-term consequences of occupational stress include immune deficiencies and cardiovascular diseases, which can also lead to poor mental health and gastrointestinal conditions such as ulcers and gastroesophageal reflux disease (GERD).

An Illustrated Guide (2020) article gave several reasons why people experience stress, such as personal struggles (such as disagreements with loved ones, loneliness, financial hardship, and future worries), issues at work (such as disagreements with coworkers, a very demanding, unstable, and insecure job), or significant threats in the community.

Conflict is another stressor identified by the World Health Organization (WHO) (2023). Stress and conflict are normal aspects of being a person on this planet. Both have their roots in situations where our expectations, fears, opinions, values, or wants diverge from those of others in similar situations. Conflict is the result of divergent viewpoints or purposes that impede the aims of an individual or group. Any corporation, educational institution, or even church may attest to that (Cloke & Goldsmith, 2000).

In several instances, the strain arising from this kind of confrontation has led workers and employees to quit their jobs against their will, as it traumatizes them and causes them to worry and feel sadness on an emotional, physical, social, and even spiritual level. These disagreements and disparities in beliefs and values can promote development and positive change in the workplace, in the person's surroundings, or on the platform. Studies like these in administration and leadership schools and institutions can establish productive discourse and complex creative ideas, inspire creativity, and improve conflict management skills and techniques (Smiley, 2018).

Workers and employees experience stress and conflict, which makes emotional intelligence (EQ) necessary for learning new concepts, applying knowledge to issues, and managing challenging circumstances such as stress and disagreements. Numerous studies indicate that high Emotional Intelligence (EI) can help people in the workplace with various tasks and responsibilities. It has

also improved relationships, mental health, job satisfaction, and work performance (Guerra-Bustamante, J et al., 2019).

Considering this situation, the researcher proposed to assess the level of emotional intelligence, workplace stress, and work commitment of Christian Bible-based Schools (CBBS) Teachers in Iligan City and specifically answered the following research questions:

1) What is the level of Emotional Intelligence of Christian Bible-based Schools (CBBS) Teachers in terms of self-awareness, empathy, motivation, and social skills?

2) What is the level of workplace stress in terms of workload, role conflict, family factors, and working environment?

3) What is the level of work commitment of CBBS Teachers in terms of work attitude and values, involvement and productivity, competency and efficiency, and fun and creativity?

4) Is there a significant relationship between the work commitment of CBBS Teachers and Emotional Intelligence and Workplace stress?

5) What intervention program could be proposed in this study?

Furthermore, the researcher aims to establish a connection between respondents' work dedication in their line of work as teachers, specifically, and the findings on emotional intelligence that relate to the stress of these workers and employees.

This study aims to characterize and differentiate how instructors approach their work – whether with conviction and wisdom or with shame and carelessness. Teachers in Christian Bible-based schools (CBBS) are held accountable to God and their employers on a social level. The researcher intends to distinguish among these teachers to show how they differ greatly in terms of social, intellectual, and spiritual dimensions, as they instill in their students Christian virtues, values, and Christlike qualities.

Methodology

The descriptive correlational research approach used in this study serves two purposes: it provides a thorough summary of participants' ideas, feelings, and behaviors while also investigating correlations among key factors. Descriptive research is beneficial in educational settings because it allows researchers to capture the current state of phenomena without changing any variables. This approach is helpful in studying the Emotional Intelligence (EI) of Christian Bible-based School (CBBS) teachers because it represents their self-reported experiences and perceptions in a naturalistic setting.

However, the design's correlational component is essential for spotting trends and connections among work commitment, workplace stress, and emotional intelligence. Researchers can make educated guesses and inferences about the dynamics at work by looking at how these variables interact. For example, the study found a strong link between work commitment and emotional intelligence (EI), suggesting that instructors with higher EI may be more dedicated to their jobs. The intricacy of these interactions is highlighted by the lack of correlation between workplace stress and work commitment, suggesting that stress levels do not always affect teachers' job commitment.

The study used triangulation to increase the validity and credibility of the results. To provide a more thorough understanding of the study subject, this approach integrates several datasets, procedures, ideas, or investigators. The researchers can cross-verify results through triangulation, reducing the risk of bias and improving the validity of the conclusions. For instance, integrating qualitative information from interviews with quantitative data from surveys may provide a more comprehensive understanding of how emotional intelligence affects teachers' experiences of stress and dedication.

The participants in the study are elementary school teachers from the city's total population. These are the fourteen (14) Christian Bible-based Schools (CBBS) in Iligan City using the purposive sampling technique. Iligan City Adventist Elementary School (13), Maranatha Christian Academy (8), Berean Christian Academy (8), Timothy Christian Academy of Iligan, Inc. (11), Iligan City Tutorial Center – Immanuel Tutorial Center (2), United Methodist Development Academy (7), ICBC – New Life Christian Academy, Inc. (8), Presbyterian Christian Academy (6), Shekinah Hope Foundation Academy (5), Bethany Baptist Academy – Iligan (25), Youngster Christian Learning Place (7), Dansalan College Foundation Inc. (8), Nazaraois Child Development Foundation (8), and Fountain of Life Academy of Iligan (8). In the fourteen (14) Christian Bible-based Schools (CBBS), there were one hundred and twenty-four (124) elementary school teachers and fourteen (14) administrators.

Through Facebook, a social media platform, the researcher virtually connected with participants and awaited their responses on the official Facebook Page. After receiving the administrators' approval to administer the questionnaire, the researcher personally met with them and asked them to collect participant data. To obtain permission from the directors, principals, or administrators of the fourteen (14) Christian Bible-based Schools (CBBS) to collect teacher data, the researcher prepared the Informed Consent letters.

The use of adapted and modified standardized instruments in this research is a strategic approach that enhances the relevance and applicability of the data collection tools to the study's specific context. By using established questionnaires, the researcher ensures that the instruments have a foundation in prior research, thereby adding credibility to the findings.

Part I: Emotional Intelligence (EQ) Questionnaire. The Emotional Intelligence questionnaire, adapted from Daniel Goleman's seminal work, "Emotional Intelligence" (1995), is particularly significant. Goleman's framework has been widely recognized and validated in various contexts, making it a reliable tool for measuring EI. By modifying this instrument, the researcher can tailor the questions

to fit better the specific characteristics and cultural context of Christian Bible-based Schools (CBBS) teachers in Iligan City. This adaptation may involve rephrasing questions or adding context-specific scenarios that resonate with teachers' experiences, thereby improving the accuracy of responses and the overall validity of the collected data.

Part II: Workplace Stress Questionnaire. The workplace stress questionnaire, adapted from the Asia-Pacific Journal of Public Health by Dr. Chao and colleagues (2015), provides a robust framework for assessing the stressors teachers face in their work environments. This instrument is particularly relevant as it has been developed and tested within a similar demographic, ensuring that the stress factors identified are pertinent to the educational sector. By adapting this questionnaire, the researcher can focus on specific stressors unique to CBBS teachers, such as the demands of integrating faith-based principles into their teaching while managing administrative responsibilities.

Part III: Work Commitment Questionnaire. The work commitment questionnaire, sourced from the Human Resource Departments of Adventist Medical Center College (AMCC) and Iligan Medical Center College (IMCC), reflects a localized understanding of what constitutes work commitment within these institutions. By using instruments developed by these organizations, the researcher can capture the nuances of commitment specific to Iligan City's educational and cultural environment. This localized approach ensures that the findings are not only relevant but also actionable, informing strategies to enhance teacher retention and commitment within these specific institutions.

Also, the following relevant and essential statistical tools were employed in the study to analyze the data: weighed The average scale of each item mentioned for the specified variables was calculated using the mean. The study's mean was used to characterize teachers' work dedication, emotional intelligence, and workplace stress. A link between the variables was established using Pearson product-moment correlation. The use of a statistician for analysis after the data-collection stage underscores the importance of applying appropriate statistical techniques to interpret the data correctly. This partnership can guarantee that the results reached are grounded in reliable statistical principles and improve the validity of the research findings.

In conclusion, the researcher can collect data that is both methodologically sound and pertinent to the situation by modifying and adapting these standardized instruments. In addition to improving the validity and reliability of the findings, this strategy ensures that the knowledge acquired is relevant to the unique dynamics and challenges encountered by CBBS teachers in Iligan City. Triangulation with the descriptive correlational study methodology enables a nuanced investigation of the relationships among CBBS teachers' work commitment, workplace stress, and emotional intelligence.

Results

Level of emotional intelligence of Christian Bible-based Schools (CBBS) Teachers' in Iligan City in terms of Self-awareness, Empathy, Motivation, and Social skills

Table 1
Mean Distribution of the level of emotional intelligence of Christian Bible-based Schools (CBBS)Teachers' in Iligan City in terms of self-awareness

Self-Awareness	Mean	Description
1. I realize immediately when I lose my temper.	3.64	Very true to me
2. I can 'reframe' bad situations quickly.	2.96	True to me
3. I know when I am happy.	3.78	Very true to me
4. I usually recognize when I am stressed.	3.60	Very true to me
5. I am an excellent listener.	3.38	True to me
Overall	**3.47**	**True to me**

Table 1 shows the mean distribution of participants' emotional intelligence among Christian Bible-based Schools (CBBS) Teachers in Iligan City across four categories —self-awareness, empathy, motivation, and social skills —each containing several items. A person's Emotional Intelligence is as necessary as acquired skills for performing their work and tasks.

The first element of EI —Self-awareness —is the knowledge and understanding of one's thoughts and feelings that may affect one's ability and performance in a given workplace or environment. In the aspect of self-awareness, the participants obtained a high level of knowing when they are happy, with a mean of (M=3.78) described as "very true to me"; of losing their temper (M=3.64) as "very true to me", and of recognizing when they are stressed (M=3.60) as "very true to me". This indicates that participants acknowledge their emotions, strengths, weaknesses, and feelings in any given situation. Moreover, they are excellent listeners of other people's feelings (M=3.38), "true to me", and can reframe any bad situations quickly (M=2.96) as "true to me". The overall mean self-awareness is (M=3.47) as "true to me".

Teachers with a high level of self-awareness, according to Zydziunaite & Daugela (2020), tend to balance work and other job-related factors, slightly affecting their other duties as individuals. Regardless of gender, having emotional intelligence will enhance a teacher's work performance. Thus, being a teacher at a Christian Bible-based School (CBBS) requires high expectations of patience, tolerance, perseverance, humility, and wisdom, as well as adherence to the expected tasks and specific rules and regulations.

Mood swings from happy to upset can happen easily, instantly, and constantly, especially when an individual is exposed to a large environment with diverse people working together. According to Alana Biggers, M.D., in an article (2020), "What causes mood swings in males and females?", mood swings are shifts or sudden and intense changes in a person's emotional state in both females and males, including mental health and physical conditions. These emotional switches can range from happy to upset, sad, angry, or irritable. Constant mood changes can affect one's perception of many things, including relationships with work colleagues, efficiency and efficacy in their job performance, and work-related stress or illnesses. Moreover, experiencing these mood swings is part of one's

emotions, but if seen as severe, it may indicate an underlying condition that medical professionals might address.

Table 2
Mean Distribution of the level of emotional intelligence of Christian Bible-based Schools (CBBS) Teachers' in Iligan City in terms of empathy

Empathy	Mean	Description
1. I am excellent at empathizing with someone else's problem	3.16	True to me
2. I never interrupt other people's conversations	3.16	True to me
3. I am always able to see things from the other person's viewpoint	3.10	True to me
4. I am good at adapting and mixing with a variety of people	3.19	True to me
Overall	**3.15**	**True to me**

Table 2 shows the second element of EI: Empathy. Empathy and emotional intelligence are closely related and often interchangeably that one cannot exist without the other. Both are motivated to achieve their goals in a person's intellect and being, and both have a strong sense of purpose.

In the aspect of empathy, the participants obtained a high level of adapting and mixing with a variety of people (M=3.19) as "true to me", excellent at empathizing with someone's problems (M=3.16) as "true to me", never interrupting other people's conversations (M=3.16) as "true to me", and always able to see things from the other person's viewpoint (M=3.10) as "true to me". This indicates that the participants hang out with diverse and divergent sorts of people in their workplace. The more a person can connect with others, the more the bond they establish with each other, and they establishing stronger relationship more than just a colleague or acquaintance. This includes that listening to other people's problems, not interrupting their conversations, and seeing other people's point of view and perspective, instead of own perspective and self-point-of-view. Thus, relating to others and their problems are closely acquainted ways to know other people and get closer with them, emphatically and socially. The overall mean for empathy is (M=3.15) as "true to me".

Table 3
Mean Distribution of the level of emotional intelligence of Christian Bible-based Schools (CBBS) Teachers' in Iligan City in terms of motivation

Motivation	Mean	Description
1. I am always able to motivate myself even in difficult situations	3.30	True to me
2. I always meet deadlines	3.20	True to me
3. I need a variety of work colleagues to make my job interesting	2.88	True to me
4. I am usually able to prioritize important activities at work and get on with them	3.32	True to me
5. I can always motivate myself even when I feel low	3.21	True to me
Overall	**3.18**	**True to me**

Table 3 shows the third element of EI: Motivation includes a personal drive to persevere, adhere, improve, achieve, initiate, or readiness to act on opportunities or functions, as well as optimism and resiliency in the things happening around. According to the Oracle Careers Editorial Team (2021), Motivation: A Key Component of Emotional Intelligence, motivation pushes or propels us to achieve our goals, feel more fulfilled, and improve the overall quality and value of our lives.

In the aspect of motivation, the participants obtained a high level of prioritizing essential activities at work and getting on to finish it (M=3.32) as "true to me", able

to motivate oneself even under challenging situations (M=3.30) as "true to me", able to motivate oneself even when feeling low (M=3.21) as "true to me", able to meet deadlines (M=3.20) as "true to me", and warily needing divergent work colleagues to make their jobs enjoyable (M=2.88) as "true to me". The overall mean for motivation is (M=3.18) as "true to me".

Motivation drives a person to desire and work harder while generating high-quality work, outcomes, or products. A motivated person is committed to work no matter what weather one is in; it is a plaque of recognition and appreciation at the end of each performance year, a cash incentive or travel/tours package, round-trip ticket abroad, a cruise ship privileges, or simply a 'good work!', or 'great job!' can motivate a person in his/her work. Without motivation, a person tends to get bored, feel unnecessarily important, experience self-pity, have low self-esteem, and have unhappy thoughts and unsatisfactory feelings about his/her work and towards his/her colleagues, superiors, and subordinates. Thus, motivation is a connecting factor between self-indulgence and commitment to work, and between desire and effort toward his/her goals.

Table 4
Mean Distribution of the level of emotional intelligence of Christian Bible-based Schools (CBBS) Teachers' in Iligan City in terms of social skills

Social Skills	Mean	Description
1. Other individuals are not 'difficult' just 'different'	3.28	True to me
2. I see working with difficult people as simply a challenge to win them over	3.05	True to me
3. Difficult people do not annoy me	2.59	True to me
4. People are the most interesting thing in life for me	3.09	True to me
5. I am good at reconciling differences with other people	2.90	True to me
Overall	**2.98**	**True to me**

Table 4 shows the fourth element of EI: The theory of Emotional Intelligence's personal or social' intelligence is the skill that one can relate, connect, and build relationships with others easily and naturally. Not everyone has social skills because relating to others takes effort, experience, and years of practice.

Sociable people are naturally friendly and can be talkative because they socialize by talking with others. These types of people are confident, unashamed, and strong-willed, with a camaraderie and an aura that draws people of all kinds.

In the aspect social skills, the participants obtained a high level of having a perception that other individuals are not 'difficult' but are just 'different' (M=3.28) as "true to me", knowing that people are the most interesting thing in their lives (M=3.09) as "true to me", perceiving that working with difficult people as a challenge (M=3.05) as "true to me", believing that they are good of reconciling differences with other people (M=2.90) as "true to me", and affirming that difficult people doesn't annoy them (M=2.59) as "true to me". The overall mean for social skills is (M=2.98) as "true to me".

Developing social skills takes time and experience to make them work. It is not based on books, theory, or any formula from a book, but some people are just born with such charisma and aura when they associate with others. That sense of public relationship in speaking, dealing, and associating with others, along with

a sense of humor and a charming choice of words, equals a person with excellent social and public relations skills.

Strong social or "people" skills, according to Kevin Lewis (2021), 5 Ways to Improve Your Social Skills are achieved by working on communication skills, listening to others effectively, improving conflict management skills, improving leadership skills, and developing persuasion and influencing skills. In these, a person can be shy or introverted, talkative, an extrovert who meddles and associates with different types of people, or confident and strong-willed.

On this note, the participants in this study do not see other people as "difficult" but rather as "different," with unique skills, capabilities, strengths, weaknesses, a charismatic approach, and personality. Thus, the teachers in this study view every individual as unique and special, and each desires to get to know them well as a person, without preempting any judgments or assumptions about who they are, what they are thinking, or who they are as a whole human being.

Table 5
Summary Table of the Mean Distribution of the Christian Bible-based Schools (CBBS) Teachers' Emotional Intelligence

Emotional Intelligence Indicators	Mean	Description
Self-Awareness	3.47	True To Me
Empathy	3.15	True To Me
Motivation	3.18	True To Me
Social Skills	2.98	True To Me
Overall Mean	**3.19**	**True To Me**

Based on the findings in the above table, self-awareness is the highest indicator of Emotional Intelligence among Christian Bible-based School (CBBS) Teachers (M=3.47), followed by social skills (M=2.98).

It was found out that Christian Bible-based School (CBBS) teachers are much more aware of themselves, how to act in various situations, and how to project themselves as they uphold the values the school represents and the reputation of being a Christian school teacher because of their self-virtues, upheld values, and moral standards. They are, therefore, the best reflection of themselves in terms of self-awareness.

Conversely, their social skills are the least reflective of who they are; they are more reserved and conscious of their social events and private gatherings.

Level of influence of workplace stress in terms of Workload, Role conflict, Family factors, and Working environment

Below are comments of non-teaching staff on emotional intelligence:

Non-teaching Informant 1

Petty fights and arguments with a co-worker may stress my mood at work. I feel upset and not inspired when I dislike someone or something. Soon, I will be ok.

Non-teaching Informant 2

Gossiping triggers issues and hints of "groupings" in the
company. But because I love my work, I try not to
get involved.

Non-teaching Informant 3

Not having recognitions and awards by the company
makes me don't want to do my best at my job.

Non-teaching Informant 4

Christmas parties are a problem instead of a happy event.
The company is not giving enough pay and bonuses only
rice, goods, and certificates for groceries.

Level of workplace stress of Christian Bible-based Schools (CBBS) Teachers in Iligan City in terms of Workload, Role Conflict, Family Factors, and Working Environment

Table 6
Mean Distribution of the level of influence of workplace stress in terms of workload

	Workload	Mean	Description
1.	My job requires high concentration for a long time and it is energy consuming	3.05	True to me
2.	I'm overload with much responsibility and always on stand-by	2.53	True to me
3.	My job demands immediate decision frequently	2.87	True to me
4.	I'm frequently annoyed when my job demands more of my time as needed	2.07	Somewhat true to me
	Overall	**2.63**	**True to me**

Table 6 shows the level of influence and the mean distribution of participants' workplace stress among Christian Bible-based Schools (CBBS) teachers in Iligan City, across four categories: workload, role conflict, family factors, and working environment, each containing several items.

The first influence of workplace stress is workload. In the aspect of workload, the participants obtained a high level of influence regarding their jobs that require a high level of concentration for a long time and consume too much energy (M=3.05) as "true to me," in having too many demands and frequently making decisions (M=2.87) as "true to me," in having too much responsibility and always waiting for instructions or directions from superiors (M=2.53) as "true to me," and in being frequently annoyed when their job demands too much time than is necessarily needed (M=2.07) as "somewhat true to me." The overall mean for workload is (M=2.63) as "true to me" (Kose & Celik, 2024).

Workload can create stressors for teachers, making their work feel like a burden or a pain to carry, rather than allowing them to feel motivated, inspired, and inclined to persevere in their workplace (Johnson, 2021). Employers play an essential role in controlling the workload of teachers by balancing working hours and off-duty hours, allowing them to spend time for themselves, their families, and self-improvement activities, such as pursuing higher education or enhancing

hobbies or technical-vocational skills that they can utilize in their years after retirement or as coping strategies (Kose & Celik, 2024).

Employees tend to stay longer in their jobs when employers recognize their hard work, thereby reducing turnover and job dissatisfaction (Birhanu, M., et.al., 2018). When employee recognition improves, employee turnover will decrease. Therefore, higher-ranking administrators and directors should plan recognition programs, unity events such as team-building and family day activities, and policies to utilize teachers' competencies to improve their self-image and self-confidence (Manz, 2023). These teachers will perform better in their jobs, even when their workload demands high expectations, because they are encouraged to excel rather than feel overwhelmed.

Table 7
Mean Distribution of the level of influence of workplace stress in terms of role conflict

	Role Conflict	Mean	Description
1.	It'll put me in dilemma when I can't take care of my family and my job at the same time.	2.56	True to me
2.	I'm troubled because of many roles I need to play at work	2.19	Somewhat true to me
3.	I feel pressed to task implement when there's a collision between administration policies and superior's orders	2.28	Somewhat true to me
	Overall	**2.34**	**Somewhat true to me**

Table 7 shows the level of workplace stress influence on role conflict and the mean distribution among participants. In the aspect of role conflict, the participants reported a high level of experiencing a dilemma when they cannot take care of their family and their jobs simultaneously (M=2.56) as "true to me," feeling pressured to implement tasks when there is a collision or friction between administration policies and superiors' orders (M=2.28) as "somewhat true to me," and feeling troubled due to the many roles they are required to portray in their work (M=2.19) as "somewhat true to me." The overall mean for role conflict is (M=2.34) as "somewhat true to me" (Lee, 2020).

Managing work duties and household responsibilities often takes a toll on most teachers because the demands of their jobs require significant time and energy, leading to the sacrifice of one responsibility over the other. This creates a never-ending dilemma of choices and can result in imbalanced decisions or feelings of unfair treatment between work and family matters (Epelle, P., et. al., (2025).

Table 8
Mean Distribution of the level of influence of workplace stress in terms of family factors

	Family Factors	Mean	Description
1.	I have no time for managing a marriage or relationship	1.84	Somewhat true to me
2.	I will take the negative emotions I have on my job to my family	1.64	Somewhat true to me
3.	My job's unstable working hours usually disturb my family life	1.60	Somewhat true to me
	Overall	**1.69**	**Somewhat true to me**

Table 8 shows the level of workplace stress influence on family factors and the mean distribution among participants. In the aspect of family factors, the

participants reported a high level of having no time for managing a marriage or relationship (M=1.84) as "somewhat true to me," experiencing negative emotions from work that they bring home to their families (M=1.64) as "somewhat true to me," and disturbing their family life due to their job's unstable working hours (M=1.60) as "somewhat true to me." The overall mean for family factors is (M=1.69) as "somewhat true to me" (Johnson 2021; Garcia, 2021).

Due to the demands of their work, family and loved ones are sometimes neglected or put aside, though not always, as certain instances require prioritizing work over family time. For example, teachers may bring test papers home instead of spending quality time with their families after working hours. In any working environment, family factors can interact with work demands. This relationship can have a negative connotation, where work hinders time spent with family, or a positive connotation, where work motivates and inspires individuals to strive for better quality time with their loved ones (Zhao, W., et al., 2022). Ultimately, the ability to balance work and family factors significantly depends on an individual's time management skills, which reflect how effectively they can navigate both domains.

Table 9
Mean Distribution of the level of influence of workplace stress in terms of working environment

	Working Environment	Mean	Description
1.	The work condition for us stresses me out	1.73	Somewhat true to me
2.	The work environment for us (temperature, lightness, etc.) makes me feel uncomfortable	1.71	Somewhat true to me
3.	The work environment for us makes me feel tired	1.85	Somewhat true to me
	Overall	**1.76**	**Somewhat true to me**

Table 9 shows the level of workplace stress influence on the working environment and the mean distribution among participants. In the aspect of the working environment, the participants reported a high level of feeling tired due to their working environment (M=1.85) as "somewhat true to me," experiencing stress from their working conditions (M=1.73) as "somewhat true to me," and feeling uncomfortable due to environmental factors such as temperature and lighting (M=1.71) as "somewhat true to me." The overall mean for the working environment is (M=1.76) as "somewhat true to me" (Johnson, 2021; Smith, 2020).

Most likely, these teachers' working environment is not adequately conditioned to be comfortable and convenient. For instance, unsuitable air-conditioned classrooms or facilities can contribute to discomfort, especially in the humid weather typical of our country. Additionally, the lack of a reliable water supply can create challenges, as teachers must attend to their students' bathroom needs, and overcrowded classrooms can further exacerbate stress levels (Garcia, 2021). Numerous factors in the working environment can be sources of stress for teachers, influencing their workplace stress and potentially causing conflicts among students, colleagues, administrators, and principals.

A conducive, work-friendly environment has been found to alleviate teacher workplace stress. Providing a space for teachers to take a nap can help them regain strength and energy to complete their daily tasks (Zhao, W., et al., 2022). A comfortable resting area is a significant factor in reducing teachers' stress levels.

Access to portable, safe drinking water, clean, well-maintained comfort rooms, and air-regulated classrooms is essential for most teachers, as these are fundamental needs. Without these basic provisions, stress can escalate, negatively impacting teachers' work ethic and reflecting their life choices and career perspectives (Epelle, P., et. al., (2025). It is important to note that teachers often seek more than just a salary; they also prioritize workplace convenience and comfort.

Table 10
Summary Table of the Mean Distribution of Christian Bible-based School (CBBS) Teachers' Workplace Stress

Workplace Stress Indicators	Mean	Description
Workload	2.63	True To Me
Role Conflict	2.34	Somewhat True To Me
Family Factors	1.69	Somewhat True To Me
Working Environment	1.76	Somewhat True To Me
Overall Mean	**2.10**	**Somewhat True To Me**

Based on the findings of the above table, workload is the highest indicator of workplace stress among Christian Bible-based Schools (CBBS) teachers, with a mean of (M=2.63), followed by family factors with a mean of (M=1.69). Workload was identified as the primary predictor of workplace stress among CBBS teachers, who report feeling anxious, agitated, impatient, and intolerant toward coworkers and various situations (Johnson, 2021).

Conversely, family factors are the least indicative of workplace stress among these teachers, as they prioritize family above all else, consistent with their Christian values that emphasize God, family, and career (Garcia, 2021).

Written below were the statements of non-teaching staff on handling workplace stress:

Non-teaching Informant 1:

When the family is at times needs immediate attention,
I make amends, like doing extra time to work so the
company will show consideration.

Non-teaching Informant 2:

I don't take sides in any arguments because it
will boomerang to me one day. I just keep at
peace.

Non-teaching Informant 3:

At times, I have more work to do than the others.
I try to list my tasks so I can finish on time.

Work commitment of Christian Bible-based Schools (CBBS) Teachers in terms of Work attitude and values, Involvement and productivity, and Competency and efficiency

Table 11

Mean Distribution of the work commitment of Christian Bible-based Schools (CBBS) Teachers' in terms of work attitude and values

	Work Attitude and Values	Mean	Description
1.	I start and end my work with a prayer	3.56	Very true to me
2.	I read my Bible every day before going to work	2.80	True to me
3.	I obey my Bible and apply it to my work	3.29	True to me
4.	I make time to do my personal devotion every day before going to work	3.11	True to me
5.	My workplace is my platform to apply the teachings of the Bible	3.36	True to me
	Overall	**3.22**	**True to me**

Table 11 shows the work commitment and mean distribution of participants among Christian Bible-based Schools (CBBS) teachers in Iligan City across four categories: work attitude and values, involvement and productivity, and competency and efficiency, each containing several items (Johnson, 2021; Smith, 2020).

The first category of work commitment is work attitude and values. In this aspect, the participants reported a high level of work commitment, as evidenced by their practice of starting and ending their work with a prayer (M=3.56) as "very true to me," viewing their workplace as a platform to apply the teachings of the Bible (M=3.36) as "true to me," obeying and applying biblical principles in their work (M=3.29) as "true to me," making time for personal devotion every day before going to work (M=3.11) as "true to me," and reading the Bible daily before work (M=2.80) as "true to me." The overall mean for this category is (M=3.22) as "true to me" (Garcia, 2021).

Table 12

Mean Distribution of the work commitment of Christian Bible-based School (CBBS) Teachers' in terms of involvement and productivity

	Involvement and Productivity	Mean	Description
1.	I attend church services regularly	3.45	True to me
2.	I make myself available as participants in church activities	3.32	True to me
3.	I involve in soul winning activity of the church	2.94	True to me
4.	I involve myself in community services	2.98	True to me
5.	I attend official meetings and school social functions	3.22	True to me
	Overall	**3.18**	**True to me**

Table 12 shows the work commitment and mean distributions of the participants regarding involvement and productivity. The participants reported a high level of commitment in attending regular church services (M=3.45) as "true to me," making themselves available as participants in church activities (M=3.32) as "true to me," attending official meetings and school social functions (M=3.22) as "true to me," involving themselves in community services (M=2.98) as "true to me," and participating in soul-winning activities in church (M=2.94) as "true to me." The overall mean for this category is (M=3.18) as "true to me" (Johnson, 2021; Garcia, 2021).

Involvement in church activities, social gatherings, and community services can be effective for teachers, helping them maintain a balanced work-life balance. By engaging in these activities, they not only contribute to their work but also find stress relief and avenues for peace, such as participating in local feeding programs for children and the poor, charity auctions for fire and flood victims in the city, and other initiatives that help alleviate their work responsibilities and duties (Zhao, W., et al., 2022).

Table 13
Mean Distribution of the work commitment of Christian Bible-based Schools (CBBS) Teachers' in terms of competency and efficiency

	Competency and Efficiency	Mean	Description
1.	I observe time management	3.37	True to me
2.	I come to work regularly	3.68	Very true to me
3.	I start work punctually	3.46	True to me
4.	I inform department head/admin for possible absences	3.74	Very true to me
5.	I communicate clearly in written and spoken words for leave of absences or emergencies	3.66	Very true to me
	Overall	**3.58**	**Very true to me**

Table 13 shows the work commitment and mean distributions of the participants in terms of competency and efficiency. The participants reported a high level of commitment in informing their department head or administration about possible absences (M=3.74) as "very true to me," coming to work regularly (M=3.68) as "very true to me," communicating clearly in written and spoken words regarding leave of absences or emergencies (M=3.66) as "very true to me," starting work punctually (M=3.46) as "true to me," and observing time management (M=3.37) as "true to me." The overall mean for this category is (M=3.58) as "very true to me" (Johnson, 2021; Smith, 2020).

Punctuality and regular attendance are essential aspects of teachers' commitment to their work, as they reflect their competence and efficiency in the workplace. Conversely, failing to show up at work without prior notice is considered disrespectful and unprofessional. Competency and efficiency are closely linked to a teacher's work commitment and dedication, as demonstrated by punctuality, timely communication with supervisors regarding emergencies, and providing written or verbal notifications, which signify professionalism and strong work ethic (Garcia, 2021).

Table 14
Mean Distribution of the work commitment of Christian Bible-based Schools (CBBS) Teachers' in terms of fun and creativity

	Fun and Creativity	Mean	Description
1.	My creativity and innovative ideas are practiced at work	3.50	Very true to me
2.	I work because I have fun in what I do	3.64	Very true to me
3.	I gain new learnings in my work	3.79	Very true to me
4.	I enjoy going to work every day	3.54	Very true to me
5.	I just love my work and what I am doing	3.61	Very true to me
	Overall	**3.62**	**Very true to me**

Table 14 shows the work commitment and mean distribution of participants regarding fun and creativity. The participants reported a high level of gaining new learnings at work (M=3.79) as "very true to me," finding enjoyment in their work (M=3.64) as "very true to me," loving their work and what they do (M=3.61) as

"very true to me," enjoying going to work every day (M=3.54) as "very true to me," and practicing creativity and innovative ideas at work (M=3.50) as "very true to me." The overall mean for this category is (M=3.62) as "very true to me" (Johnson, 2021).

Balancing hard work with fun is an effective strategy for teachers to manage stress and maintain a positive work environment. To alleviate tension at work, teachers actively seek ways to enjoy their tasks and embrace the benefits that come with their roles (Garcia, 2021).

Table 15
Summary Table of the Mean Distribution of Christian Bible-based Schools (CBBS) Teachers' Work Commitment

Work Commitment Indicators	Mean	Description
Work Attitude and Values	3.22	True To Me
Involvement and Productivity	3.18	True To Me
Competency and Efficiency	3.58	Very True To Me
Fun and Creativity	3.62	Very True To Me
Overall Mean	**3.40**	**Very True To Me**

Based on the findings in the above table, fun and creativity are the highest indicators of Work Commitment among Christian Bible-based Schools (CBBS) Teachers (M=3.62), followed by involvement and productivity (M=3.18).

It was discovered that teachers place greater value on moral standards than on having fun and being creative in their work. They also set an example of enjoying their work rather than enduring hardship, and participating in social gatherings and activities infrequently and productively.

Below are comments of non-teaching staff on work commitment:

Non-teaching Informant 1

> Being in a Christian community, prayer has been part of my daily routine, and it helps me be more Christ-like and reflecting on the Word of God is written in the Bible.

Non-teaching Informant 2

> Aside from being an alumnus of the institution, I value integrity and loyalty the most because I see changes in the lives of other people in this community.

Significant relationship between the work commitment of Christian Bible-based Schools (CBBS) Teachers, their emotional intelligence, and workplace stress

Table 16
Significant relationship between work commitment and emotional intelligence

Variables	r-value	p-value	Interpretation	Decision
Work Commitment and Emotional Intelligence	0.528	0.000	Significant	Reject H_{01}

Table 16 presents the r-value, p-value, and interpretation of the significant relationship test between work commitment and emotional intelligence. The correlation between work commitment and emotional intelligence was significant (r = 0.528, p = 0.000).

Based on the results, the null hypothesis was rejected. There is a significant relationship between work commitment and emotional intelligence. Christian Bible-based Schools (CBBS) Teachers' work commitment was directly related to their emotional intelligence, supporting findings by Mayer & Salovey (1997) that emotional intelligence influences workplace behavior and interpersonal effectiveness.

Having high emotional intelligence (EI) can help someone perform various tasks and responsibilities in the workplace. Also, it has improved relationships, mental health, job satisfaction, and work performance (Guerra-Bustamante et al. 2019).

Table 17

Significant relationship between work commitment and workplace stress

Variables	r-value	p-value	Interpretation	Decision
Work Commitment and Workplace Stress	0.012	0.903	Not Significant	Fail to Reject H_{01}

Table 17 presents the r-value, p-value, and interpretation of the significant relationship test between work commitment and workplace stress. The correlation between work commitment and workplace stress was not substantial (r = 0.012, p = 0.903).

Based on the results, the test failed to reject the null hypothesis. There is no significant relationship between work commitment and workplace stress. Teachers' work commitment in Christian Bible-based Schools (CBBS) was unrelated to workplace stress, aligning with Beehr's (2019) findings, which emphasized that the impact of stress on organizational outcomes can vary across individuals and contexts.

Discussion

Intervention and Enhancement Program Proposed in this Study

The proposed intervention program for this study is to provide mentorship and stress management advice to teachers, thereby enhancing their commitment to their work within the organization.

Intervention Program A (Non-School-Based)

Goal: a) To strengthen teachers' commitment to their jobs and work ethics within the organizaton they work for, as well as to mentor and advise them on how to **b)** manage stress; and to be collaborative with the teachers' professional and career development plans in their profession.

Action Step	Responsible	Start Date	Milestones	Due Date	Resources	Desired Outcome
Open-door counseling and a customized series of psychological assessments will always be accessible to teachers who simply need someone to talk to and listen to them.	Open to all teaching staffs	Summer Break Monitoring Frequency: Bi-monthly	Pre and post assessment of teachers' self-assessment and self-evaluation for the past S.Y.	After a year from start date	Materials that are relatable to the topic at discussion.	Professional Development among teachers of Christian Bible-based schools
Mentorship program for ongoing support and guidance.	Classified by gender (Male to male; female to female)	Summer Break Monitoring Frequency: Bi-monthly	Sharing views and points of daily lives as well as work related issues	After a year from start date	Materials that are relatable to the topic at discussion.	Relationship and connection as well as establishing confidentiality and privacy.
Scheduling a one-to-one discussion of the individual's strong and weak points	Spiritual elders, leaders, priests, counselors (not employed by the school)	Summer Break Monitoring Frequency: Bi-monthly		After a year from start date	Materials that are relatable to the topic at discussion.	Evaluate impartially without prejudice as the intervenors are not connected in the school community.

Figure 1. Proposed Intervention Program A (Non-school-based)

The Intervention Program A (Non-School-Based) is proposed for the study to seek Professional Development for Christian Bible-based Schools (CBBS) teachers. At the end of the program, the teachers will champion compassionate individuals who have developed personal relationships with God and will look out for the community, consistent with the findings of Schoeman (2002), who emphasized that sustained professional development and mentorship significantly enhance teacher commitment and identity formation.

The proposed intervention program for this study is to foster a close bond and sense of camaraderie among co-workers, as well as to serve as a revitalizer and a resurgence of long-lost passions for working in the company with a new perspective.

The Intervention Program B (School-Based) is proposed for the study to support Social Skills Development among teachers of Christian Bible-based Schools (CBBS).

Intervention Program B (School-Based)

Goal: a) Reenergizers, revitalizers, and the return of lost interests to work in the organization with a fresh outlook.
b) Build, connect, and establish strong camaraderie among co-workers.

Action Step	Responsible	Start Date	Milestones	Due Date	Resources	Desired Outcome
Bringing teachers together for team activities	Assigned Team Leaders usually by rotation.	July 2024 Monitoring Frequency: Quarterly	Break down barriers between them and their colleagues	After a year from the start date	Materials that are relatable to the topic at discussion.	Social Skills Development among teachers of Christian Bible-based schools
Groupings of teachers to organize every activity.	Assigned Team Leaders usually by rotation.	July 2024 Monitoring Frequency: Quarterly	To showcase the hidden talents, gifts, and skills of every teacher	After a year from the start date	Materials that are relatable to the topic at discussion.	To let everyone have the opportunity to be a leader/organizer
Indoor/Outdoor activities in the school premises	Assigned Team Leaders usually by rotation.	July 2024 Monitoring Frequency: Quarterly	Provide teachers with a respite from the stress they endure	After a year from the start date	Materials that are relevant to the activity at discussion	Pre and post evaluation will be given to everyone who organized and participated. Good and bad points for improvement.

Figure 2. Proposed Intervention Program B (School-based)

At the end of the program, the teachers will champion compassionate individuals who develop personal relationships with God and will look out for the community, reflecting the perspective of Hargreaves (2000), who highlighted the importance of collegiality, emotional understanding, and moral purpose in sustaining teacher motivation and professional renewal.

The present study aimed to assess the level of emotional intelligence, workplace stress, and work commitment of Christian Bible-based Schools (CBBS) Teachers in Iligan City for the 2023-2024 school year. Mainly this will discuss the following grounds: (a) will assist educators in recognizing and identifying various strategies for handling stress and conflict as well as how to handle it; (b) will assist the targeted schools in managing their instructors, who provide front-line instruction in their buildings; (c) will arise of having a well-equipped teacher in the classroom; (d) will inspire other people to love and live what they do; (e) aims at developing employees' abilities and identifying their unique talents; (f) will contributes to the enhancement of the services provided by the school to both parents and pupils; and (g) will increase the study's demographic scope and add more factors in the future might use the baseline data from this study as a guide.

The study employed the descriptive-correlational research design. This design gives a glimpse into people's thoughts, feelings, or behaviors as they are right now. In contrast, the correlational design looks for patterns between variables and makes predictions based on what is known now. The direction and/or strength of the relationship between two or more variables is reflected in a correlation (Scribd, 2019). To answer a research question, the triangulation method—which uses

multiple datasets, methods, theories, and/or investigators—will also be employed (Scribd, 2022).

The data were gathered from the fourteen (14) Christian Bible-based Schools (CBBS) in Iligan City namely: Iligan City Adventist Elementary School, Maranatha Christian Academy, Berean Christian Academy, Timothy Christian Academy of Iligan, Inc., Iligan City Tutorial Center – Immanuel Tutorial Center, United Methodist Development Academy, ICBC – New Life Christian Academy, Inc., Presbyterian Christian Academy, Shekinah Hope Foundation Academy, Bethany Baptist Academy – Iligan, Youngster Christian Learning Place, Dansalan College Foundation Inc., Nazaraois Child Development Foundation, and Fountain of Life Academy of Iligan.

Based on the findings of the study, several conclusions were drawn, one of which is that work commitment is directly related to the emotional intelligence of Christian Bible-based Schools (CBBS) Teachers. Workers who demonstrated a strong work ethic, dedication, and high emotional intelligence were more likely to succeed in their positions. On the other hand, workers who lacked emotional intelligence, a strong work ethic, and commitment were possible to perform poorly at work. As a result, creating a compassionate and encouraging work environment and helping staff members increase their dedication and commitment to their jobs may greatly improve their performance.

Human resource personnel are encouraged to implement initiatives that promote social relationships and camaraderie among employees, which can improve their self-worth, self-esteem, self-control, self-image, inventiveness, and initiative (Goleman, 1995). Examples of such initiatives include providing in-depth feedback on job performance, facilitating open and honest communication about school policies, offering training to enhance employees' skills, and motivating staff to participate in activities that benefit both the organization and their personal growth (Ulrich, 1997). Furthermore, emotional intelligence should be recognized as a valuable quality and could be integrated into performance reviews and workplace guidelines to evaluate the effectiveness of emotional intelligence interventions (Mayer & Salovey, 1997).

For teaching and non-teaching personnel, it is essential to devise strategies that transform emotional weaknesses into strengths, thereby increasing their craftsmanship in their work. Staff members should actively participate in events and seminars organized by the administration and human resources to enhance their knowledge and acquire new skills. This engagement will not only strengthen their work ethic and commitment but also contribute to their maturity and responsibility as employees, as well as their emotional intelligence in managing job-related stress and conflicts (Bar-On, 2000). Their progress and areas for improvement will be documented in their personnel files.

Lastly, future researchers are encouraged to conduct further investigations to explore the need to enhance teachers' work ethic and commitment, which are closely related to their emotional intelligence and workplace stress (Mayer & Salovey, 1997). The current study focused on Christian Bible-based Schools (CBBS) within the city, and future research could examine and compare the work ethic, commitment, and other factors in non-Christian Bible-based schools, such

as Roman Catholic schools, to validate the necessity of this research (Schoeman, 2002).

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Conflict of Interest: The author doesn't have any conflict of interest.

Ethical Statement: This study was conducted with strict adherence to ethical guidelines to ensure the protection and well-being of all participants. The researcher emphasizes the importance of obtaining permission from relevant authorities (directors, principals, or administrators) before collecting data. This step is crucial in ensuring ethical standards are met, particularly in educational settings where participants may be vulnerable. The preparation of Informed Consent letters is a vital part of this process, as it ensures that participants are fully aware of the study's purpose, their rights, and how their data will be used. Prior to participation, informed consent was obtained from each individual after they were fully informed about the purpose, procedures, potential risks, and benefits of the research. Participants were assured that their involvement was voluntary and that they could withdraw at any time without any consequences. To safeguard data confidentiality, all information collected from participants was treated with the utmost confidentiality. Personal identifiers were removed or coded to maintain anonymity, and data were securely stored to prevent unauthorized access. These measures were implemented to uphold the ethical standards of research and to respect the rights and privacy of the participants throughout the study.