

Work-related stress factors, recreational sports engagement and teaching effectiveness of MAPEH teacher: Input to wellness program

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Abstract: This mixed-method study aimed to correlate the relationships between work-related stress factors, recreational sports engagement, and teaching effectiveness among MAPEH teachers. The participants included 222 MAPEH teachers from the Province of Capiz for the school year 2024-2025. A researcher-made questionnaire was employed. The overall level of work-related stress factors as a whole and in terms of student behavior, relationship with administrators, relationship with colleague, work place environment, job satisfaction, times management and work life balance among MAPEH teachers was high. The level of recreational sports engagement in terms of team sports, dual sports, individual sports and gym exercise among MAPEH teachers was also high. The teaching effectiveness of MAPEH teachers was rated as high based on individual performance commitments and reviews. There were no significant differences in work-related stress factors, recreational sports engagement, and teaching effectiveness when the MAPEH teachers were grouped by age, sex, civil status, highest educational attainment, and years of teaching experience. Additionally, there was no significant relationship between the levels of work-related stress factors and recreational sports engagement. However, There was a significant relationship between work-related stress factors and teaching effectiveness. Conversely, no significant relationship existed between recreational sports engagement and teaching effectiveness.

Keywords: Work-related stress factors, Recreational sports engagement, Teaching effectiveness, MAPEH Teachers and Wellness Program

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INTRODUCTION

MAPEH (Music, Arts, Physical Education, and Health) teachers play an indispensable role in fostering students' holistic development by nurturing creativity, promoting physical well-being, and instilling essential life skills such as discipline, teamwork, and self-expression. Beyond delivering technical instruction across these diverse disciplines, MAPEH teachers also face unique professional challenges that contribute significantly to work-related stress. According to Mark (2018), stress in the education sector is a widespread issue, affecting teachers' well-being and their capacity to perform effectively. For MAPEH teachers, this stress is compounded by the physically demanding nature of physical education, the creative rigors of music and arts instruction, and the necessity to balance varied responsibilities. These stressors—ranging from heavy workloads and time management pressures to classroom management difficulties and lack of administrative support (Brown & Williams, 2019)—can lead to burnout, decreased job satisfaction, and diminished teaching effectiveness if left unaddressed (Smith, 2023; Garcia, 2021).

Interestingly, research has consistently pointed to the role of recreational sports as a promising avenue for mitigating the negative effects of stress. Johnson and Lee (2017) found that regular engagement in physical activities enhances mood, reduces stress, and boosts overall well-being, outcomes particularly relevant to MAPEH teachers who already incorporate physical activity into their professional duties. By participating in recreational sports outside of work, these teachers can reap additional benefits—such as enhanced physical fitness, mental relaxation, and social interaction—that, in turn, positively influence their classroom performance (Clark, 2018; Santos, 2021). These activities not only offer stress relief but also reinforce the importance of an active lifestyle, which MAPEH teachers are expected to model for their students.

Furthermore, the importance of addressing work-related stress through structured interventions is underscored by findings such as those of Collantes and Sarabia (2020), who reported that moderate stress levels stemming from high demands, tight deadlines, and insufficient resources negatively affect teaching performance. Their study also revealed that attending stress management seminars improved teachers' effectiveness, indicating that professional development can serve as a critical buffer against occupational stress. Similarly, demographic variables such as gender, age, and experience have been found to correlate significantly with perceived stress levels, with younger and female teachers often reporting higher stress (Agai-Demjaha et al., 2015), emphasizing the need for targeted support systems within educational institutions.

Beyond personal well-being, recreational sports engagement can function as an informal form of professional development, keeping MAPEH teachers connected to the evolving trends in physical education and enabling them to refine their sports-related competencies (Clark, 2019). This continuous learning loop is essential for maintaining proficiency across the diverse domains they teach and contributes to their overall teaching effectiveness, which encompasses the ability to engage students, deliver content meaningfully, manage classrooms efficiently, and assess learning outcomes effectively (Clark, 2018). Notably, MAPEH teachers' dual involvement in both formal instruction and community-based sports programs can strengthen their sense of belonging and enhance job satisfaction, factors crucial for sustaining long-term teaching effectiveness.

Overall, the intricate relationship between work-related stress, recreational sports engagement, and teaching effectiveness is a critical area of inquiry for understanding how to better support MAPEH teachers. By exploring these dynamics, researchers can uncover valuable insights into strategies that not only alleviate stress but also elevate the quality of teaching, ensuring that educators are empowered to inspire and develop the next generation of well-rounded, creative, and health-conscious students.

Problem Statement

The primary purpose of this study was to correlate work-related stress factors, recreational sports engagement and teaching effectiveness of MAPEH Teachers. Specifically, this sought answer to the following questions:

1. What is the level of work related stress factors of MAPEH teachers as a whole and in terms of student behavior, relationship with administrator, relationship with colleague, workplace environment, job role, job satisfaction, time management and work life balance?
2. What is the level of recreational sports engagement of MAPEH teachers as a whole and in terms of participation in team sports, participation in dual sports, participation in individual sports, and gym exercise?
3. What is the level of teaching effectiveness of MAPEH teachers?
4. Is there a significant difference in the work related stress factors, recreation sports engagement and teaching effectiveness among MAPEH teachers when grouped according to their demographic profile?
5. Is there a significant relationship between the work related stress factors of MAPEH teachers and their level of recreational sports engagement?
6. Is there a significant relationship between the work related stress factors of MAPEH teachers and their teaching effectiveness?
7. Is there a significant relationship between the recreational sports engagement of MAPEH teachers and their teaching effectiveness?

Theoretical framework

This study was anchored upon JD-R model, by Bakker (2024) Smith and Anderson's Physical Activity and Mental Health Model, Self-Determination Theory by Deci and Danielson Framework for Teaching.

JD-R Model Theory is for understanding occupational stress. The JD-R model posits that job demands (such as workload, emotional strain, and role conflict) can lead to burnout if not balanced by job resources (such as support, autonomy, and professional development). For MAPEH teachers, the demands of teaching multiple disciplines and managing diverse classroom activities can be mitigated by engaging in recreational sports, which act as a personal resource that enhances resilience and reduces stress. This model suggests that recreational sports can buffer the negative effects of job demands, thereby improving teaching effectiveness (Bakker & Demerouti, 2024).

Smith and Anderson's Physical Activity and Mental Health Model explores how regular physical activity, including recreational sports, contributes to mental health by reducing stress and enhancing mood. For MAPEH teachers, engaging in recreational sports can provide psychological benefits, such as improved mood and reduced anxiety, which contribute to better teaching effectiveness. This model highlights the positive impact of physical activity on mental well-being and its potential to improve educational outcomes (Smith & Anderson, 2024).

Self-Determination Theory explains how intrinsic motivation and the fulfillment of basic psychological needs (autonomy, competence, relatedness) influence well-being and behavior. For MAPEH teachers, participation in recreational sports that fulfill these intrinsic needs can enhance overall well-being and motivation. This improved well-being can translate into greater effectiveness in teaching (Deci, 2024).

Danielson framework for Teaching evaluates teaching effectiveness across multiple domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Effective teaching is influenced by the teacher's overall well-being and ability to manage stress. Recreational sports can enhance MAPEH teachers' physical and mental health, leading to improved performance in these domains (Garcia & Lee, 2024).

METHODOLOGY

Research design

The mixed method research design was used in this study, which employed the quantitative method using survey-correlational and qualitative method by using Focus Group Discussion (FGD) and In-depth interview in order to determine the work-related stress factors, recreational sports engagement and teaching effectiveness of MAPEH Teachers for the School Year 2024-2025. According to Mark (2014) a term that is usually used to designate combining quantitative and qualitative research methods in the same research project.

The survey-correlational method of research was employed in this study. According to David in Caluba (2014), survey as descriptive type of study find answers to the question who, what, when, where, and how. Using this method a researcher can systematically examine and analyze human behavior occurring under natural conditions. In Addition, descriptive research involves collecting data to test hypothesis or to answer questions concerning the status of the subject of the study.

However, Focus Group Discussion (FGD) and in-depth interview is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator. This method serves to solicit participants attitudes and perceptions, knowledge and experience , and practices, shared in the course of interaction with difference people (Wong,2018).

Locale of Study

This research was conducted in selected public and private schools in the Province of Capiz.

Respondents of the study

The participants of this study were the 222 out of 490 randomly selected public and private MAPEH teachers in the Province of Capiz.

Selection and Description of Respondents

Stratified proportional random sampling was employed in the selection of the participants where everyone in the population was given an equal chance of being selected as a sample. They were selected at random from their respective school district using the lottery technique. All the names of the MAPEH Teachers in each participating school district was written in a slip of paper, rolled and placed in a box designated for each school. The desired sample size was determined using Slovin's formula. The required number of sample-participants was drawn from each box, those whose names were drawn and included in the sample.

Data Gathering Instruments

To measure the work-related stress factors, recreational sports engagement and teaching effectiveness of MAPEH Teachers, a researcher made questionnaire was used. The researcher formulated statements according to the topics in the variables of the study and presented in comprehensible and simple language. The survey questionnaire consisted of four (4) parts: Part one was the demographic Profile of the participants which gathered data such as name, school assignment, age, sex, position/designation, and length of year in service. Part Two was the work-related stress factors in terms of student behavior, relationship with administrators, relationship

with colleague, workplace environment, job role demand, Job satisfaction, time management, and work-life balance. Part Three was the recreational sports engagement in terms of participation in team sports, participation in dual sports, and participation in individual sports. Part four is the teaching effectiveness based on the result of the Individual Performance Commitment and Review.

Prior to the conduct of the study, the instrument underwent face and content validation by the panel of experts. Their suggestions as well as recommendations for the improvement of the instrument were incorporated in the revisions of the same instruments. After the instrument had undergone face and content validation, this was pilot tested to the MAPEH Teachers in Kalibo who are not part of the actual study.

The result of the Pilot testing was used in the determining the computer-processed reliability testing of the research instrument using the Statistical Package for Social Science (SPSS) software. Kulkarni (2016) contends that an instrument with a reliability index of .700 and above is considered reliable. In this study, the result of Cronbach alpha showed a reliability index 0.80 The results of statistical test indicated that the instrument of this study was reliable and acceptable beyond doubt.

After the validation and reliability testing, the questionnaire was distributed to the participants for collection of needed information. To interpret the data on the work-related stress factors, recreational sports engagement and teaching effectiveness of MAPEH Teachers in the division of Capiz, the following 5 point Likert Scales of mean and description were utilized.

A Focus Group Discussion (FGD) was utilized as a qualitative technique for validity checking. Seven research-based questions were developed concerning work-related stress factors, engagement in recreational sports, and the teaching effectiveness of MAPEH teachers. These questions underwent face validation by a panel of experts. The FGD approach allowed the researcher to gather a substantial amount of additional information in a shorter period while also capturing a variety of perspectives, emotional responses, and processes from the participants.

Data Gathering Procedure

Permission to conduct the research was requested from the Dean of the School, Capiz State University and the Division Superintendent of Capiz and Roxas City. Permission to participate in the study was sought from each participants were informed about the research. They were assured that their privacy and information were protected and highly confidential for research purposes only. After the researcher sought approval, the researcher personally communicated the participants of the study to distribute the questionnaire. In order to obtain a high percentage of turn-out, the researcher distributed the questionnaire personally and via messenger and email address of the participants using Google forms and these was retrieved after completion to assure 100% retrieval. When all questionnaire was accomplished, data gathered then was encoded, tallied, tabulated, and interpreted using appropriated statistical tools.

On the other hand, a Focus Group Discussion (FGD) and In-depth interview session was scheduled after the analysis of result. The FGD discussant were those who were not part of the sample size. The actual timeline of FGD and in-depth interview was one day on November 8, 2024 at Capiz National High school WAB building which consisted of ten (10) MAPEH Teachers which included five (5) junior high-school teacher, two, (2) university professors, two (2) elementary teacher, and one (1) division supervisor

Data Analysis Procedure

In this study, all collected data were processed and analyzed using the Statistical Package for Social Science (SPSS) software to ensure precise and systematic statistical evaluation. Frequency count was employed to categorize and summarize the participants according to age, sex, civil status, highest educational attainment, and years of teaching experience, providing a clear demographic profile. To assess the levels of work-related stress factors, recreational sports engagement, and teaching effectiveness among MAPEH teachers, the mean was calculated, offering a quantitative measure of each key variable.

To explore whether significant differences existed in the levels of work-related stress, recreational sports engagement, and teaching effectiveness across different demographic groups, the study applied Analysis of Variance (ANOVA). Furthermore, Pearson's *r* correlation was used to examine the strength and direction of the relationships between work-related stress factors, recreational sports engagement, and teaching effectiveness. Throughout the analysis, the study adhered to a 0.05 alpha level as the threshold for determining the acceptance or rejection of the null hypotheses, ensuring that statistical conclusions were drawn with an appropriate level of confidence.

DISCUSSION OF FINDINGS

Profile of the Respondents

The profile of the respondents reveals that the total 222 participants, a little over three-fourth or 71.8% are females while the rest 62 or 28.2% are males. The highest percentage or 51.8% were young (35 years old and below), 66 or 30.0% were middle age (36-49 years old and 40 or 18.2% were in the old age (50 years old and above). As to their highest educational attainment, more than fifty percent or 55.0% of the participant had a postgraduate while the 99 or 45.0% had no postgraduate study. Lastly, in years teaching experience, majority or 65.9% served above 5 years and the rest 75 or 34.1% served below 5 years.

Work Related Stress Factors of MAPEH Teachers

The findings of this study reveal that, when considering the 222 MAPEH teachers as a whole group, their overall level of work-related stress factors reached a grand mean of 3.43, indicating a "High" level of stress. Specifically, the highest stress area was linked to the workplace environment (mean = 3.50), suggesting that issues such as lack of equipment, facilities, and financial support, particularly in public schools, play a significant role in teachers' stress experiences. Other high-stress areas included job satisfaction, relationship with colleagues, and work-life balance (all with mean = 3.44), reflecting challenges like workplace jealousy, competition, unresolved conflicts, and the difficulty of separating professional and personal life due to extra tasks and non-teaching duties such as paperwork and extracurricular responsibilities.

The study also showed that student behavior contributed notably to stress (mean = 3.41), which participants associated with managing negative behaviors common among younger generations. Meanwhile, relationship with administrators (mean = 3.40), job role demands (mean = 3.39), and time management (mean = 3.39) were rated at a "Moderate" stress level, although still significant enough to affect teachers' day-to-day work, especially when compounded by administrative tensions or unclear expectations.

Qualitative insights from the focus group further illuminated these stressors. One discussant expressed that work-life balance was particularly difficult because tasks often

extended beyond school hours, compounded by the challenges of negative student behavior, limited resources, and interpersonal issues with colleagues. Another participant highlighted that the most stressful aspect was managing relationships with colleagues, where jealousy, insecurity, or competition for promotions undermined professional collaboration and mutual respect.

These findings are consistent with prior studies, such as Reyes et al. (2022), who reported that MAPEH teachers often experience high stress due to increased workloads and administrative responsibilities, exacerbated by limited support and resources. Garcia and Smith (2023) further emphasized that balancing diverse subject demands with large class sizes and scarce materials heightened teachers' stress, potentially undermining mental health and effectiveness. Moreover, adapting to rapid technological changes and integrating new instructional methods added another layer of strain.

Interestingly, contrasting research by Taylor and Green (2024) showed that teachers with access to adequate resources, administrative support, and collaborative work environments reported significantly lower stress levels. Access to professional networks and effective stress management strategies were also key factors in reducing stress among MAPEH educators. Similarly, Jones et al. (2023) identified that the pressures of meeting diverse educational standards and designing creative lesson plans are major stress contributors, further amplified by the high expectations of both students and parents regarding MAPEH activities.

Notably, the study's findings suggest that MAPEH teachers who are technologically adept and use applications to simplify and streamline their workload may better navigate stressors, aligning with recent evidence that technological adaptation can help teachers manage tasks more efficiently and mitigate stress. Overall, the results underscore the need for enhanced institutional support, targeted interventions, and resource improvements to help MAPEH teachers maintain their well-being and effectiveness in the classroom.

Recreational Sports Engagement of MAPEH Teachers

The findings of this study reveal that, when considered as a whole group, the 222 MAPEH teachers reported a high level of recreational sports engagement, with a grand mean score of 3.49. This strong engagement was consistent across all specific areas, including gym exercise (mean = 3.55), individual sports (mean = 3.48), dual sports (mean = 3.46), and team sports (mean = 3.45). These results highlight that MAPEH teachers not only promote physical activity in their classrooms but also actively incorporate it into their own lives, embodying the principle of "a sound mind in a sound body." Their high involvement, particularly in gym exercises, suggests a personal commitment to maintaining physical conditioning, which supports both their teaching roles and their professional credibility.

Qualitative insights further reinforced these findings. One discussant emphasized that engaging in sports is part of their job description as MAPEH teachers and that they serve as role models for students by practicing what they teach. Another discussant, despite acknowledging the physical limitations brought on by aging, expressed a continued commitment to sports activities like jogging, Zumba, and even recreational shooting, motivated by the desire to apply the lessons they impart to students and to model lifelong fitness.

These results align with the findings of Chen and Wang (2020), who reported that regular physical activity among MAPEH teachers helps maintain high energy levels and promotes a positive teaching outlook. Similarly, Adams and colleagues found that high recreational sports engagement brings both physical benefits, such as improved cardiovascular fitness and stress reduction, and psychological benefits, including enhanced mood and job satisfaction.

Conversely, the study by O'Connor et al. (2024) highlighted the negative effects faced by MAPEH teachers with **low** sports engagement, noting that they often struggled to maintain a healthy work-life balance and experienced elevated stress levels, suggesting that failing to practice what they teach can have personal and professional repercussions.

Overall, the findings underscore that MAPEH teachers' strong engagement in recreational sports is not just a professional necessity but also a personal passion for many. This commitment enhances their physical health, supports their psychological well-being, and reinforces their effectiveness and credibility as educators, ultimately benefiting both themselves and the students they teach.

Teaching Effectiveness of MAPEH Teachers

The findings of this study reveal that the 222 MAPEH teachers, when considered as a whole group, demonstrated a high level of teaching effectiveness, with a grand mean score of 3.68. This result underscores the distinctive strength of MAPEH educators, who are tasked with delivering a diverse and integrative curriculum encompassing music, arts, physical education, and health. Their ability to weave these subjects together allows them to offer versatile and engaging instruction that connects physical health, creativity, and mental well-being, which likely contributes to their effectiveness in the classroom.

MAPEH teachers' use of active, participatory, and hands-on learning strategies—such as sports activities, art projects, and musical performances—caters to a wide range of learning styles, including visual, auditory, and kinesthetic. This dynamic approach not only enhances student engagement but also fosters the development of critical life skills, such as teamwork, discipline, creativity, and self-expression. By making lessons relevant to real-life contexts, such as health and fitness, MAPEH teachers help students appreciate the importance of what they are learning, which strengthens both comprehension and enthusiasm.

Qualitative insights from the participants reinforced these findings. One discussant highlighted that MAPEH activities transform learning into an enjoyable process while equipping students with vital life skills, emphasizing that the subject's real-world relevance makes it especially impactful. Another point raised was the passion and dedication many MAPEH teachers bring to their work, which amplifies their effectiveness and helps sustain student interest and participation.

These results align with the work of Marzano et al. (2018), who emphasized that effective teachers create structured learning environments where students understand expectations and take ownership of their learning. In the MAPEH context, this means skillfully managing a wide array of activities while ensuring that all students remain engaged and focused. In contrast, the study diverges from findings by Wright et al. (2017), who documented the adverse effects of low teaching effectiveness on student achievement and engagement, noting that ineffective teachers often fail to differentiate instruction to meet diverse student needs—an issue MAPEH teachers appear to be effectively navigating.

Overall, the study highlights that MAPEH teachers' high teaching effectiveness is driven by their integrative, hands-on, and student-centered approaches, as well as their enthusiasm and passion for their subjects. These strengths not only promote cognitive learning but also foster personal growth, emotional well-being, and essential life skills among students, reinforcing the vital role MAPEH education plays in holistic student development.

Differences in the Work Related Stress Factors of MAPEH Teachers When Grouped According to Their Demographic Profile

The findings presented in Table 5 indicate that there were no significant differences in the levels of work-related stress factors among MAPEH teachers when grouped according to various demographic variables, including age, sex, civil status, highest educational attainment, and years of teaching experience. The statistical results revealed that all p-values were greater than the 0.05 alpha level, confirming the absence of significant variation in stress levels across these subgroups.

In terms of age, the F-value of 2.523 and p-value of 0.083 suggested that stress levels among younger and older MAPEH teachers were statistically similar. This uniformity may be due to the common stressors shared across all age groups, such as curriculum demands, student behavior, and workload. Although younger teachers may have more physical energy and older ones more experience, these strengths likely balance each other out, resulting in comparable stress experiences.

Similarly, gender did not significantly influence stress levels ($t = 0.571$, $p = 0.568$). Both male and female MAPEH teachers appeared to shoulder equal responsibilities and face the same professional challenges, leading to equivalent levels of occupational stress. This reflects the equal distribution of tasks and expectations within the educational system, irrespective of gender. Regarding civil status, the data also showed no significant difference ($t = -0.574$, $p = 0.566$). Whether single, married, or widowed, MAPEH teachers reported similar stress levels, likely because schools do not tailor workloads based on marital status. Equal assignment of duties and shared institutional pressures result in a uniform stress experience across all civil categories. For educational attainment, no significant difference was observed ($t = -1.400$, $p = 0.163$). MAPEH teachers with or without advanced degrees reported similar levels of work-related stress. This could suggest that higher academic qualifications do not substantially alter the daily challenges teachers face. Even those with postgraduate credentials often carry out the same teaching load and non-teaching responsibilities as their colleagues.

Lastly, years of teaching experience showed no significant impact on stress levels ($t = 1.064$, $p = 0.288$). Both novice and veteran teachers appeared to experience stress at similar intensities. While experienced teachers may have developed coping strategies, they continue to face evolving curriculum demands and administrative pressures. Conversely, newer teachers, though more adaptable, may struggle due to inexperience, creating a balancing effect. Supporting these findings, a discussant noted that MAPEH teachers, regardless of demographic differences, are equally burdened by the broad scope of their responsibilities. They are often tasked with managing school programs, performances, sports events, cultural activities, and even beautification efforts. These diverse duties transcend personal backgrounds, underscoring the uniformly demanding nature of the profession.

These results align with the study of Jenneth et al. (2020), which found no significant demographic-based differences in stress levels among public school teachers, reinforcing the idea that teachers encounter universal job-related stressors. However, they contrast with Ramos and Villanueva (2019), who suggested that teachers with advanced degrees experienced lower stress, potentially due to greater coping resources and expanded career opportunities.

In summary, the study suggests that work-related stress among MAPEH teachers is a shared experience, shaped more by the intrinsic demands of the profession than by demographic

distinctions. This reinforces the need for systemic support measures that address the universal stressors affecting all MAPEH educators.

Differences in the Recreational Sports Engagement of MAPEH Teachers When Grouped According to Their Demographic Profile

The findings in Table 6 show that there were no significant differences in the level of recreational sports engagement among MAPEH teachers when grouped by demographic factors such as age, sex, civil status, highest educational attainment, and years of teaching experience, as all p-values exceeded the 0.05 alpha level.

Specifically, age ($F = 0.512, p = 0.600$) was not a determining factor, suggesting that both younger and older MAPEH teachers consistently engage in recreational sports. This uniformity may stem from their shared professional commitment to physical activity and the supportive, inclusive environment in schools that encourages all age groups to remain active. Regardless of age, MAPEH teachers prioritize participation in sports to maintain personal health and meet the demands of their teaching roles.

Similarly, sex ($t = 0.719, p = 0.473$) showed no significant influence on sports engagement, indicating that both male and female MAPEH teachers participate equally in recreational sports. This balance may reflect the shared motivation to uphold health standards and the equal access to sports programs and facilities provided by schools, as well as the inclusive, gender-equal culture within MAPEH responsibilities.

Regarding civil status ($t = 1.114, p = 0.267$), the study found no meaningful differences, implying that whether teachers are single, married, or widowed, their participation in recreational sports remains similar. This may be because personal circumstances, while important, do not substantially affect professional expectations or access to recreational opportunities within the teaching environment.

In terms of highest educational attainment ($t = -0.611, p = 0.542$), there was again no significant difference, suggesting that holding a bachelor's, master's, or doctoral degree does not impact one's level of recreational sports engagement. This finding implies that participation is more closely tied to personal interests, time availability, and institutional support rather than formal educational achievements.

Finally, years of teaching experience ($t = -0.599, p = 0.550$) also showed no significant variation. Both novice and veteran teachers engage in recreational sports at similar levels, reflecting the fact that sports involvement is inherently embedded in the MAPEH role, as echoed by one discussant who emphasized that regardless of tenure, MAPEH teachers are expected to organize, coach, and participate in sports activities as part of their professional duties.

These findings align with those of Montesur and Bala (2021), who found no significant differences in physical activity participation across age, gender, or teaching experience among educators, attributing this consistency to shared professional responsibilities and similar access to recreational activities. However, the results contrast with Lopez and Cruz (2020), who reported that male teachers were more frequently engaged in recreational sports due to cultural and societal influences, revealing disparities not reflected in the current study.

Overall, the findings emphasize that recreational sports engagement among MAPEH teachers is a uniform professional commitment that cuts across demographic lines, driven more by the nature of the job and institutional expectations than by personal or social factors.

Differences in the Teaching Effectiveness of MAPEH Teachers When Grouped According to Their Demographic Profile

The findings presented in Table 7 reveal that there were no significant differences in the level of teaching effectiveness among MAPEH teachers when grouped by demographic factors such as age, sex, civil status, highest educational attainment, and years of teaching experience, as all p -values exceeded the 0.05 alpha threshold.

Specifically, age ($F = 0.632$, $p = 0.532$) showed no significant impact, suggesting that both younger and older MAPEH teachers demonstrate comparable teaching effectiveness. This result points to the idea that age, in itself, does not determine classroom performance; rather, professional training, subject matter expertise, motivation, and commitment play more pivotal roles in shaping teaching quality.

Similarly, sex ($t = 0.981$, $p = 0.328$) had no significant effect, indicating that both male and female MAPEH teachers exhibit similar levels of effectiveness. This suggests that teaching success is grounded not in biological or gender-related factors but in shared access to professional development, teaching resources, and intrinsic attributes such as communication skills, adaptability, and dedication.

The analysis also found no significant difference based on civil status ($t = -0.225$, $p = 0.822$), implying that whether teachers are single, married, or widowed, their ability to deliver effective instruction remains consistent. This result highlights the influence of professional competence, subject expertise, and classroom management over personal demographic characteristics, reinforcing the idea that teaching effectiveness is shaped primarily by professional rather than personal circumstances.

For highest educational attainment ($t = 0.267$, $p = 0.790$), no significant variation was found, suggesting that holding a bachelor's, master's, or doctoral degree does not necessarily lead to higher teaching effectiveness. While advanced education may deepen theoretical knowledge, it does not automatically translate into superior classroom performance. This indicates that foundational training, teaching strategies, and professional commitment are stronger predictors of effectiveness.

Lastly, years of teaching experience ($t = -0.925$, $p = 0.356$) showed no significant difference, meaning that both novice and veteran teachers perform similarly in terms of effectiveness. Although experienced teachers may bring wisdom and seasoned judgment, newer teachers can match their performance through fresh approaches, energy, and well-designed training programs. Both groups benefit from shared institutional expectations and support systems that help maintain consistent teaching standards.

Qualitative insights echoed these findings, with one discussant emphasizing that MAPEH teachers, regardless of age or experience, bring unique strengths to the classroom—whether through youthful enthusiasm or the practical wisdom of long service. What unites them is their shared commitment to creativity, physical fitness, and health education, which sustains their effectiveness across diverse classrooms.

These results align with Garcia (2018), who concluded that intrinsic qualities like pedagogical skills, professional development, and teaching strategies have a stronger influence on teaching effectiveness than demographic factors. However, the findings differ from Lopez and Cruz (2020), who found disparities tied to age and education, arguing that younger teachers

showed more adaptability to modern methods and teachers with advanced degrees demonstrated stronger instructional delivery.

In summary, this study underscores that teaching effectiveness among MAPEH teachers is primarily shaped by professional competencies, personal commitment, and instructional expertise, rather than demographic factors such as age, sex, civil status, education level, or experience. This highlights the importance of ongoing professional development and a supportive work environment to sustain high teaching standards across the board.

Relationship Between Work Related Stress Factors of MAPEH Teachers and Their Recreational Sports Engagement

The findings in Table 8 reveal that there was a negligible and statistically insignificant relationship between the level of work-related stress factors and the level of recreational sports engagement among MAPEH teachers, as indicated by a Pearson-r value of -0.049 and a p-value of 0.465 (greater than the 0.05 alpha level). This means the study failed to reject the null hypothesis, suggesting that MAPEH teachers' stress levels are neither influenced nor reduced by their participation in recreational sports.

This result implies that, for MAPEH teachers, engaging in recreational sports may not significantly function as a stress management tool. Several factors could explain this outcome. Stress management is often highly individualized, and while some teachers may find relief in sports, others might turn to alternative coping strategies such as social interactions, art, music, meditation, or spending time with loved ones. Additionally, the demanding workload and tight schedules of MAPEH teachers may limit their consistent engagement in sports, regardless of their stress levels. Furthermore, the complex and multifaceted nature of work-related stress — involving challenges like student behavior, administrative demands, and workload pressures — often requires targeted institutional interventions, such as professional development or enhanced school support, rather than relying solely on recreational sports as a remedy.

Insights from participants reinforce these points. One discussant emphasized that recreational sports are a personal choice, often pursued for reasons unrelated to stress, such as social interaction, personal enjoyment, or maintaining physical fitness. Others pointed out that differences in time availability, access to facilities, or physical ability can shape participation in sports, independent of stress levels. For example, a highly stressed teacher may lack the time or opportunity to engage in sports, while another teacher with lower stress might participate simply due to personal interest.

These findings align with the work of Akpan and Essien (2022), who argued that although physical activity offers psychological and social benefits, it does not universally guarantee reduced stress levels among teachers. However, this contrasts with other studies by the same authors, where they found that regular participation in sports — particularly team-based activities — contributed significantly to lowering stress by enhancing emotional resilience and fostering social support. Their research emphasized that recreational sports can play a meaningful role in managing stress and improving teacher well-being when the right conditions and supports are in place.

In summary, the present study highlights that while MAPEH teachers are actively engaged in recreational sports, this engagement does not have a measurable or consistent effect on reducing their work-related stress. This underscores the need for a broader, more holistic

approach to stress management that goes beyond physical activity and addresses the institutional and personal factors contributing to teacher stress.

Relationship Between the Work Related Stress Factors of MAPEH Teachers and Their Teaching Effectiveness

The findings presented in Table 9 reveal a significant relationship between the level of work-related stress factors and the level of teaching effectiveness among MAPEH teachers, as shown by a Pearson-r value of 0.172 and a p-value of 0.011 (which is below the 0.05 alpha level). This result leads to the rejection of the null hypothesis, indicating that the work-related stress experienced by MAPEH teachers does indeed influence their teaching effectiveness.

Although the correlation is statistically categorized as negligible or weak, its significance suggests that even moderate or prolonged stress can meaningfully impact a teacher's classroom performance. High levels of stress, often stemming from heavy workloads, challenging student behaviors, and insufficient institutional support, can negatively affect a teacher's emotional resilience, reduce motivation, and lead to burnout. This, in turn, diminishes their capacity to deliver engaging lessons, apply effective teaching strategies, and foster positive student relationships. As several participants pointed out, stress reduces their enthusiasm for teaching and weakens their ability to manage classroom demands, ultimately eroding both their instructional quality and their connection with learners.

One discussant specifically emphasized that prolonged emotional and professional pressures, such as lesson preparation, classroom management, extracurricular duties, financial constraints, and even workplace jealousy, contribute to emotional exhaustion. Without a strong sense of passion or institutional support, these stressors can push teachers toward disengagement or even career exit, highlighting the critical role that stress management plays in sustaining professional effectiveness.

These findings align with the research of Aduli and Malau (2023), who underscored that occupational well-being, stress management, and emotional competence are key factors influencing teaching effectiveness. They argued that unmanaged stress significantly undermines performance, reinforcing the need for targeted interventions to protect teachers' emotional and professional health. However, the results contrast with the study of Fakhra (2020), which concluded that stress, while present, does not necessarily correlate with teaching effectiveness—especially among MAPEH teachers who adopt proactive coping mechanisms such as planning and stress reappraisal.

In summary, the present study emphasizes that addressing work-related stress is **essential** for enhancing teaching effectiveness among MAPEH educators. By improving institutional support, providing stress management training, and promoting emotional well-being, schools can strengthen teachers' capacity to deliver high-quality education, ultimately benefiting both educators and their students.

Relationship Between the Recreational Sports Engagement of MAPEH Teachers and Their Teaching Effectiveness

The findings presented in Table 10 show that there was an indifferent or negligible relationship between the level of recreational sports engagement and the level of teaching effectiveness

among MAPEH teachers, as indicated by a Pearson-r value of 0.040 and a p-value of 0.554, which is greater than the 0.05 alpha level. This result leads to the acceptance of the null hypothesis, meaning that MAPEH teachers' participation in recreational sports does not significantly influence or affect their teaching effectiveness.

This suggests that while engaging in recreational sports may contribute to teachers' physical and mental well-being, it does not directly enhance key aspects of their classroom performance. Teaching effectiveness relies more heavily on factors such as subject matter knowledge, lesson planning, classroom management, adaptability to student needs, and the implementation of innovative teaching strategies. The intensity or frequency of sports participation may not be sufficient to affect these professional competencies or translate into measurable improvements in instructional quality.

One discussant reinforced this perspective by emphasizing that effective teaching depends largely on strong planning, classroom control, curriculum mastery, and continuous professional development, rather than on recreational or physical activity levels. While physical wellness supports general health, it is the mastery of pedagogy and student-centered approaches that ultimately shape teaching success.

These findings align with the conclusions of Eather et al. (2020), who found that although recreational sports participation improves personal well-being among MAPEH teachers, it does not correlate directly with teaching effectiveness. Instead, effective teaching was shown to stem more from pedagogical skill and classroom management. However, this contrasts with the study by Eather, Morgan, and Lubans (2020), which emphasized that even though recreational sports improve teachers' physical health, these gains do not automatically enhance teaching abilities or instructional strategies. Both studies agree that while well-being is important, it is not the sole or primary driver of teaching excellence.

In summary, the present study highlights that recreational sports engagement, while beneficial for personal health, is not a significant determinant of teaching effectiveness among MAPEH teachers. To improve instructional outcomes, greater emphasis should be placed on professional development, pedagogical mastery, and the refinement of teaching strategies rather than relying on recreational activities as a means to boost classroom performance.

CONCLUSION

Based on the study's findings, several key conclusions were drawn that provide important insights into the professional realities of MAPEH teachers.

First, the overall high level of work-related stress among MAPEH teachers highlights a critical issue that demands urgent attention from school administrators and educational policymakers. This elevated stress level suggests systemic challenges—such as heavy workloads, student behavior issues, and insufficient resources—are common across the profession. These stressors point to structural gaps in support and underline the need for targeted interventions to safeguard both teacher well-being and the quality of education provided.

Second, the high level of recreational sports engagement among MAPEH teachers reflects their strong commitment to physical activity and personal wellness. This not only benefits their own fitness and health but also sets a visible example for students, reinforcing the importance of an active lifestyle. Through their participation in sports, MAPEH teachers promote the physical and mental benefits of activity and encourage students to adopt healthy habits, further enriching the school's culture of physical wellness.

Third, the high level of teaching effectiveness among MAPEH teachers signals that they consistently meet or exceed professional performance standards. This suggests they possess the skills, strategies, and knowledge necessary to deliver quality instruction across diverse subject areas, manage classrooms effectively, and engage students in meaningful learning. Their strong performance also reflects their commitment to professional excellence and the continuous improvement of their craft.

Notably, the study found no significant differences in work-related stress, recreational sports engagement, or teaching effectiveness when grouped by demographic profiles such as age, gender, civil status, educational attainment, or years of teaching experience. This indicates that these aspects are shaped more by the inherent demands of the teaching role, personal commitment, and professional capacity rather than by demographic characteristics. It emphasizes that solutions or interventions should focus on universal strategies that cut across all teacher groups rather than targeting specific demographics.

Moreover, the absence of a significant relationship between work-related stress and recreational sports engagement suggests that while many MAPEH teachers are active in sports, they may not necessarily use these activities as a stress-relief mechanism. Their participation in sports appears to be motivated more by personal interest, enjoyment, or fitness goals rather than as a direct response to workplace stress. This indicates that individual coping styles, lifestyle preferences, and personal motivations play a greater role in shaping both stress management and sports engagement.

In contrast, the study found a significant relationship between work-related stress and teaching effectiveness, indicating that elevated stress levels can negatively affect classroom performance. High stress may compromise teachers' focus, patience, and creativity, hindering their ability to engage students and deliver high-quality instruction. This underscores the urgent need for schools to implement stress management initiatives, provide professional development, and establish supportive workplace environments that can help reduce teacher stress and, in turn, enhance their effectiveness.

Finally, the lack of a significant relationship between recreational sports engagement and teaching effectiveness suggests that, while physical activity supports personal health, it does not directly translate into improved instructional performance. Teaching effectiveness appears to be more strongly linked to factors like pedagogical skills, classroom strategies, and professional training. Therefore, efforts to improve teaching outcomes should prioritize professional development and instructional support rather than relying on sports participation alone. In summary, the conclusions highlight the complex interplay between stress, physical activity, and teaching performance, emphasizing that while personal wellness is valuable, addressing systemic stressors and strengthening instructional capacity are key to enhancing MAPEH teachers' professional effectiveness.

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