

Ethical Leadership of School Heads, Classroom Environment and Personality Traits: A Path Model on Teacher Stress In Public Schools

¹Miraluna J.Lopez, ²Eugenio S. Guhao Jr.

¹New Katipunan Elementary School, Maragusan, Department of Education, Division of Davao de Oro, Philippines

²Doctor of Management, University of Mindanao, Davao City, Philippines

ABSTRACT: The study identified the best-fitting path model of teacher stress in public schools as influenced by ethical leadership, classroom environment, and personality traits using a stratified sampling technique and path model analysis among 400 teachers in Davao Region, Philippines. Mean, Pearson r, and path analysis were used as statistical tools. Findings revealed very high levels of the two variables namely: ethical leadership and classroom environment, while the variable personality traits revealed high level. Nonetheless, a correlation between ethical leadership and teacher stress, an association between classroom environment levels and teacher stress, and a significant relationship between personality traits and teacher stress were manifested. Further, results showed that the generated Model 3, the best fit model, exhibited the relationship between ethical leadership and personality traits as they both influenced the classroom environment. Additionally, it showed that classroom environment and the personality traits of school heads are predictive factors of teacher stress. The results suggest that the Department of Education may consider the findings indicating that teacher stress in public schools was affected by classroom environment and personality traits. Nonetheless, the findings could serve as a valuable baseline for policymakers, programs, and initiatives aimed at maintaining teacher stress in public schools, as well as a reference for future research.

KEYWORDS: education, ethical leadership, classroom environment, personality traits, Path Model Analysis, Philippines.

I. INTRODUCTION

Stress is not as bad for most teachers as people think, but it can be a serious issue for urban, middle-aged public school instructors. The small number of problem students who continuously misbehave is the most stressful aspect for this and other teachers (Orejudo, Navarro, Vicente, & Cardoso, 2020). Research by Bachkirova (2005), Ozamiz-Etxebarria, Berasategi Santxo, Idoiaga Mondragon, and Dosil Santamaría (2021) suggests that teaching is one of the most stressful vocations. Concerns about rising prices and the consequences of teacher stress are emerging in the United Kingdom. Early retirement due to illness, extended absence due to disease, and new teachers leaving during training or within five years of starting their first employment are all on the rise. It is difficult to be a teacher today. Teaching is a difficult job by nature because of the structure and nature of the work (Hargreaves, 2021). In public schools, where teachers must manage demanding workloads, a wide range of student needs, and administrative responsibilities, teacher stress has become one of the most urgent issues Amata, (2022). Teachers under constant stress are more likely to develop burnout, absenteeism, and a deterioration in teaching quality, all of which affect student learning outcomes (Marquez & Adarna, 2025). According to research, teachers in the Philippines regularly deal with pressures such as overcrowded classrooms, limited resources, and high stakeholder expectations, Hernando-Malipot, (2025). Teachers experience high levels of stress and emotional tiredness as a result of these circumstances, Papasin and Bautista, (2025). Because of this, teacher stress has become a general problem that requires immediate attention (Tan & Urdan, 2025).

In addition, Kumar and Madialagan (2021) note that since the 1970s, workplace stress and the stressor-strain relationship have been a hot topic of research, and occupational stress has been linked to sickness, absenteeism, and negative attitudes, worker attitudes as well as a lack of dedication to the job. Teacher stress directly affects both teacher well-being and school effectiveness, managing teacher stress is crucial Tan and Urdan, (2025). According to research, poor classroom management,

low motivation, and strained teacher-student relationships can result from uncontrolled stress Papasin and Bautista, (2025). On the other hand, good stress management improves teaching effectiveness, builds resilience, and creates a more positive school environment (Marquez & Adarna, 2025). In addition to protecting teacher welfare, managing stress is strategically essential for maintaining academic success in public schools Amata, (2022); Jimenez, (2021). Teacher stress was positively affected by Ethical leadership, thereby reducing stress levels in public schools Neves, (2025). When principals empowered teachers, such as involving them in decision making, they feel valued and less burdened, Bastasa, & Guhao Jr, (2024). Conversely, authoritarian or inconsistent leadership styles can exacerbate stress, underscoring the importance of motive and character in ethical leadership, where integrity and genuine concern for teachers' welfare serve as protective factors against stress Yin (2025). The link between teacher stress and ethical leadership emphasizes the need for a supportive work environment that promotes teacher well-being and lowers burnout Tan & Urdan, (2025); Stavropoulou, Ooms, Rovithis, & Stroumpouki, (2024). underlined the value of ethical leadership components in the modern era. Ethical leadership is essential because it cultivates trust, integrity, and responsibility within firms, resulting in a positive workplace culture that propels long-term success, Ughulu, (2024). According to Dahiya, Selvakumar, Ahluwalia, Manjunath, and Anute (2025), leaders who exhibit ethical behavior set the standard for justice and openness, which improves employee well-being, boosts stakeholder confidence, and promotes long-term organizational progress. According to research, ethical leadership is essential to effective management as it fosters resilience and sustainability in contemporary organizations and improves decision-making (Onsori, Gyurian Nagy, & Szabó-Szentgróti, 2025).

Teacher stress is shaped by the classroom environment, which directly affects how teachers experience and handle stress (Tan & Urdan, 2025). Numerous stresses might have a detrimental effect on teachers' morale. But by using personalization, which allows teachers to adapt lessons to their students' needs, stress levels can be reduced (Papasin & Bautista, 2025). Lower teacher stress and higher teacher satisfaction are correlated, especially when teachers are allowed to actively include students in their education and receive adequate support through participation and independence (Marquez & Adarna, 2025). According to Amata (2022), teachers who work in supportive environments that encourage inquiry and differentiation are better able to manage challenges and maintain emotional stability, which improves student learning and reduces burnout. The classroom environment thus serves as both a source of stress and a potential buffer against it, with its five indicators determining the overall influence on teacher well-being. Nacario, Dayata, and Paglinawan (2024) show how classroom surroundings and social dynamics are linked to better learning results. Students' academic success and socioemotional growth are greatly influenced by a supportive classroom environment, Garcia-Peinado, (2023).. According to research, students exhibit greater levels of motivation, engagement, and teamwork in supportive, inclusive, and well-organized classrooms GAPASIN, (2025). Learners' sense of belonging and self-efficacy, which are essential for long-term success, are also greatly influenced by the caliber of teacher-student connections and peer interactions Pham, (2024). Furthermore, the classroom climate is a key component of educational results since it minimizes distractions and promotes efficient learning in a well-organized physical setting Bonna, (2023).

It has been demonstrated that teacher stress affects personality traits in learning environments, influencing how educators view and handle difficulties. Stress is associated with fundamental characteristics including extraversion, agreeableness, conscientiousness, neuroticism, and openness, according to Luo, Zhang, Cao, & Roberts, (2023) Extraversion and agreeableness are linked to greater flexibility and social support, which help with stress management, Holliman, Cheng, & Waldeck, (2022). Conscientiousness lowers susceptibility to burnout by promoting resilience and efficient coping (Nayon & Macalisang, 2024). Conversely, increased stress, emotional tiredness, and a reduced ability to cope are associated with neuroticism (Jimenez, 2021). Being receptive to new experiences encourages flexibility and creative approaches that maintain motivation under duress (Tan & Urdan, 2025). While Wang, Liu, Wang, and Wang (2023) demonstrate that extraversion and conscientiousness have a favorable impact on student achievements, Meyer, Jansen, Hölner, and Lütke (2023) highlight the significance of measurement domains when investigating personality and success. When taken as a whole, these results demonstrate the connections between personality traits and teacher stress, highlighting their influence on both academic achievement and well-being.

Personality traits influence people's thoughts, emotions, and behaviors, and have a significant impact on relationships, professional achievement, and general well-being, Tong, (2025), Smallfield, and Kluemper (2022) emphasized that personality traits offer stability in behavior, aid in forecasting performance in various settings, and direct people's reactions to stress and difficulties. In both personal and professional contexts, an understanding of personality traits, such as the Big Five, c

Conscientiousness, extraversion, agreeableness, neuroticism, and openness, is essential for leadership development, productive teamwork, and personal growth Sheraz, Zafar, Tauseef, & Otho (2024). This study is anchored on Peter Blau's Social Exchange Theory (1964). Blau emphasizes that cooperation necessitates fairness and balance, while social connections rely on resource transfers, trust, and respect. This theory offers a useful lens for understanding the connections among teacher stress, personality attributes, classroom environment, and ethical leadership in the educational setting. By encouraging cooperation and lowering conflict, ethical leaders who uphold justice and integrity. Teachers receive more praise and support when interactions among leaders, educators, and students are seen as equitable and mutually beneficial, which reduces stress and avoids burnout. On the other hand, imbalances in these interactions, including exploitation or a lack of recognition, can increase stress and undermine harmony in the classroom. By maintaining fair and reciprocal social interactions, Blau's concept emphasizes that moral leadership and a healthy classroom atmosphere, mediated by personality qualities, play a crucial role in lowering teacher stress.

This study is supported by Christoff's Person-Environment Fit (P-E Fit) Theory (1976), which highlights the alignment of personal traits with environmental demands as a crucial factor influencing performance and well-being. This theoretical synergy highlights how ethical leadership in educational contexts creates a classroom atmosphere that complements teachers' personality traits, such as openness, conscientiousness, and resilience, resulting in a reciprocal dynamic that improves psychological wellness. Teachers are more likely to participate in constructive interactions, feel less stressed, and contribute to a peaceful learning environment when they believe that their personal values align well with the moral atmosphere created by leadership. Therefore, Blau's idea that fair, balanced social interactions—mediated by environmental compatibility—are crucial for lowering teacher stress and improving institutional efficacy is supported by P-E Fit Theory.

Another support theory is Lazarus and Folkman's Cognitive Appraisal (1984), highlights the significance of personal perception in assessing stressors and coping mechanisms in social settings. This theoretical alignment emphasizes how educators use the lenses of reciprocity, fairness, and support to cognitively evaluate their relationships with moral leadership and the classroom situation. Teachers are more likely to view obstacles as manageable and consider their surroundings as supportive when ethical leaders cultivate a climate of trust and respect, especially when their personality traits, such as resilience or conscientiousness, fit with institutional principles. Blau's theory of reciprocal social exchanges is supported by this assessment process: Teachers are more willing to interact and invest emotionally in others when they feel valued and treated appropriately, which reduces stress. On the other hand, regardless of personality characteristics, cognitive appraisal may intensify stress reactions when interactions are viewed as unfair or exploitative. Thus, by demonstrating that the psychological perception of social interactions shaped by leadership, environment, and personality, plays a crucial role in generating teacher stress, Cognitive Appraisal Theory supports Blau's approach.

In this study, the conceptual framework or proposed models that may contribute to teacher stress among public school teachers in Region XI were examined for the best match. According to theories and studies, the first conceptual paradigm demonstrates how exogenous elements, such as ethical leadership, classroom environment, and personality traits, directly influence the endogenous variable, teacher stress. The latent variables are challenging to measure since they are not immediately observable. This technique associates numerous measurements or observable variables with each latent construct. One of the key goals of the inquiry is to determine the magnitude of the regression paths between the observable and unobservable variables. The first exogenous variable is ethical leadership, which is defined by empowerment, motivation, and character (Khuntia & Suar 2004). The second latent variable, classroom environment, has observable markers of personalization, involvement, independence, investigation, and differentiation (Fraser, B. J. 1980).

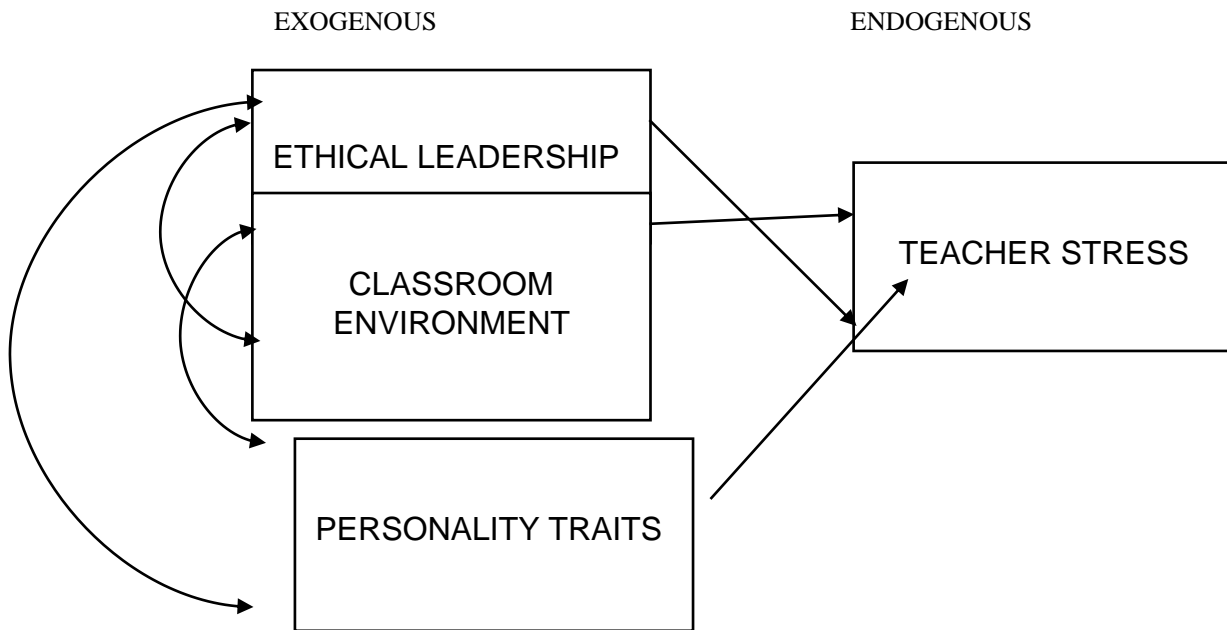


Figure 1. Conceptual framework of the study showing the direct relationship of the latent exogenous variables towards the latent endogenous variables.

Finally, the third latent variable personality traits includes five indicators: extraversion, agreeableness, conscientiousness, neuroticism, and openness (Soto & John, 2009). According to Zurlo, Pes, and Capasso (2013), seven observed indicators of the latent endogenous variable teacher stress are: poor working conditions/lack of support, lack of status/professional support, student/teacher interaction, management/lack of decision latitude, emotional involvement with students and teachers, appraisal of teachers/feelings of inadequacy, cover, and staff. Furthermore, Path Model is necessary to determine the best-fit path model. The suggested model displays the following: rectangular shapes represent the study's latent variables connected to other rectangular shapes that measure variables of a latent construct; single-headed arrows show direct relationships between variables; and double-headed arrows show correlations.

The Hypothesized Model 1 illustrated in Figure 1 reflects the correlation of the three latent exogenous variables and their direct causal relation to the latent endogenous variable. This is demonstrated by the double-headed arrow that connects three latent exogenous variables: classroom environment and personality traits, classroom environment and ethical leadership, and classroom environment and ethical leadership. There is a clear correlation between teacher stress and the single-headed arrow pointing from the three latent exogenous variables. Take, for instance, a single-headed arrow that links the latent endogenous variables to the latent exogenous variables. Additionally, rectangular figures are used to represent the measured variables of the linked latent exogenous and endogenous variables. According to recent research, ethical leadership has a major impact on lowering teacher stress by encouraging equity, empowerment, and positive workplace cultures. Ferrando and Guhao, (2024) investigated how charismatic leadership and an ethical environment might boost teachers' self-efficacy, demonstrating that supportive leadership techniques lower stress and increase engagement. Masunag and Guhao (2024) discovered that teachers' organizational commitment, which is directly associated with lower levels of stress and burnout, is positively influenced by organizational climate and ethical leadership. These results support Aguilon and Guhao's previous research (2024), which highlighted how moral leadership grounded in integrity and moral character enhances teacher resilience and well-being. These conclusions are corroborated by newer studies. According to Abuzaid, Ghadi, Madadha and Alateeq (2024), ethical leadership reduces stress by promoting proactive action and psychological empowerment. According to Babalola, Greenbaum, Amarnani, Shoss and Deng (2021), ethical leadership promotes trust and positive leader-member relationships, hence reducing workplace stress. According to Chughtai,

Byrne and Flood (2020), ethical leadership promotes supportive workplaces that adhere to professional principles, hence improving teacher well-being. According to Den Hartog and De Hoogh (2021), moral leadership fosters respectful and acknowledging workplace cultures, which are crucial for reducing stress in demanding occupations like teaching. According to Kalshoven, Van Dijk and Boon (2022), moral leaders who prioritize justice and compassion lessen workers' emotional weariness. According to Brown and Treviño (2020), ethical leadership promotes psychological safety and trust, both of which are essential for lowering stress levels in learning environments. According to Guo, K. (2022), ethical leadership promotes fairness and openness, which lowers stress and increases employee happiness. According to Walumbwa, Christensen-Salem, Perrman-Graham and Kasimu (2020), supportive peer relationships are fostered by ethical leadership, which reduces stress through group resilience.

Teacher stress is greatly influenced by classroom environment, which includes student conduct, punishment, parental participation, and the general supportive atmosphere in schools. Studies conducted in the Philippines make this connection quite evident. Del Valle and Guhao (2024) showed that children's self-concept is greatly influenced by classroom atmosphere and parental participation, which in turn affect teachers' workload and stress levels. Dellosa and Guhao (2024) discovered a strong correlation between classroom circumstances and student self-efficacy and teaching effectiveness, with supportive environments lowering stress levels and encouraging teachers' creativity. Aguilon and Guhao (2024) highlighted the relationship between classroom climate and teacher engagement, demonstrating that supportive settings boost teacher motivation and lessen fatigue. Previous research by Sichon and Guhao (2020) and Bayani and Guhao (2017) also emphasized how constructivist learning settings and efficient discipline management reduce stress by limiting classroom disturbances in the classroom and matching instructional strategies to student needs.

These results are corroborated by international research. While Kyriacou (2018) emphasized workload and classroom management issues as major causes to teacher stress, García-Carmona, Marin and Aguayo (2019) cited classroom discipline pressures as a major stressor. According to McLean, Abry, Taylor and Connor (2022), teacher stress and instructional quality are directly impacted by the emotional climate of the classroom. Collie (2021) discovered that autonomy and supportive classroom interactions lower stress and foster teacher thriving. According to Abuzaid et al. (2024), psychological empowerment and stress reduction are associated with helpful surroundings. Fairness and acknowledgment in the classroom reduce emotional tiredness, according to Brown and Treviño (2020) and Den Hartog and De Hoogh (2021). Justice and support at the classroom level lessen stress and promote resilience, according to Guo (2022) and Kalshoven et al. (2022). When taken as a whole, these research from the Philippines and other countries confirm that classroom settings that are marked by respect, order, parental participation, and supportive leadership are crucial for lowering teacher stress and maintaining teacher wellbeing.

The perception and responses of teachers to stress in the classroom are greatly influenced by personality traits. Research from the Philippines shows that while neuroticism and low self-efficacy frequently worsen burnout, qualities like conscientiousness, resilience, and emotional stability are associated with better classroom management and less stress. In their study on organizational commitment among library staff, Caballero and Guhao (2020) found that personality traits including psychological capital and emotional intelligence lead to lower stress and increased engagement. Alutaya and Guhao (2023) found that among public school teachers, work engagement and stress reduction are predicted by academic job satisfaction and emotional intelligence, which are highly connected with personality traits. Lopez and Guhao (2025) showed how personality traits interact with resilience and transformational leadership to improve organizational change readiness and reduce stress. According to Cabayag and Guhao (2024), maintaining organizational commitment and lowering stress depend heavily on self-efficacy and job performance, both of which are influenced by personality dispositions.

These results are consistent with other research conducted in the Philippines. While Johnson (2024), connected Big Five features to teachers' stress tolerance, Hussien and Saga (2023) found that personality traits significantly influence secondary school teachers' coping strategies in the new normal. These correlations are further supported by international literature. According to Angelini (2023), extraversion and conscientiousness reduce stress through productive routines and peer support, whereas neuroticism predicts higher burnout. Collie (2021) emphasized how teacher personality and helpful classroom interactions combine to lower stress. According to McLean et al. (2022), personality factors and emotional climate work together to affect stress and the quality of education. Teacher personality predicts both efficacy and fatigue, according to meta-analytic findings presented by Roloff, Kirstges, Grund, and Klusmann (2022). According to Skaalvik and Skaalvik (2020), personality traits including conscientiousness and resilience lessen emotional weariness. Personality driven coping

strategies are essential for stress management in the teaching profession, according to Schaufeli (2021). When taken as a whole, this research from the Philippines and other countries confirms that personality qualities, Especially conscientiousness, resilience, and emotional stability, are essential for lowering teacher stress and maintaining wellbeing, Irfan, Jahangir, & Tariq, (2024). Few research have incorporated these characteristics into a unified path model to explain teacher stress, particularly among public school teachers (Li, 2023). According to Bardach, Klassen, and Perry (2022), even though previous research has examined personality traits, classroom environment, and ethical leadership separately in relation to teacher well-being, the majority of studies on teacher stress tend to ignore how leadership styles and individual personality traits interact with the classroom environment to influence stress outcomes in favor of focusing on workload, student behavior, or organizational demands. Additionally, research on personality traits is usually generalized without taking into account the particular difficulties of public school settings, Nguyen, (2022), and studies on ethical leadership generally focus on organizational success rather than its psychological effects on teachers, Phetsombat, and Nan-Nan, (2023). This gap emphasizes the need for a comprehensive model that investigates the combined and mediated impacts of ethical leadership, classroom environment, and personality factors on teacher stress, as stated by Maqsood, Gul, Noureen, and Yaswi (2024).

This study's ability to guide practical changes in public education emphasizes how urgent it is. The results can help school administrators adopt leadership methods that prioritize fairness, empathy, and support by analyzing the combined impacts of ethical leadership, classroom environment, and personality factors on teacher stress. The findings can be used by policymakers to create professional development initiatives that support corporate cultures based on moral principles and improve teacher resilience and stress management. Teachers and administrators can use the study's findings to design more encouraging classroom settings that lessen stressors and promote teamwork. In the end, this study offers current data to develop comprehensive treatments that improve student outcomes, retention, and instructional quality, while reducing teacher stress.

The goal of this study was to identify the best-fit path model that best explained teacher stress in public schools. Specifically, it sought to determine the degree of ethical leadership in terms of empowerment, motive, and character; to assess the classroom environment in terms of personalization, participation, independence, investigation, and differentiation; to assess the personality traits of public school teachers in terms of extraversion, agreeableness, conscientiousness, neuroticism, and openness; Also, to assess the level of teacher stress of public-school teachers in terms of poor working condition/lack of support, lack of status/professional support, pupil/teacher interaction, management/lack of decision latitude, emotional involvement with pupils and teachers, appraisal of teachers/feelings of inadequacy and cover and staff. This study also aims to determine whether there is a significant correlation between ethical leadership and teacher stress among public school teachers, the classroom environment and teacher stress among public school teachers, and personality traits and teacher stress among public school teachers. Finally, to ascertain which model best forecasts teacher stress in public school educators. At the same time, the following null hypotheses were tested at a 0.05 level of significance. First, there is no significant relationship between ethical leadership and teacher stress. Second, classroom environment and teacher stress, and third, personality traits and teacher stress. Lastly, no model best fits teacher stress among public school teachers.

This study aligns with the 2030 Sustainable Development Goals (SDGs) of the United Nations. By concentrating on lowering teacher stress and fostering mental health in the workplace, it supports SDG 3 (Good Health and Well-Being) by focusing on reducing teacher stress and promoting mental health in the workplace. It advances SDG 4 (Quality Education) since teacher well-being directly impacts instructional effectiveness and student learning outcomes, ensuring inclusive and equitable education. The study also contributes to SDG 5 (Gender Equality) by highlighting leadership practices and classroom environments that foster fairness and equal opportunities for teachers regardless of gender. In addition, it reinforces SDG 8 (Decent Work and Economic Growth) by promoting supportive leadership and healthy classroom climates that enhance teacher productivity, job satisfaction, and retention. Finally, it strengthens SDG 16 (Peace, Justice, and Strong Institutions) by emphasizing ethical leadership and fair practices in schools, which build trust, accountability, and sustainable educational institutions. Collectively, the study demonstrates how ethical leadership and supportive environments can reduce stress, empower teachers, and contribute to sustainable development in education.

The current study is significant because it integrates personality qualities, the classroom environment, and the ethical leadership of school administrators into a holistic route model that explains teacher stress among public school teachers. By analyzing how these factors interact, the study offers insights into how moral responsibility,

fairness, and transparency-based leadership techniques can reduce stress and promote a positive work environment. It also emphasizes how individual personality traits and classroom circumstances influence teachers' stress experiences, offering a comprehensive perspective that connects organizational and human factors. It is expected that the results will help school administrators and leaders create leadership development programs that stress moral decision-making, and they will also help legislators create policies that put teacher resilience and welfare first. Additionally, by providing empirical evidence that emphasizes the significance of moral leadership and supportive classroom environments in maintaining teacher effectiveness, the study adds to the larger discussion on educational leadership and teacher well-being. In the end, this research advances academic understanding while also offering useful recommendations for boosting instructional quality, encouraging healthier school communities, and increasing teacher retention.

II. METHOD

This section provides a detailed account of the study's methodology. Examine study subjects or responders, materials/instruments, design, and procedures as applicable.

Respondents : The study was conducted in Davao Region (Region XI) located in southeastern Mindanao, Philippines. Aside from the cities of Davao City, Panabo, Tagum, Samal, Digos, and Mati, the area is composed of five provinces: Davao del Norte, Davao del Sur, Davao Oriental, Davao de Oro, and Davao Occidental. This diverse mix of urban and rural educational settings provided a comprehensive context for examining teacher stress among public school teachers. Participants in the study were elementary classroom teachers from the 11 divisions of Region XI. Survey questionnaires were distributed in the above-mentioned areas.

A stratified technique was used to select and establish the number of study participants. About 400 public elementary school teachers who work in the various Deped Region XI schools were surveyed for this study in order to fairly represent the 25,969 active elementary teachers in the region who are actively employed. The number of responders for each division was determined using a stratified random sample technique. This method allows researchers to make meaningful comparisons between different subpopulations (Thompson, 2012). Since stratified sampling ensures proportional representation, findings are more generalizable to the overall population (Lohr, 2021). Using *www.raosoft.com* and the Structural Equation Modeling standards (Savalei, 2021), the researcher attempted to follow the basic guidelines for determining the ideal number of participants, which is between 200 and 400 (Smith & Dawber, 2019). In terms of professional rank, the largest group is composed of Teacher I with 144 respondents (36%), followed by 106 Teacher II (26.5%) and 92 Teacher III (23%). The Master Teacher category includes 45 Master Teacher I (11.25%), 10 Master Teacher II (2.5%), and 3 Master Teacher III (0.75%). In terms of years in service, the highest frequency is found in 11-15 years bracket with 78 respondents (19%). This is followed by 71 teachers with 16-20 years (17.75%), 64 with 7-10 years (16%), 60 with 21-25 years (15%), 44 with 4-6 years (11%), 35 with 1-3 years (8.75%) of experience. Those with extensive service records are distributed among 27 respondents with 26-29 years (6.75%), 21 with 30 years (5.25%).

Additionally, when choosing the study's respondents, the researchers took the inclusion and exclusion criteria into account. Regular teachers from Region XI, in public elementary and secondary schools, whose Plantilla numbers were in the Department of Education, were the teacher respondents of the study. They must be in Teacher 1 to Master Teacher IV. Teachers agreed to participate in the poll and were given permission by their school administrators to do so. Teachers who openly shown their denial were not included in the study since the poll only included those who willingly agreed with informed consent. Teachers from private schools were not included in this study. Moreover, the researcher considered educators who choose to back out or withdraw during the survey's actual administration. The participants were asked to provide accurate data on ethical leadership, classroom environment, personality traits and teacher stress.

III. MATERIALS AND INSTRUMENT

This study used four instruments that were designed in accordance with the research problem. Four components of the study, ethical leadership, classroom environment, personality traits, and teacher stress were collected via primary data. The study's survey questions came from a variety of relevant studies. The purpose of the reorganization was to make the instrument more relevant to the present environment and profession. Five internal expert validators verified the instrument, giving it an overall rating of 4.5, which is considered very good, to make it more suitable and reputable. Pilot testing was carried out to 40 respondents following validation. Cronbach alpha was used to verify the surveys' validity. Ahmad, Alias, Hamat, and Mohamed (2024)

stated that the scales' internal consistency improves when the Cronbach's alpha coefficient approaches 1.0. Furthermore, according to Kumar (2024), the kind of application determines an appropriate reliability value. Furthermore, the population dependability value should be prioritized over the sample reliability value. The Cronbach alpha of this survey instrument used is 0.938 for the endogenous variable and an average of 0.877 for the other three exogenous variables indicating that the research tools were valid and reliable. The panel of examiners validated the four sets of questionnaires before approving them. The construct validity of the instruments received an aggregate value of 5, indicating a very high grade. Before it was administered, the experts' revisions, remarks, and recommendations were incorporated into the final revision. The ethical leadership questionnaire was modified from the work of Khuntia and Suar (2004). It consists of three indicators: character, motivation, and empowerment. The classroom environment questionnaire was modified from Fraser's (1980) research. Personalization, participation, independence, inquiry, and distinction are the tool's five indicators. The personality trait questionnaire was modified from Soto and John's (2009) research. The tool includes five markers, Extraversion, agreeableness, conscientiousness, neuroticism, and openness. Additionally, the teacher stress questionnaire was modified from Zurlo, Pes, and Capasso's (2013) study. Poor working conditions, lack of status, student-teacher contact, lack of decision freedom, emotional involvement, evaluation of teachers' emotions of inadequacy, and unpredictable cover were among its symptoms. The following ranges comprise the scales used to interpret the means of ethical leadership, classroom environment, personality traits, and teacher stress: 4.20–5.00, which is considered very high and always evident; 3.40–4.19, which is considered high and frequently evident; 2.60–3.39, which is considered moderate and occasionally evident; 1.80–2.59, which is considered low and rarely evident; and 1.00–1.79, which is considered very low and never evident among public school teachers.

IV. DESIGN AND PROCEDURE

This study utilized a non-experimental quantitative research design employing the best fitting path modeling technique. Quantitative studies analyze data using mathematical models and statistics, yielding numerical results that are deemed more objective. Quantitative studies determined how and why things change (Aspers & Corte, 2019) specifically the study used descriptive-correlational method. It is a method in which the researcher is primarily interested in describing relationships among variables without establishing a causal connection (Quaranta, 2017). It is descriptive because it represents the level of ethical leadership, classroom environment, personality traits and teacher stress of public school teachers. Meanwhile, it is correlational, as it measures the relationship between the exogenous and endogenous variables.

To determine the best fit model, the following indices were used with their corresponding criterion:

INDEX	CRITERION
Chi-Square / Degrees of Freedom	$0 < \text{value} < 2$
P-value	$> .05$
Normed Fit Index (NFI)	$> .95$
Tucker-Lewis Index (TLI)	$> .95$
Comparative Fit Index (CFI)	$> .95$
Goodness of Fit Index (GFI)	$> .95$
Root Mean Square of Error Approximation (RMSEA)	$< .05$
P of Close Fit (Pclose)	$> .05$

The following indices and their corresponding criteria were used to determine the best-fit model (Hair, Babin & Anderson, 2020): All contained indices must consistently stay within their permitted ranges. The Chi-Square Value divided by the Degrees of Freedom should be between 0 and 2, according to Kline (1998) and Marsh and Hocevar (1985), and the associated p-Value should be higher than 0.05 (Joreskog & Surbom, 1996). MacCallum

et al. (1996) stated that the Root Mean Square Error Approximation value should be less than 0.05 and the accompanying P-close value should be more than 0.05. All indices, including the Normed Fit Index, Tucker-Lewis Index, Goodness of Fit Index (Tabachnick & Fidell, 2007), and Comparative Fit Index, West et al. (2012); Fan et al. (1999), must be greater than 0.95. Getting permission to administer the survey from the University of Mindanao Ethics Review Committee on June 28, 2022, was the first step in gathering the data used in the study. From April 15–16, 2023, Google Forms was used to create survey questionnaires. The Deped Regional Director received a request letter signed by the adviser. A schedule for the floating and retrieval of questionnaires from June 25, 2023, to July 25, 2023, was established after the approved letter was appended to the letters sent to the various Superintendents of the eleven Deped divisions of Region XI. In particular, the researcher began administering on June 25, 2023, in the Division of Deped Davao Occidental, Deped Davao del Sur and Digos City, Deped Davao City, Davao Del Norte with Tagum City, Deped Davao De Oro, and Deped Davao Oriental schools concurrently by sharing the link to the questionnaires with friends, coworkers, and acquaintances. After that, the collected data were tallied, examined, and discreetly evaluated. The appropriate statistical tools were utilized to investigate and interpret the data. The ethical leadership, classroom environment, personality traits, and teacher stress levels of public school teachers were all measured using the *Mean*. The *Pearson r* or Pearson Product–Moment Correlation. Usually, the Pearson correlation coefficient is used for naturally dispersed joint data following a normal bivariate distribution (Schober, Boer & Schwarte, 2018). This study was used to determine the interrelationship between the exogenous and the endogenous variable. Lastly, *Path Model* (Maximum Likelihood). This multivariate process which incorporates the features of multiple regression and factor analysis was used to estimate a sequence of interrelated relationships of dependency simultaneously (Thakkar & Thakkar, 2020) and test the hypothesized model and to determine the best fit path model of teacher stress in public schools.

The level of attention to ethical conduct has both increased and broadened in response to society’s expectations of greater accountability and in addition to the importance of selecting an appropriate research methodology and methods, the importance of the ethical considerations around conducting the researches stated in UMERC Form 2.2 is emphasized. Hence, this paper was subjected to an ethics review by the panel of experts from the University of Mindanao Ethics Review Committee (UMERC) and found to be in order and compliant with the minimum standards of the research ethics prescribed by the university, and granted a certificate of approval with a UMERC Protocol Number 2022-198.

V. RESULTS AND DISCUSSION

Presented here are the data and findings based on the responses of the respondents on the ethical leadership, classroom environment, personality traits and teacher stress among public school teachers in Region XI. The discussions are arranged according to the following sub-headings: level of ethical leadership, level of classroom environment, level of personality traits and level of teacher stress; the correlation between ethical leadership and teacher stress, classroom environment and teacher stress, and personality traits and teacher stress.

Ethical Leadership of Public-School Teachers : Shown in Table 1 is the level of ethical leadership among public school teachers in Region XI. The overall mean score obtained on the ethical leadership is 4.39 described as very high with a standard deviation of 0.57. This means that the ethical leadership is always evident. Specifically, the mean ratings of the indicators of ethical leadership are disclosed as follows: *empowerment* attained a mean rating of 4.44 or *very high* with a standard deviation of 0.63; *motive and character* obtained a mean rating of 4.33 or *very high* with a standard deviation of 0.59.

Table 1

Level of Ethical Leadership

Indicator	SD	Mean	D.E.
Empowerment	0.63	4.44	Very High
Motive and Character	0.59	4.33	Very High
Overall	0.57	4.39	Very High

The overall very high response of public-school teachers displayed that all domains of ethical leadership was rated very high also. This shows that ethical leaders shield educators from outside criticism, cheerfully mentor and guide those who put in a lot of effort, persevere through challenges, and put the organization's needs ahead of their own. This finding aligns with the proposition of Lillejord and Børte (2020), who emphasized that

shielding educators from external criticism can be achieved by equipping school administrators and teachers with a shared knowledge base for professional development. Similarly, Blas and Guhao (2023) highlighted that principals motivate staff by offering care, constructive feedback, and modeling diligence. Spyropoulou and Koutroukis (2021) further observed that principals were compelled to lead in unprecedented crisis contexts, under extreme pressure and limited resources, demonstrating resilience and adaptability. Leithwood, Jantzi, and Steinbach (2021) asserted that effective school leaders exhibit exceptional leadership qualities, advancing organizational goals while prioritizing collective welfare over personal interests. In addition, ethical leadership fosters teacher professional development and parent engagement, reinforcing the protective role of leaders in shielding educators from external pressures, Roallos (2024). Prudente, Garcia, Mistades, Roleda, and Talaue (2024) concluded that shared knowledge bases enhance teacher resilience and reduce vulnerability to criticism, strengthening the foundation for professional growth. Ricaplaza, & Quines, (2022).emphasized that strategic and ethical leadership models in Philippine education significantly improve school performance, highlighting leaders’ responsibility to guide and support teachers with integrity. Bao (2024) demonstrated that transformational leadership by principals enhances teacher innovative behavior, particularly when leaders provide meaning at work and constructive motivation. Finally, Chatzipanagiotou and Katsarou (2023) revealed that school leaders in disruptive times must balance crisis management with ethical responsibility, showing determination amidst difficulties and prioritizing organizational recovery over personal gain. Collectively, these findings underscore that ethical leaders protect teachers from external criticism, guide and support those who work hard, endure with determination amidst challenges, and put the organizations’ best interests ahead of their own.

Classroom Environment of Public-School Teachers : Described in Table 2 is the summary of the level of classroom environment of public-school teachers. The overall mean score is 4.37 described as *very high* with standard deviation of 0.38, which means that classroom environment is oftentimes evident. The mean ratings of the indicators of classroom environment are unveiled as follows: *personalization* had a mean rating of 4.39 with a standard deviation of 0.49 or *very high*; *participation* acquired a mean rating of 4.54 with a standard deviation of 0.46 or *very high*; *independence* acquired a mean rating of 4.33 with a standard deviation of 0.42 or *very high*; *investigation* landed a mean rating of 4.38 with a standard deviation of 0.48 or *very high*; *differentiation* rounded up a mean rating of 4.22 with a standard deviation of 0.50 or *very high*.

Table 2

Level of Classroom Environment

Indicators	SD	Mean	D.E.
Personalization	0.49	4.39	Very High
Participation	0.46	4.54	Very High
Independence	0.42	4.33	Very High
Investigation	0.48	4.38	Very High
Differentiation	0.50	4.22	Very High
Overall	0.38	4.37	Very High

The overall very high response of public-school teachers displayed that all domains of classroom environment was rated very high also. This indicates that teachers talk to each student, encourage students to take part of the discussions, give clear instructions on how to do their tasks, agree on the use of investigation to answer teacher’s questions, and allow different students to use other books equipment and materials. Park, Ramirez, and Park (2024) highlighted the important ramifications of looking at how teachers actually interact with students, especially in figuring out if their behaviors help or impede students' capacity for self-expression. Analytical techniques that emphasize the spoken components of class discussions might offer insightful information about how teachers can help students participate as much as possible in lengthy conversations. This viewpoint is consistent with the findings of Sioting and Guhao (2023), who emphasized the significance of communal learning processes that arise when educators work together, communicate clearly, take part in group activities, and offer helpful criticism in order to achieve common educational objectives. In addition, preformulating and reformulating tactics are methods that give students the means to produce more suitable answers, improving the caliber of classroom discussion, Reyes, (2023). Additionally, Utami et al. (2020) showed that using student

workbooks (LKS) as teaching aids has several advantages, such as compressing knowledge compared to textbooks and providing practice questions that are closely related to the subject matter. They added that course workbooks enhance learning efficacy, increase student engagement, and support overall academic performance. When taken as a whole, these results demonstrate how important teacher communication, teamwork, and instructional resources are to fostering significant student engagement and promoting successful learning outcomes.

Personality Traits of Public-School Teachers : Described in Table 3 is the summary of the level of personality traits of public-school teachers. The overall mean score is 3.68 described as *high* with standard deviation of 0.43, which means that personality traits is oftentimes evident. The mean ratings of the indicators of personality traits are unveiled as follows: *Extroversion* received a mean rating of 3.76 with a standard deviation of 0.66 or high; *agreeableness* received a mean rating of 3.46 with a standard deviation of 0.54 or high; *conscientiousness* received a mean rating of 4.14 with a standard deviation of 0.56 or high; *neuroticism* received a mean rating of 3.16 with a standard deviation of 0.85 or moderate; and *neuroticism* rounded up to a mean rating of 3.88 with a standard deviation of 0.59 or high.

Table 3
Level of Personality Traits

Indicators	SD	Mean	D.E.
Extroversion	0.66	3.76	High
Agreeableness	0.54	3.46	High
Conscientiousness	0.56	4.14	High
Neuroticism	0.85	3.16	Moderate
Openness to Experience	0.59	3.88	High
Overall	0.43	3.68	High

The overall high response of public-school teachers displayed that all domains of personality traits was rated high also. This indicates that teachers feel comfortable around people, feel concerned about others, follow schedule, worry about things, and are quick to understand things and situations. Studies have repeatedly shown that a significant portion of group members' feelings are explained by their peers' affective presence Cheng, Wang, and Li (2022). The relational aspect of empathy is further highlighted by positive attitudes toward others' well-being, which are demonstrated by feelings of joy for their successes and sorrow for their suffering Fuochi & Voci, (2021). These actions have been linked to showing compassion and making an effort to understand and feel other people's pain Bagozzi, (2020). The developmental trajectory of empathy and prosocial conduct is highlighted by children's increased reparative efforts after causing suffering as they get older (Bonner, 2021; Comer, 2021; Abuhassna et al.,2020). The efficient use of school time to improve academic attainment has been highlighted by academics as one of the main school reform concerns during the past three decades Bonner, (2021); Comer, (2021); Abuhassna et al., (2020). The significance of emotional and cognitive presence in academic settings is further reinforced by Espita and Guhao (2022) structural equation modeling demonstration that knowledge management performance in higher education institutions significantly influences organizational outcomes. Additionally, preliminary research indicates both academic and informal worriers frequently view anxiety as a distraction from more upsetting or superstitious issues (Pradhan, 2020). Lastly, a philosophical acceptance that supports resilience and adaptive functioning is reflected in the desire to accept reality as it is rather than as one envisions it Galef (2021).

Teacher Stress of Public-School Teachers : Described in Table 4 is the summary of the level of teacher stress of public-school teachers. The overall mean score is 3.38 described as *moderate* with standard deviation of 0.44, which means that teacher stress is evident. The mean ratings of the indicators of teacher stress are unveiled as follows: *poor working condition* had a mean rating of 3.17 with a standard deviation of 0.66 or *moderate*; *lack of status* acquired a mean rating of 2.88 with a standard deviation of 0.73 or moderate; *pupil-teacher interaction* acquired a mean rating of 3.33 with a standard deviation of 0.73 or *moderate*; *lack of decision latitude* landed a mean rating of 2.69 with a standard deviation of 0.81 or *moderate*; *emotional involvement* rounded up a mean rating of 4.24 with a standard deviation of 0.50 or *very high*; *appraisal of teacher's feelings*

of inadequacy had a mean rating of 3.17 with a standard deviation of 0.64 or moderate; cover and staff acquired a mean of 4.19 with a standard deviation of 0.46 or high.

Table 4
Level of Teacher Stress

Indicators	SD	Mean	D.E.
Poor Working Condition	0.66	3.17	Moderate
Lack of Status	0.73	2.88	Moderate
Pupil-Teacher Interaction	0.73	3.33	Moderate
Lack of Decision Latitude	0.81	2.69	Moderate
Emotional Involvement	0.50	4.24	Very High
Appraisal of Teachers' Feelings of Inadequacy	0.64	3.17	Moderate
Cover and Staff	0.46	4.19	High
Overall	0.44	3.38	Moderate

The overall moderate response of public-school teachers indicated that all dimensions of teacher stress were moderate. This suggests that teachers deal with behavioral issues, feel that their training is insufficient, deal with a lot of disruptions in the classroom, don't know how the changes will be implemented, teach people who do not value education, do not understand their role within the school, and have to make plans because of the frequent changes. Teachers often face interruptions in class, which reduce instructional time and student focus (Kraft & Monti-Nussbaum, 2021; Kraft, 2020). They also lack information on how changes should be implemented, making reforms difficult (Sumapal, 2023; Maraveles & Ducot, 2025; Magallanes et al., 2022). Another challenge is teaching students who do not value education, where values education becomes difficult and relationships are essential (Arches & Castro, 2024; Brady, 2011; Dasoo, 2023). Teachers further struggle with unclear roles in schools, often teaching outside their expertise or without proper qualifications (Angelo, 2025; Atonibai, 2025).

Managing behavioral problems remains a persistent issue, affecting classroom effectiveness, Hardin and Hardin (2024). Many teachers feel their training is insufficient, limiting their ability to address diverse student needs (Masongsong et al., 2023; Lucena-Rodríguez, Invernón-Gómez, Ortiz-Marcos, and Sánchez-Mendías, 2025). They must also plan ahead due to constant changes, requiring proactive strategies and more time for preparation (Merritt, 2016; Lopez and Guhao 2025) In addition, Espita and Guhao (2022) demonstrated that knowledge management performance in higher education institutions significantly influences organizational outcomes. Sioting and Guhao (2023) revealed that organizational culture and leadership styles are critical predictors of institutional effectiveness. Finally, Aguilon & Guhao (2024) concluded that faculty development programs directly enhance teaching quality and student achievement.

Significance of the Relationship between Ethical Leadership and Teacher Stress : Table 5.1 shows the data on the results of correlations between ethical leadership and teacher stress. The overall r-value attained by the aforesaid measures is 0.043 with a p-value greater than 0.469 hence, insignificant thereby accepting the null hypothesis of no significant relationship. Moreover, it was observed that empowerment, and motive and character as indices of ethical leadership when correlated to teacher stress, empowerment showed an overall r-value is .013 with $p < 0.823$ hence, insignificant. When indicator motive and character were correlated to teacher stress, the overall r-value is 0.097 with $p < 0.099$ hence, significant.

Table 5.1
Significance of the Relationship between Ethical Leadership and Teacher Stress

Ethical Leadership	Teacher Stress
---------------------------	-----------------------

	Poor Working Condition	Lack of Status	Pupil-Teacher Interaction	Lack of Decision Latitude	Emotional Involvement	Appraisal of Teachers' of Inadequacy	Cover and Staff	Overall
Empowerment	-.045 (0.450)	-.088 (0.133)	-.022 (0.709)	-.269* (0.000)	.544* (0.000)	-.266* (0.000)	.387* (0.000)	-.013 (0.823)
Motive and Character	.092 (0.119)	-.077 (0.193)	-.044 (0.950)	-.104 (0.078)	.490* (0.000)	-.080 (0.172)	.453* (0.000)	.097 (0.099)
Overall	.023 (0.701)	-.088 (0.134)	.014 (0.812)	-.201* (0.000)	.552* (0.000)	-.166* (0.005)	.446* (0.000)	.043 (0.469)

*Significant at 0.05 significance level.

The null hypothesis is accepted when the association between variables show a negligible correlation between ethical leadership and teacher stress. The results contradict with the study of (Neves, 2024), which emphasized that ethical leadership is essential to reducing teacher stress. Teachers feel appreciated, encouraged, and less burdened when principals implement ethical practices, such as allowing them to participate in decision-making. Authoritarian or inconsistent leadership styles, on the other hand, increase stress, underscoring the significance of honesty, equity, and sincere care for teachers' well-being as preventative measures against burnout (Mendoza-Larreynaga, (2024). According to Tan and Urdan (2025) and Stavropoulou et. al., (2024), there is a consistent correlation between ethical leadership and reduced stress among teachers, which emphasizes the need of fostering work settings that support teachers' resilience and well-being. Fu, Long, He, and Liu (2020), highlighted that ethical leadership and teacher stress are strongly and favorably connected.

Significance of the Relationship between Classroom Environment and Teacher Stress : Table 5.2 displays the data on the results of correlations between classroom environment and teacher stress. The overall r-value attained by the said measures is 0.113 with a p-value less than 0.055 hence, significant, therefore, rejecting the null hypothesis of no significant relationship. Further, when the indicator personalization correlated to teacher stress, the overall r-value 0.130 with $p < 0.027$; the indicator participation is correlated to teacher stress, the overall r-value is 0.088 with $p < 0.135$ hence, significant. Next, indicator independence is correlated to teacher stress, the overall r-value is 0.041 with $p < 0.486$ hence, insignificant. Also, indicator investigation is correlated to teacher stress, the overall r-value is 0.145 with $p < 0.013$ hence, significant. When indicator differentiation is correlated to teacher stress, the overall r-value is 0.049 with $p < 0.403$ hence, insignificant.

Table 5.2

Significance of the Relationship between Classroom Environment and Teacher Stress

Classroom Environment	Teacher Stress							Overall
	Poor Working Condition	Lack of Status	Pupil-Teacher Interaction	Lack of Decision Latitude	Emotional Involvement	Appraisal of Teachers' of Inadequacy	Cover and Staff	
Personalization	.047 (0.428)	-.098 (0.096)	.150* (0.011)	-.169* (0.004)	.552* (0.000)	.034 (0.567)	.424* (0.000)	.130* (0.027)
Participation	-.080 (0.172)	-.103 (0.079)	.137* (0.020)	-.239* (0.000)	.689* (0.000)	-.027 (0.648)	.417* (0.000)	.088 (0.135)
Independence	-.034 (0.564)	-.121* (0.040)	.096 (0.104)	-.076 (0.197)	.437* (0.000)	-.101 (0.085)	.223* (0.000)	.041 (0.486)

Investigation	.103 (0.080)	-.060 (0.308)	.063 (0.281)	-.174* (0.003)	.535* (0.000)	.104 (0.077)	.436* (0.000)	.145* (0.013)
Differentiation	-.052 (0.373)	-.173* (0.003)	.009 (0.874)	-.076 (0.196)	.523* (0.000)	-.052 (0.373)	.392* (0.000)	.049 (0.403)
Overall	-.002 (0.966)	-.136* (0.020)	.110 (0.061)	-.181* (0.002)	.673* (0.000)	-.007 (0.900)	.469* (0.000)	.113 (0.055)

*Significant at 0.05 significance level.

The test of the relationship between variables reveals a significant relationship between classroom environment and teacher stress of teachers which leads also to reject the null hypothesis of the study. This implies that classroom environment is associated with teacher stress. Classroom environment has a significant influence on teacher stress, which acts as a source of stress as well as a buffer that promotes general wellbeing. While Papasin and Bautista (2025) point out that personalization of education lowers stress by enabling teachers to tailor lessons to students' requirements, Tan and Urda (2025) stress that the classroom environment directly influences how teachers experience and manage stress. Additionally, Marquez and Adarna (2025) point out that increased pleasure and reduced stress are correlated with student autonomy and active participation. In a similar vein, Amata (2022) contends that supportive environments that foster inquiry and differentiation assist educators in preserving emotional stability, averting burnout, and improving student learning. Positive social dynamics in the classroom boost teacher morale and student achievement, as shown by Nacario, et. al. (2024).

Significance of the Relationship between Personality Traits and Teacher Stress: Table 5.3 shows the data on the results of correlations between personality traits and teacher stress. The overall r-value attained by the aforesaid measures is 0.493 with a p-value less than 0.000 hence, significant, therefore, the null hypothesis of no significant relationship was rejected. Moreover, when indicator extroversion is correlated to teacher stress, the overall r-value is 0.158 with $p < 0.007$ hence, significant; when indicator agreeableness is correlated to teacher stress, the overall r-value is 0.336 with $p < 0.000$ hence, significant; when indicator conscientiousness is correlated to teacher stress, the overall r-value is 0.230 with $p < 0.000$ hence, significant; when indicator neuroticism is correlated to teacher stress, the overall r-value is 0.593 with $p < 0.000$ hence, significant; and finally, when indicator openness to experience is correlated to teacher stress, the overall r-value is 0.226 with $p < 0.000$ hence, it is also significant. The test of association between variables reveals a significant link between personality traits and teacher stress, resulting in the rejection of the study's null hypothesis.

Table 5.3

Significance of the Relationship between Personality Traits and Teacher Stress

Personality Traits	Teacher Stress							Overall
	Poor Working Condition	Lack of Status	Pupil-Teacher Interaction	Lack of Decision Latitude	Emotional Involvement	Appraisal of Teachers' of Inadequacy	Cover and Staff	
Extroversion	.275* (0.000)	-.076 (0.194)	.026 (0.658)	.031 (0.600)	.323* (0.000)	.096 (0.102)	.252* (0.000)	.158* (0.007)
Agreeableness	.385* (0.000)	.136* (0.020)	.150* (0.011)	.185* (0.002)	.162* (0.006)	.319* (0.000)	.264* (0.000)	.336* (0.000)
Conscientiousness	.171* (0.004)	-.028 (0.632)	.232* (0.000)	-.094 (0.112)	.572* (0.000)	.030 (0.614)	.512* (0.000)	.230* (0.000)
Neuroticism	.484* (0.000)	.450* (0.000)	.417* (0.000)	.435* (0.000)	-.043 (0.465)	.651* (0.000)	.125* (0.033)	.593* (0.000)
Openness to Experience	.225* (0.000)	-.064 (0.279)	.195* (0.001)	-.061 (0.299)	.410* (0.000)	.181* (0.002)	.443* (0.000)	.226* (0.000)
Overall	.482* (0.000)	.165* (0.005)	.327* (0.000)	.188* (0.001)	.387* (0.000)	.428* (0.000)	.452* (0.000)	.493* (0.000)

*Significant at 0.05 significance level.

The test of the relationship between variables reveals a significant relationship between personality traits and teacher stress, which also leads rejecting the null hypothesis of the study. This implies that personality traits are associated with teacher stress. Further, it suggests that teacher stress has something to do with personality traits. Personality traits and teacher stress are tightly related, and this directly affects how teachers view and handle difficulties in the classroom. Stress is associated with fundamental characteristics including extraversion, agreeableness, conscientiousness, neuroticism, and openness, according to Suciana, and Mansyur, (2025). While conscientiousness increases resilience and coping skills, lowering the risk of burnout, extraversion and agreeableness promote flexibility and social support, which improve stress management (Nayon & Macalisang, 2024). Conversely, neuroticism reduces coping skills and increases stress and emotional tiredness (Jimenez, 2021). Openness to new experiences promotes adaptability and innovative strategies that sustain motivation under pressure (Tan & Urdan, 2025). Personality qualities have an impact on student results in addition to teacher well-being. For example, extraversion and conscientiousness have a favorable impact on accomplishment (Wang, Liu, Wang, & Wang, 2023), and measurement domains are crucial to comprehending these relationships (Meyer, Jansen, Hölner, & Lüdtke, 2023). When taken as a whole, these results show a strong correlation between teacher stress and personality qualities, highlighting their influence on both academic achievement and general wellbeing.

The original proposed model outlined in Figure 1 requires some modification in order to fit the data. Three generated models were presented in the study. In identifying the best path model, all indices included must consistently fall within the acceptable ranges. Chi-square/ degrees of freedom value should be less than 2 but greater than 0 with its corresponding p-value greater than 0.05. Root mean square error approximation value must be less than 0.05 and its corresponding P-close value must be greater than 0.05. The other indices such as the normed fit index, Tucker-Lewis index, comparative fit index and the goodness of fit index must all be greater than 0.95.

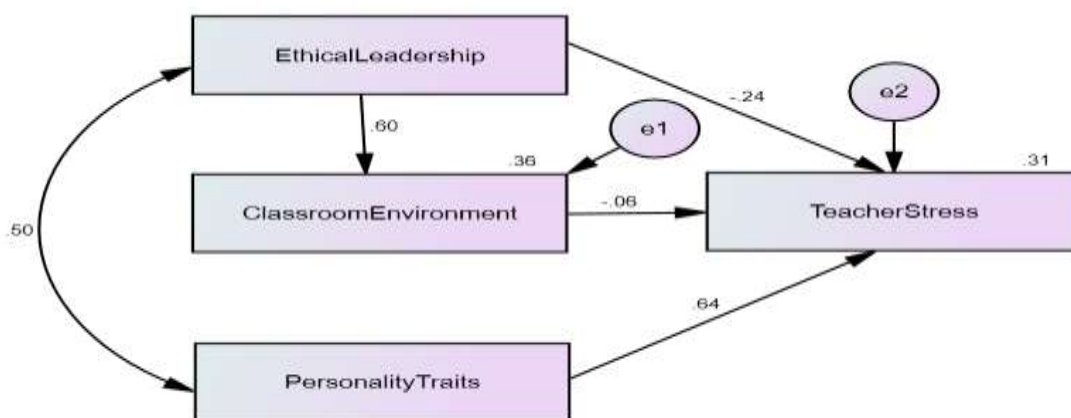


Figure 2. Path Analysis Model 1 in Standardized Solution

Legend: Ethical Leadership – Ethical Leadership
 ClassroomEnvironment – Classroom Environment
 PersonalityTraits – Personality Traits
 TeacherStress – Teacher Stress

Figure 2 showed the generated path analysis model 1. It displays the interrelationships of the exogenous variables: ethical leadership, classroom environment and personality traits; and their causal relationship on the endogenous variable teacher stress. All indices in table 8 did not fall inside the acceptable limits, resulting in a poor fit.

Further, figure 2 showed that ethical leadership has a significant relationship with personality traits, and it influenced classroom environment. The three exogenous variables directly influenced the endogenous variable.

Table 8
Goodness of Fit Measures of Path Analysis Model 1

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	23.300
P-value	> 0.05	.000
GFI	> 0.95	.963
CFI	> 0.95	.933
NFI	> 0.95	.931
TLI	> 0.95	.595
RMSEA	< 0.05	.278

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- P-value** - Probability Level

Shown in Figure 3 the generated path analysis model 2. It displays the interrelationships of the exogenous variables: ethical leadership, classroom environment and personality traits; and their causal relationship on the endogenous variable teacher stress. The indices in table 9 did not meet the permitted ranges, resulting in a poor fit. Moreover Figure 3 showed that ethical leadership has a significant relationship with personality traits, the two exogenous variables influenced classroom environment, additionally classroom environment and personality traits directly influenced teacher stress.

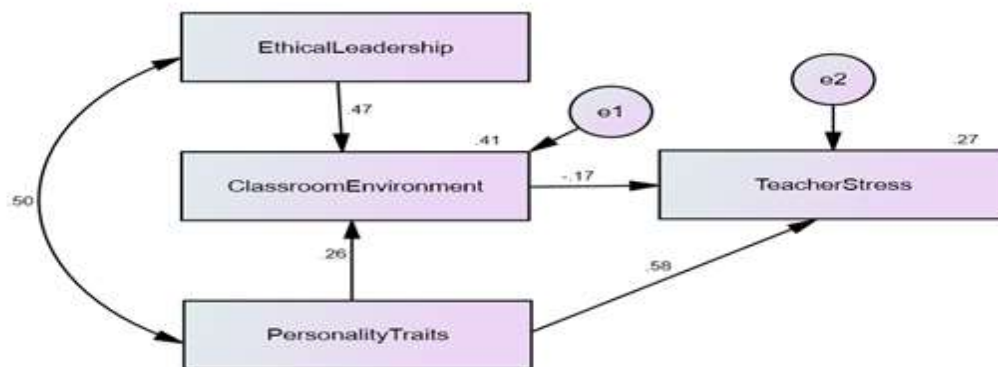


Figure 3. Path Analysis Model 2 in Standardized Solution

Legend: EthicalLeadership – Ethical Leadership

ClassroomEnvironment – Classroom Environment

PersonalityTraits – Personality Traits

TeacherStress – Teacher Stress

Additionally, when comparing Model 2 to Model 1, there was a noticeable improvement in all the indexes, such as: GFI, from .963 to .977; CFI from .933 to .962; NFI, from .931 to .960; and RSMEA, from .278 to .209 which is acceptable. While P-close from .000 to .002 ; CMIN/DF, from 23.300 to 13.620; P-value from .000 to .000. The model was still found not fit even GFI, CFI, NFI AND RSMEA passed the set criterion, because the other criteria failed to reach the desired value as exhibited in table 9. Hence, model 2 was a poor fit. For the model to be declared as best fit, it has to pass all the other criteria.

Table 9

Goodness of Fit Measures of Path Analysis Model 2

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.002
CMIN/DF	0 < value < 2	13.620
P-value	> 0.05	.000
GFI	> 0.95	.977
CFI	> 0.95	.962
NFI	> 0.95	.960
TLI	> 0.95	.771
RMSEA	< 0.05	.209

Legend:

- CMIN/DF - Chi-Square/Degrees of Freedom
- NFI - Normed Fit Index
- TLI - Tucker-Lewis Index
- CFI - Comparative Fit Index
- GFI - Goodness of Fit Index

- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- P-value** - Probability Level

Lastly, the generated Model 3 exhibited in Figure 4 showed the interrelationships of the exogenous variables: ethical leadership, classroom environment and personality traits and its causal relationship on the endogenous variable teacher stress was a modified version of Model 1 and 2.

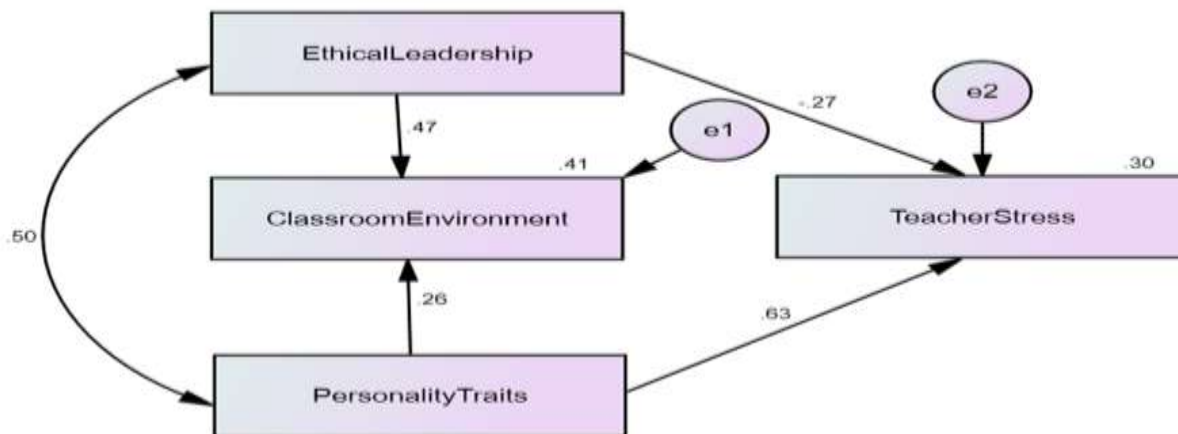


Figure 4. Path Analysis Model 3 in Standardized Solution

Legend: Ethical Leadership – Ethical Leadership
 ClassroomEnvironment – Classroom Environment
 PersonalityTraits – Personality Traits
 TeacherStress – Teacher Stress

The modifications revealed that ethical leadership has a significant relationship with personality traits, the two exogenous variables influenced classroom environment, and ethical leadership and personality traits directly influenced teacher stress. Since all of the indices in Model 3 fall inside each of the criteria listed in Table 10, it was determined that Model 3 consistently directs a very excellent fit to the data. Since it was already determined to be the best fit among all the evaluated models, there was no need to identify another model for testing. As a result, the null hypothesis that there was no best fit model was disproved. Furthermore, the substantial improvement among indexes were manifested in model 3 when compared to Model 2, such as: P-Close, from .002 to .522; CMIN/DF, from 13.620 to .804; P-value, .000 to .370; GFI, from .977 to .999; CFI form .962 to 1.000; NFI, from .960 to .998; TLI, from .771 to 1.004 RMSEA .209 to .000; and . Which are all fall within the acceptable ranges.

Table 10

Goodness of Fit Measures of Path Analysis Model 3

INDEX	CRITERION	MODEL FIT VALUE
P-Close	> 0.05	.522
CMIN/DF	0 < value < 2	.804
P-value	> 0.05	.370
GFI	> 0.95	.999

CFI	> 0.95	1.000
NFI	> 0.95	.998
TLI	> 0.95	1.004
RMSEA	< 0.05	.000

Legend:

- CMIN/DF** - Chi-Square/Degrees of Freedom
- NFI** - Normed Fit Index
- TLI** - Tucker-Lewis Index
- CFI** - Comparative Fit Index
- GFI** - Goodness of Fit Index
- RMSEA** - Root Means Square of Error Approximation
- Pclose** - P of Close Fit
- P-value** - Probability Level

It could be stated that there is a best fit model that predicts teacher stress among public school teachers in Region XI. The model clearly illustrates the importance of ethical leadership, classroom environment, and personality traits as predictors of teacher stress. Recent scholarship consistently underscores the significant role of ethical leadership in shaping teacher stress and wellbeing. For instance, Neves (2025) demonstrated that ethical leadership in Portuguese schools enhances teacher motivation and commitment, thereby reducing stress by fostering fairness and trust within the organizational climate. Similarly, Amir, Yusof, Mokhtar, and Rahman (2023), through a systematic review, highlighted that ethical leadership practices in education cultivate positive school environments, which serve as protective factors against stress and burnout among teachers. Complementing these findings, Masunag and Guhao (2022) employed structural equation modeling in the Philippines to show that ethical leadership strongly predicts teacher organizational commitment, mitigating stress by promoting psychological safety and resilience. Collectively, these studies affirm that ethical leadership is not merely a managerial style but a crucial determinant of teacher wellbeing, transforming stress-inducing challenges into opportunities for professional growth.

Recent scholarship consistently emphasizes the classroom environment as a central determinant of teacher stress, showing that factors such as student behavior, workload, and interpersonal dynamics within the classroom directly influence teachers' psychological wellbeing. For instance, Alutaya and Guhao (2023) examined organizational climate and classroom conditions in Philippine schools, finding that stressful environments characterized by poor support and high demands significantly increased teacher burnout and reduced organizational commitment. Similarly, Bacamante and Sabud (2025) highlighted that pupil behavior, workload, and classroom relationships were among the most pressing stressors for elementary teachers, with moderate stress levels linked to difficulties in managing classroom expectations. Complementing these findings, Emeljanovas, Sabaliauskas, Mežienė, and Istomina (2023) revealed that the emotional climate of classrooms has a critical role in molding teachers' coping strategies, with negative conditions associated with heightened anxiety and reduced resilience. Collectively, these studies affirm that the classroom environment is not merely a backdrop to teaching but a decisive factor in fostering or alleviating teacher stress, underscoring the need for supportive leadership and positive classroom climates to sustain teacher wellbeing.

Recent studies by Tong (2025) consistently highlight the significant role of personality traits in fostering teacher stress, showing how individual dispositions interact with organizational and classroom demands to shape wellbeing. Bastasa and Guhao (2024) revealed that teachers with extreme levels of neuroticism and low emotional stability were more susceptible to stress, but traits such as conscientiousness and resilience reduced its effects. Similarly, Chunyan, and Ying, (2024). found that personality traits strongly correlated with teacher stress and organizational commitment, with agreeableness and openness serving as protective factors against

burnout. Extending this line of inquiry, Ampler and Guhao (2024) examined how personality traits influenced coping strategies, demonstrating that adaptive traits facilitated resilience while maladaptive traits exacerbated stress responses. In another study, Dellosa and Guhao (2024) emphasized the interplay between personality and organizational climate, showing that teachers with positive personality profiles were better able to thrive in supportive environments, whereas those with maladaptive traits experienced heightened stress. Alutaya and Guhao (2023) further explored the role of classroom environment and personality traits, finding that stressful classroom climates amplified the effects of negative personality traits on teacher stress. Collectively, these studies affirm that personality traits are central determinants of teacher stress, influencing both vulnerability to stressors and the capacity to adapt within demanding educational contexts.

VI. CONCLUSION AND RECOMMENDATION

Results revealed that the level of ethical leadership is very high. Hence, the ethical leadership among public-school teachers is always evident. Also, the level of classroom environment is very high. Consequently, the classroom environment is oftentimes evident in public-school teachers. Similarly, the public-school teachers' personality traits are at a high level. Thus, it oftentimes evident. Lastly, the level of teacher stress of teachers in public schools is moderate. This indicates that teacher stress is an independent variable that is sometimes evident.

Results revealed a positive correlation between ethical leadership and teacher stress; a correlation between the classroom environment and teacher stress; and, finally, a connection between personality traits and teacher stress was discovered. Furthermore, the most sparing model (Model 3) the best-fit path model exhibited the relationship between ethical leadership and personality traits as they both influenced the classroom environment. Additionally, it also demonstrated that the classroom setting and personality features of the school administrators are predictors of teacher stress. Results recommended that the Department of Education may take into account the result of this study that classroom environment and personality traits had an impact on the level of teacher stress in public schools. The endogenous variable, teacher stress among public school teachers, was found to be significantly best anchored to ethical leadership, which was based on empowerment, motivation, and character, and was strongly reinforced by the classroom environment as indicated by its indicators: personalization and investigation. This was further significantly strengthened by the third exogenous variable, personality traits. Finally, the final model demonstrated direct causal links between ethical leadership, classroom environment, and personality traits, and was shown to be the best-fit path model on teacher stress among public-school teachers.

The findings of the study supported Lazarus and Folkman's (1984) Transactional theory of stress, which said that stress is perceived as an assessment of our current circumstances. In particular, the transactional model proposes that before experiencing and reacting to stress, we go through two phases of assessment. Personal skills and external elements like moral leadership, the classroom setting, and an employee's personality all have an impact on teacher stress. Additionally, it supported Blasé's (1982) Social-Psychological Grounded Theory of Teacher Stress and Burnout, which emphasized the importance of teacher performance variables and long term cycles of teacher-student interactions. Similarly, it reinforces the Psychosocial Theory of Human Development by Erikson (1969) which postulated that psychological crisis is more like an exaggerated version of everyday needs than a true crisis. These expectations stem from the epigenetic principle and mark a crucial period or turning point in a person's life when there is heightened potential and increased vulnerability. In order to satisfy a fresh set of demands made by society, special efforts must be made at this time. In order to maintain empowerment, motivation, and character, the policy maker may implement ethical leadership trainings, hold retreats, recollections, and meditation exercises based on the study's findings about the best-fit path model for ethical leadership. As one of the exogenous factors that significantly affects teacher stress in the classroom, it is advised that department heads and school administrators hold training sessions that focus on creating an engaging and interactive learning environment that promotes teamwork, support, and effective teaching techniques.

In order to fully comprehend and develop personality and have a substantial impact on both personal and professional achievement, school heads are urged to eagerly begin personality traits training. Self-awareness, interpersonal and communication skills, stress management, and optimistic thinking are some examples of personality trait training. Additionally, it is recommended that the Department of Education recognize the significant consequences of stress on public school teachers and launch a number of programs to deal with this problem. Related activities that can be initiated include stress management training and resources, such as workshops and seminars and peer support groups. Another would be addressing work-related stressors, like

workload management, resource allocation and professional development. Another approach would be to promote teacher well-being and followed by, collaboration and advocacy. Through these activities the Department of Education may foster a more supportive and sustainable environment for teachers in public schools. The results of the study enable the development of several practical recommendations that will benefit future researchers, educators, their communities, and the local educational setting. First, School divisions and administrators may use the best-fit path model identified in this study to direct policymaking and program creation in the local context, especially in Southern Mindanao (Region XI) public schools. This approach highlights how important personality attributes, the classroom environment, and moral leadership are in helping teachers cope with stress. Localized teacher development programs can become more sensitive to the actual difficulties teachers confront by including these elements in school improvement plans. This will guarantee that support systems are both pertinent and efficient.

The findings of this study assist instructors in better understanding how their personal characteristics, the learning environment they oversee, and the leadership they work under influence their stress levels. These realizations can encourage educators to engage in self-improvement activities such as stress management courses and personality trait training. Teachers can also be motivated to actively participate in peer mentoring, ethical discussion, and wellness initiatives that support emotional and professional equilibrium. These findings can also help the community by raising awareness of the value of supportive environments for educators, especially among parents and stakeholders. This can promote a more cooperative culture in which community members support the welfare of teachers, improving the standard of instruction given to students.

A framework for improving teacher-to-teacher contact is also provided by the study, with a focus on cooperation, mutual support, and shared values. School leaders can start team-building activities and reflective practices that strengthen interpersonal relationships and enhance teamwork by implementing ethical leadership and personality qualities that have been shown to have a substantial impact on classroom environments. A teaching group that is more cohesive and has a culture of trust and camaraderie can see a large reduction in stress. Consequently, this work might be useful to researchers in the future as a basis for additional research. A verified framework for investigating teacher stress in different locations or situations is offered by the relationships found in the best-fit path model. To investigate how these factors interact with ethical leadership, classroom conditions, and personality traits, researchers can further this study by adding variables such as organizational culture, family history, or digital burden. Thus, this study offers both theoretical underpinnings and practical answers that are essential for creating long-term plans that promote teacher well-being and academic performance. Finally, it is advised that the Department of Education, especially in Southern Mindanao, Region XI, through each division, take into account the best-fit path model for teacher stress among public school teachers developed by this study in order to better understand the stress that educators face and increase their level of engagement in order to produce high-quality work by Implementing the aforementioned actions.

REFERENCES

1. Abuhassna, H., Al-Rahmi, W. M., Yahya, N., & Megat, A. (2020). Online learning framework for university education. *Education and Information Technologies*, 25(5), 1–20.
2. Abuzaid, A. N., Ghadi, M. Y., Madadha, S. M., & Alateeq, M. M. (2024). The effect of ethical leadership on innovative work behaviors: A mediating–moderating model of psychological empowerment, job crafting, proactive personality, and person–organization fit. *Administrative Sciences*, 14(9), 191. <https://doi.org/10.3390/admsci14090191>
3. Adeniran, A. O. (2019). Application of Likert scale's type and Cronbach's alpha analysis in an airport perception study. *Scholar Journal of Applied Sciences and Research*, 2(4), 1-5.
4. Aguilon, S. L., & Guhao Jr., E. S. (2024). Teaching performance, student self- efficacy and creativity fostering teacher: A structural model on academic success of students. *European Journal of Education Studies*.
5. Ahmad, N., Alias, F. A., Hamat, M., & Mohamed, S. A. (2024). Reliability Analysis: Application of Cronbach's Alpha in Research Instruments. Universiti Teknologi MARA, Malaysia. Available at: UiTM Research Instruments PDF
6. Alutaya, N. B., & Guhao Jr, E. S. (2023). Psychological capital, academic job satisfaction and emotional intelligence: a structural equation model on work engagement among public school teachers. *European Journal of Education Studies*, 11(1).
7. Amata, C. L. (2022). Level of Stress and Coping Strategies of Public-School Teachers During COVID-19 Pandemic: The Case of Offshore and Philippine Teachers. *AIDE Interdisciplinary Research Journal*, 3.

8. Amir, S., Yusof, H. M., Mokhtar, K., & Rahman, Z. (2023). Ethical leadership practice in education: A significant systematic review. *International Journal of Education, Psychology and Counselling*, 8(53), 1–15. <https://www.ijepc.com>
9. Ampler, F. C., & Guhao Jr, E. S. (2024). Transformational Leadership of School Heads, Teamwork Skills, And Teacher Empowerment: A Path Model on Organizational Commitment Among Public School Teachers. *Educational Research (IJMCER)*, 6(5), 20-41.
10. Angelo, F. A. L. (2025). PHL education crisis: Teachers overworked, misaligned, undervalued. *Daily Guardian*. Angelini, G. (2023). Big five model personality traits and job burnout: a systematic literature review. *BMC psychology*, 11(1), 49.
11. Arches, P. A., & Castro, A. S. (2024). Strategies and approaches in teaching values education. *IJAMS*.
12. Aspers, P., & Corte, U. (2019). What is qualitative in qualitative research. *Qualitative sociology*, 42, 139-160.
13. Atonibai. (2025). Incompetent public teachers: A hidden crisis in the Philippines Atonibai Education & Schools.
14. Babalola, M. T., Greenbaum, R. L., Amarnani, R. K., Shoss, M. K., & Deng, C. (2021). A meta-analysis of the relationship between ethical leadership and work outcomes: The moderating role of follower moral identity. *Journal of Business Ethics*, 170(3), 567–582. <https://doi.org/10.1007/s10551-019-04388-2>
15. Bastasa, J. L., & Guhao Jr, E. S. (2024). Principal leadership, political skills and teacher empowerment: A path model analysis on school climate among public schools. *European Journal of Education Studies*, 11(11).
16. Bachkirova, T. (2005). Teacher stress and personal values: An exploratory study. *School psychology international*, 26(3), 340-352. Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. *The handbook of stress and health: A guide to research and practice*, 351-364.
17. Bao, Y. (2024). The effect of principal transformational leadership on teacher innovative behavior. *Frontiers in Education*.
18. Bacamante, I. M., & Sabud, M. C. (2025). Assessment of elementary teachers' stress factors and adaptive coping strategies. *Journal of Interdisciplinary Perspectives*, 3(7), 1–15. <https://ejournals.ph/article.php?id=27472>
19. Bagozzi, R. P. (2020). The role of empathy in consumer behavior. *Journal of Consumer Psychology*, 30(1), 3–25.
20. Bardach, L., Klassen, R. M., & Perry, N. E. (2022). Teachers' psychological characteristics: Do they matter for teacher effectiveness, teachers' well-being, retention, and interpersonal relations? An integrative review. *Educational psychology review*, 34(1), 259-300.
21. Bayani, R. T., & Guhao Jr, E. S. (2017). Out-of-field teaching: Experiences of non- Filipino majors. *International Journal of Education*, 5(11), 91-127.
22. Blas, J. B., & Guhao Jr, E. S. (2023). Leadership Behavior, Strategic Leadership and Instructional Leadership of School Heads: A Structural Equation Model on Teacher Engagement in Region XI.
23. Blase, J. J. (1982). A Social-Psychological Grounded Theory of Teacher Stress and Burnout. *Educational Administration Quarterly*, 18(4), 93-113. <https://doi.org/10.1177/0013161X82018004008>
24. Blau, P. M. (1964). Social exchange theory. *Retrieved September*, 3(2007), 62.
25. Bonna, K. (2023). Concept and nature of classroom management practices. *International Journal of Multidisciplinary Studies and Innovative Research*, 11(4), 1601-1615.
26. Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of organizational behavior*, 36(1), 3-15.
27. Bonner, D. (2021). Time and learning: School reform perspectives. *Educational Leadership*, 78(2), 45–52.
28. Brady, L. (2011). Teacher values and relationship: Factors in values education. *Australian Journal of Teacher Education*, 36(2), 56–66.
29. Brown, M. E., & Treviño, L. K. (2020). Ethical leadership: A review and future <https://doi.org/10.1016/j.leaqua.2019.101335>
30. Cabayag, S. J. L., & Guhao Jr, E. S. (2024). Self-efficacy, job performance, and transformational leadership: A structural equation model on organizational commitment among public school teachers. *European Journal of Education Studies*, 11(1). Chatzipanagiotou, P., & Katsarou, E. (2023). Crisis Management, School Leadership in Disruptive Times and the Recovery of Schools. *Education Sciences*.
31. Cheng, C., Wang, H., & Li, Y. (2022). Affective presence and group emotions: Peer influence in collaborative contexts. *Journal of Applied Psychology*, 107(4), 612–627.

32. Chughtai, A., Byrne, M., & Flood, B. (2020). Linking ethical leadership to employee well-being: The role of trust in supervisor. *Journal of Business Ethics*, 167(2), 479–493. <https://doi.org/10.1007/s10551-019-04123-0>
33. Chunyan, H., & Ying, L. (2024). Proactive personality, burnout, and teaching enjoyment: exploring relationships in Chinese English teachers. *Frontiers in Psychology*, 15, 1351313.
34. Collie, R. J. (2021). A multilevel analysis of classroom relationships and teacher well-being. *Teaching and Teacher Education*, 103, 103344.
35. Comer, J. (2021). School reform and student achievement: A longitudinal perspective. *American Educational Research Journal*, 58(3), 489–510.
36. Dahiya, R., Selvakumar, P., Ahluwalia, G. K., Manjunath, T. C., & Anute, N. (2025). Ethical Leadership and Decision Making. In *Advances in Ethical Work Climate and Employee Well-Being* (pp. 45-66). IGI Global Scientific Publishing.
37. Dasoo, N. (2023). Student Teachers' Experience of Values Education and Its Implications for Teacher Education. In *Second International Research Handbook on Values Education and Student Wellbeing* (pp. 855-868). Cham: Springer International Publishing.
38. Dellosa, A. B., & Guhao Jr, E. S. (2024). Parental Involvement, Classroom Climate, and Social Support: A Path Model Analysis on Academic Self-Concept Among Senior High School Students. *Educational Research (IJM CER)*, 6(6), 165-186.
39. Del Valle, J. M., & Guhao Jr, E. S. (2024). Constructivist learning environment management, metacognitive awareness and epistemological beliefs: a structural equation model on academic success of students in public senior high schools. *European Journal of Education Studies*, 11(7).
40. Den Hartog, D. N., & De Hoogh, A. H. B. (2021). Ethical leadership and its impact on organizational climate and employee outcomes. *Leadership Quarterly*, 32(5), 101495. <https://doi.org/10.1016/j.leaqua.2021.101495>
41. Emeljanovas, A., Sabaliauskas, S., Mežienė, B., & Istomina, N. (2023). The relationships between teachers' emotional health and stress coping. *Frontiers in Psychology*, 14, 1276431. <https://doi.org/10.3389/fpsyg.2023.1276431>
42. Erikson, E. H. (1969). Psychosocial theory of human development. Espita, K. O. Guhao, E. S. (2022). A structural equation model on knowledge management performance in higher education institutions in Region VIII. *Review of Integrative Business and Economics Research*, 11(2), 95–114.
43. Fan, X., Thompson, B., & Wang, L. (1999). Effects of sample size, estimation methods, and model specification on structural equation modeling fit indexes. *Structural equation modeling: a multidisciplinary journal*, 6(1), 56-83.
44. Fraser, B. J. (1980). Criterion Validity of an Individualised Classroom Environment Questionnaire. Garcia, M., Duncan, P., Carmody-Bubb, M., & Ree, M. J. (2014). You have what? Personality! Traits that predict leadership styles for elementary principals. *Psychology*, 2014.
45. Ferrando, C. A., & Guhao, E. S. Jr. (2024). Ethical climate, charismatic leadership of school heads and teachers' sense of self-efficacy: A structural equation model on teacher engagement. *Psychology and Education: Multidisciplinary Journal*, 20(2), 171–186. <https://doi.org/10.5281/zenodo.11243541>
46. Fu, J., Long, Y., He, Q., & Liu, Y. (2020). Can ethical leadership improve employees' well-being at work? Another side of ethical leadership based on organizational citizenship anxiety. *Frontiers in psychology*, 11, 1478.
47. Fuochi, G., & Voci, A. (2021). Dealing with the ups and downs of life: positive dispositions in coping with negative and positive events and their relationships with well-being indicators. *Journal of Happiness Studies*, 22(6), 2435-2456.
48. Galef, J. (2021). *The scout mindset: Why some people see things clearly and others don't*. Penguin.
49. GAPASIN, W. O. (2025). Fostering Quality Education Through Classroom Dynamics: Their Impact on School Climate And Student Engagement.
50. García-Carmona, M., Marín, M. D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: A systematic review and meta-analysis. *Social Psychology of Education*, 22(1), 189–208. <https://doi.org/10.1007/s11218-018-9471-9>
51. Garcia-Peinado, R. (2023). The impact of classroom climate on emotional development in childhood. *Environment and Social Psychology*, 9(1), 1-17.
52. Guo, K. (2022). The relationship between ethical leadership and employee job satisfaction: the mediating role of media richness and perceived organizational transparency. *Frontiers in Psychology*, 13, 885515.
53. Hair, B. Babin & Anderson (2020). *Multivariate Data Analysis, 7th Edition* | Pearson (sf). *Recuperado*, 28.
54. Hardin, C., & Hardin, C. J. (2024). Effective classroom management: Models and strategies for today's classrooms. BoD–Books on Demand.

55. Hargreaves, A. (2021). What the COVID-19 pandemic has taught us about teachers and teaching. *Facets*, 6(1), 1835-1863.
56. Hernando-Malipot, M. (2025). Less paperwork, more teaching: DepEd slashes teacher workload by 57%. *Manila Bulletin*. <https://mb.com.ph>.
57. Holliman, A., Cheng, F., & Waldeck, D. (2022). Adaptability, personality, and social support: Examining links with psychological wellbeing among Chinese high school students. *International Journal of Educational Psychology*, 11(2).
58. Hussien, O., & Saga, D. (2023). Personality Traits, Work-Related Mental Stressors, And Coping Mechanisms of Tomas Cabili National High School Teachers in the New Normal. *Psychology and Education: A Multidisciplinary Journal*, 8(10), 1-1.
59. Irfan, M., Jahangir, A. A., & Tariq, Q. (2024). The moderating role of personality traits between job stress, wellbeing and turn over intention: A comparative analysis between professional teaching qualifications among secondary school teachers in Pakistan. *Voyage Journal of Educational Studies*, 4(2), 272-298.
60. Jimenez, E. (2021). Impact of mental health and stress level of teachers to learning resource development. *Shalax International Journal of Education*.
61. John, O. P., Donahue, E. M., & Kentle, R. L. (1991). Big five inventory. *Journal of personality and social psychology*.
62. Johnson, C. E. (2024). *Big Five Personality Traits and Perceived Job Stress Among K-12 Special Education Teachers* (Doctoral dissertation, Grand Canyon University).
63. Jöreskog, K. G., & Sörbom, D. (1996). LISREL 8: User's reference guide. Scientific Software International.
64. Joo, D., Woosnam, K. M., Strzelecka, M., & Boley, B. B. (2020). Knowledge, empowerment, and action: Testing the empowerment theory in a tourism context. *Journal of Sustainable Tourism*, 28(1), 69-85.
65. Kalshoven, K., Van Dijk, H., & Boon, C. (2022). Ethical leadership and follower outcomes: The role of organizational justice and leader-member exchange. *Journal of Management*, 48(2), 389-414. <https://doi.org/10.1177/0149206321990203>
66. Khuntia, R., & Suar, D. (2004). A scale to assess ethical leadership of Indian private and public sector managers. *Journal of business ethics*, 49(1), 13-26.
67. Kline, R. B. (1998). Software review: Software programs for structural equation modeling: Amos, EQS, and LISREL. *Journal of psychoeducational assessment*, 16(4), 343-364.
68. Kraft, M. (2020). The hidden cost of classroom interruptions. *Educational Leadership*, 77(9), 30-34.
69. Kraft, M. A., & Monti-Nussbaum, M. (2021). The big problem with little interruptions to classroom learning. *AERA Open*, 7, 23328584211028856.
70. Kumar, R. V. (2024). Cronbach's alpha: Genesis, issues and alternatives. *Management*, 1, 17.
71. Kumar, A., & Madialagan, S. (2021). *Stress and Coping Patterns among Physical Education Teachers of Secondary Schools*. Lulu Publication.
72. Kyriacou, C. (2018). Teacher stress and burnout: A review. *International Journal of School & Educational Psychology*, 6(4), 1-12. <https://doi.org/10.1080/21683603.2018.1437853>
73. Lazarus, S., & Folkman, S. (1984). A comprehensive account of the transactional model of stress and its management. *Stress Appraisal and Coping*. New York: Springer.
74. Leithwood, K., Jantzi, D., & Steinbach, R. (2021). Leadership and other conditions which foster organizational learning in schools. In *Organizational learning in schools* (pp. 67-90). Taylor & Francis.
75. Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: A mediation model. *Frontiers in psychology*, 14, 1185079.
76. Lillejord, S., & Børte, K. (2020). Trapped between accountability and professional learning? School leaders and teacher evaluation. *Professional development in education*, 46(2), 274-291.
77. Lohr, S. L. (2021). *Sampling: design and analysis*. Chapman and Hall/CRC.
78. Lopez, B. M., & Guhao Jr, E. S. (2025). Transformational Leadership, Resilience, And Work Engagement: A Structural Equation Model On Readiness For Organizational Change Among Public School Teachers. *Educational Research (IJM CER)*, 7(3), 510-533.
79. Lucena-Rodríguez, C., Invernón-Gómez, A. I., Ortiz-Marcos, J. M., & Sánchez- Mendías, J. (2025). Preparing future teachers for inclusive practices and disability: A systematic literature review. *International Journal of Instruction*, (ART-2025-147318).
80. Luo, J., Zhang, B., Cao, M., & Roberts, B. W. (2023). The stressful personality: A meta-analytical review of the relation between personality and stress. *Personality and social psychology review*, 27(2), 128-194.
81. MacCallum, R. C., Browne, M. W., & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological methods*, 1(2), 130.

82. Magallanes, K., Chung, J. Y., & Lee, S. (2022, May). The Philippine teachers concerns on educational reform using concern based adoption model. In *Frontiers in Education* (Vol. 7, p. 763991). Frontiers Media SA.
83. Maqsood, A., Gul, S., Noureen, N., & Yaswi, A. (2024). Dynamics of perceived stress, stress appraisal, and coping strategies in an evolving educational landscape. *Behavioral Sciences*, 14(7), 532.
84. Maraveles, J. G., & Ducot, L. A. (2025). Challenges encountered by teachers in the implementation of the MATATAG curriculum. *Psychology and Education*, 40(5), 723–732.
85. Marquez, B. C., & Adarna, C. J. I. (2025). Analyzing Teacher Burnout and Retention Through the Eyes of School Administrators. *International Journal of Fundamental and Multidisciplinary Research*, 3(48790).
86. Marsh, H. W., & Hocevar, D. (1985). Application of confirmatory factor analysis to the study of self-concept: First-and higher order factor models and their invariance across groups. *Psychological bulletin*, 97(3), 562.
87. Masongsong, J. M., Lopres, J. R., Aguirre, M. M., et al. (2023). Level of teachers' training in inclusive education and their sense of efficacy. *International Journal of Social and Management Sciences*, 6(5), 108–120.
88. Masunag, M., & Guhao, E. S. Jr. (2024). Organizational climate, transformational and ethical leadership: A structural equation model on organizational commitment of teachers. *Psychology and Education: A Multidisciplinary Journal*, 20(2), 200–215.
89. McLean, L., Abry, T., Taylor, M., & Connor, C. M. (2022). Classroom emotional climate and teacher stress: Links to instructional quality. *Journal of School Psychology*, 91, 1–15. <https://doi.org/10.1016/j.jsp.2022.02.003>
90. Mendoza-Larreynaga, T. (2024). Millennial Latina Non-Profit Leaders: Exploring Self-Sabotaging Behaviors and Their Journey to Reclaiming Their Power. University of Massachusetts Global.
91. Merritt, E. G. (2016). Time for teacher learning, planning critical for school reform. *Phi delta kappan*, 98(4), 31-36.
92. Meyer, J., Jansen, T., Hübner, N., & Lüdtke, O. (2023). Disentangling the association between the Big Five personality traits and student achievement: Meta-analytic evidence on the role of domain specificity and achievement measures. *Educational Psychology Review*, 35(1), 12.
92. Nacario, A. B., Dayata, J. M., & Paglinawan, J. L. (2024). Social Motivation And Classroom Environment On Students Learning Engagement In Filipino Subject. *International Journal Of All Research Writings*, 6(5), 131-154.
93. NAYON, J. N., & MACALISANG, D. S. (2024). Interpersonal self-efficacy, morale, and personality traits of public elementary school teachers vis-à-vis teaching performance. *International Journal of Science and Research Archive*, 12(1), 231-240.
94. Neves, M. D. L. G. (2025, January). The relationship between ethical leadership, teacher motivation, and commitment in public schools in Portugal. In *Frontiers in Education* (Vol. 9, p. 1456685). Frontiers Media SA.
95. Nguyen, V. T. (2022). The perceptions of social media users of digital detox apps considering personality traits. *Education and Information Technologies*, 27(7), 9293-9316.
96. Onson, M. R., Gyurian Nagy, N., & Szabó-Szentgróti, G. (2025). Ethical leadership and organizational resilience: exploring the interconnected dynamics. *International Journal of Ethics and Systems*.
97. Orejudo, S., Navarro, J. J., Vicente, E., & Cardoso, M. J. (2020). Student misbehaviour and teacher coercion. A comparative study of contextual factors in primary and secondary education teachers. *International Journal of Environmental Research and Public Health*, 17(24), 9429.
98. Ozamiz-Etxebarria, N., Berasategi Santxo, N., Idoiaga Mondragon, N., & Dosil Santamaría, M. (2021). The psychological state of teachers during the COVID-19 crisis: The challenge of returning to face-to-face teaching. *Frontiers in Psychology*, 11, 3861.
99. Papasin, M. A., & Bautista, S. C. (2025). The Effectiveness of Teacher Support Systems, Stress Management and Performance in City Schools Division of Cabuyao for S.Y. 2024–2025. *Multidisciplinary Journals*.
100. Park, J., Ramirez, G., & Park, D. (2024). Effect of preschool teacher's math anxiety on teaching efficacy and classroom engagement in math. *Psychology in the Schools*, 61(6), 2600-2611.
101. Pham, K. T. N. M. (2024). Teachers' and Students' Perspectives on Teacher- Student Relationships and how they influence students' engagement and learning experiences (Doctoral dissertation, Doctoral dissertation. ResearchSpace@ Auckland).
102. Phetsombat, P., & Na-Nan, K. (2023). A causal model of ethical leadership affecting the organizational citizenship behavior of teachers in the office of the basic education commission. *Sustainability*, 15(8), 6656.
- Pilcher, N., & Cortazzi, M. (2024). 'Qualitative'and'quantitative'methods and approaches across

- subject fields: implications for research values, assumptions, and practices. *Quality & Quantity*, 58(3), 2357-2387.
103. Pradhan, C. S. (2020). *Religiosity, Superstitious Beliefs and Mental Health of Working and Non-Working Women*. Ashok Yakkaldevi.
 104. Prudente, M. S., Garcia, J. A. S., Mistades, V. M., Roleda, L. S., & Talaue, F. T. (2024). Systematic review of professional development programs for teachers in the Philippines. *Second Congressional Commission on Education Research Paper Series*, 3, 1-20.
 105. Quaranta, J. (2017). *Descriptive correlational research: asthma management by school nurses*. SAGE publications ltd.
 106. Reyes, J. E. (2023). *The Question Formulation Technique As A Tool For Making Sense Of Literary And Informational Texts* (Doctoral dissertation, University of Massachusetts Lowell).
 107. Ricaplaza, M. C. B., & Quines, L. A. (2022). The mediating effect of work ethics on the relationship between authentic leadership of school heads and task performance of public school teachers. *American Journal of Multidisciplinary Research and Innovation*, 1(6), 13-29.
 108. Roallos, D. (2024). Ethical Leadership, Teacher Professional Development and Parent Engagement: Basis for School Management Development Plan. *Asia Pacific Journal of Management and Sustainable Development*, 12(2 Part 4), 1-1.
 109. Roloff, J., Kirstges, J., Grund, S., & Klusmann, U. (2022). How strongly is personality associated with burnout among teachers? A meta-analysis. *Educational Psychology Review*, 34(3), 1613-1650.
 110. Savalei, V. (2021). Improving fit indices in structural equation modeling with categorical data. *Multivariate behavioral research*, 56(3), 390-407.
 111. Schaufeli, W. (2021). Engaging leadership: how to promote work engagement?. *Frontiers in psychology*, 12, 754556.
 112. Schober, P., Boer, C., & Schwarte, L. A. (2018). Correlation coefficients: appropriate use and interpretation. *Anesthesia & analgesia*, 126(5), 1763-1768.
 113. Sheraz, S., Zafar, K., Tauseef, R. M., & Otho, W. A. (2024). Explore the Relationship between Personality (eg Big Five Personality Traits) and Job Performance, Leadership or Career Success. *Review of Applied Management and Social Sciences*, 7(4), 635-648.
 114. Sichon, D. J. S., & Guhao Jr, E. S. (2020). Implementing an effective student discipline: school heads 'perspective. *International Journal for Scientific and Technology and Research*, 9(3), 3168-3191.
 115. Sioting Jr, R. N., & Guhao Jr, E. S.(2023). ORGANIZATIONAL TRUST, TEACHERS'SELF-EFFICACY AND SCHOOL CULTURE: A STRUCTURAL EQUATION MODEL ON PROFESSIONAL LEARNING COMMUNITIES AMONG PUBLIC ELEMENTARY SCHOOLS IN REGION XI. *European Journal of Education Studies*, 10(6).
 116. Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26(7-8), 602-616.
 117. Smallfield, J., & Kluemper, D. H. (2022). An explanation of personality change in organizational science: Personality as an outcome of workplace stress. *Journal of Management*, 48(4), 851-877.
 118. Smith, P. A., & Dawber, J. (2019). Random probability vs quota sampling.
 119. Soto, C. J., & John, O. P. (2009). Ten facet scales for the Big Five Inventory: Convergence with NEO PI-R facets, self-peer agreement, and discriminant validity. *Journal of Research in Personality*, 43(1), 84-90.
 120. Spyropoulou, E., & Koutroukis, T. (2021). Managing open school units amid COVID-19 pandemic through the experiences of greek principals. implications for current and future policies in public education. *Administrative Sciences*, 11(3), 70
 121. Stavropoulou, A., Ooms, A., Rovithis, M., & Stroumpouki, T. (2024). Key concepts of ethical leadership: A review of the literature. *World Journal of Advanced Research and Reviews*, 21(03), 2227-2232.
 122. Suciana, F., & Mansyur, A. (2025). Exploration of the Influence of Big Five Personality Traits on Innovative Behavior. *Golden Ratio of Human Resource Management*, 5(2), 277-290.
 123. Sumapal, M. D. (2023). Challenges and strategies of school heads in implementing and managing change in schools. *Universal Journal of Interdisciplinary Research and Technology*, 6(1), 15-25.
 124. Tabachnick, B. G., & Fidell, L. S. (2007). *Experimental designs using ANOVA* (Vol. 724). Belmont, CA: Thomson/Brooks/Cole.
 125. Tan, L. D. C., & Urdan, T. (2025). Exploring the Responsibilities, Boundaries, and Well-Being of Teachers in the Philippines. *Psychology International*, 7(1), 14. <https://doi.org/10.3390/psychoint7010014>
 126. Thakkar, J. J., & Thakkar, J. J. (2020). Introduction to structural equation modelling. *Structural Equation Modelling: Application for Research and Practice (with AMOS and R)*, 1-11
 127. Thompson, S. K. (2012). *Sampling* (Vol. 755). John Wiley & Sons.

128. Tong, Q. (2025). Exploring the Interplay Between Teachers' Emotions, Personal Traits, Environmental Factors and Psychological Well-Being. *European Journal of Education*, 60(1), e12903. Ughulu, J. (2024). Ethical leadership in modern organizations: Navigating complexity and promoting integrity. *International Journal of Economics, Business and Management Research*, 8(5), 52-62. Utami, A. R., Aminatun, D., & Fatriana, N. (2020). STUDENT WORKBOOK USE: DOES IT STILL MATTER TO THE EFFECTIVENESS OF STUDENTS' LEARNING?. *Journal of English Language Teaching and Learning*, 1(1), 7-12.
129. Wang, H., Liu, Y., Wang, Z., & Wang, T. (2023). The influences of the Big Five personality traits on academic achievements: Chain mediating effect based on major identity and self-efficacy. *Frontiers in psychology*, 14, 1065554.
130. Walumbwa, F. O., Christensen-Salem, A., Perrmann-Graham, J., & Kasimu, P. (2020). An identification based framework examining how and when salient social exchange resources facilitate and shape thriving at work. *Human Resource Development Review*, 19(4), 339-361. West, S. G., Taylor, A. B., & Wu, W. (2012). Model fit and model selection in structural equation modeling. *Handbook of structural equation modeling*, 1(1), 209-231.
131. Yin, C. (2025). *The Relationship Between Principals' Transformational Leadership and Teachers' Organizational Citizenship Behavior Within Public Primary and Middle Schools in Baotou, Inner Mongolia, China* (Doctoral dissertation, University of Montana).
132. Zurlo, M. C., Pes, D., & Capasso, R. (2013). Teacher stress questionnaire: Validity and reliability study in Italy. *Psychological reports*, 113(2), 490-51

APPENDICES

APPENDIX A

Specific Items per Indicator

Table 1.1

Level of Ethical Leadership in terms of Empowerment

Items	SD	Mean	D.E.
Protects us from external criticisms.	0.618	4.50	Very High
Gladly guides and directs those who work hard.	0.804	4.39	Very High
Coaches and counsels whenever required.	0.792	4.44	Very High
Encourages us to take greater responsibility.	0.750	4.50	Very High
Suggests new ways of looking at how we do our jobs	0.823	4.37	Very High
Overall	0.633	4.44	Very High

Table 1.2

Level of Ethical Leadership in terms of Motivate and Character

Items	SD	Mean	D.E.
Moves ahead with determination amidst difficulties	0.745	4.33	Very High
Goes beyond self-interest for the good of the organization.	0.731	4.42	Very High
Encourages to take a risk to achieve goals.	0.647	4.43	Very High
Is open to criticisms and disagreements.	0.854	4.25	Very High
Pursues the organizational goals with single-minded devotion.	0.685	4.23	Very High
Overall	0.590	4.33	Very High

Table 2.1

Level of Classroom Environment in terms of Personalization

Items	SD	Mean	D.E.
Talk to each student.	0.689	4.37	Very High
Take a personal interest in each student	0.800	4.20	Very High
Go out to help each student	0.707	4.33	Very High
Consider students' feelings	0.560	4.61	Very High
Try to find out what each student wants to learn about	0.599	4.45	Very High
Overall	0.490	4.39	Very High

Table 2.2

Level of Classroom Environment in terms of Participation

Items	SD	Mean	D.E.
Encourage students to take part in discussions	0.549	4.66	Very High
Give ample time for students to ask questions	0.564	4.54	Very High
Are happy to hear their students share their opinions during discussions	0.541	4.67	Very High
Ask their students to sit and listen to their teachers	0.595	4.47	Very High
Allow students to answer questions thrown by their classmates	0.743	4.37	Very High
Overall	0.457	4.54	Very High

Table 2.3

Level of Classroom Environment in terms of Independence

Items	SD	Mean	D.E.
Decide where students sit	0.689	4.22	Very High
Let students choose their partners during group works	0.831	3.80	High
Give clear instructions on how to do their tasks.	0.592	4.56	Very High
Remind their students about their behavior in class.	0.623	4.54	Very High
Tell their students about what will happen if they break the rules in class	0.623	4.53	Very High
Overall	0.416	4.33	Very High

Table 2.4

Level of Classroom Environment in terms of Investigation

Items	SD	Mean	D.E.
Allow students to carry out investigations to test ideas	0.616	4.26	Very High
Ask students to think about the evidence behind statements	0.616	4.40	Very High
Allow students to carry out investigations to answer questions coming from class discussions	0.597	4.43	Very High
Let students carry out investigations to answer questions that puzzle them	0.573	4.43	Very High
Agree on the use of investigation to answer teachers' questions.	0.612	4.41	Very High
Overall	0.480	4.38	Very High

Table 2.5

Level of Classroom Environment in terms of Differentiation

Items	SD	Mean	D.E.
Ask all students in the class to do the same work at the same time	0.689	4.08	High
Assign each student to do different work	0.639	4.31	Very High
Ask students who have finished their work to wait for the others to catch up.	0.769	4.23	Very High
Allow different students to use other books, equipment and materials	0.698	4.36	Very High
Use the same teaching aid for all the students in the class	0.725	4.12	High
Overall	0.501	4.22	Very High

Table 3.1

Level of Personality Traits in terms of Extroversion

Items	SD	Mean	D.E.
Enjoy life at a party or any get together	0.773	4.11	High
Talk a lot to different people at parties or a get-together	0.823	3.74	High
Feel comfortable around people	0.742	4.06	High
Start conversations even with strangers	1.005	3.54	High
Don't mind being the center of attention	0.990	3.37	Moderate
Overall	0.656	3.76	High

Table 3.2

Level of Personality Traits in terms of Agreeableness

Items	SD	Mean	D.E.
Feel concerned about others	0.672	4.38	Very High
Insult people	1.174	2.42	Moderate
Are interested about other people's problem	0.920	3.25	Moderate
Are interested about other people's lives	0.947	3.00	Moderate
Care about other people's feelings	0.692	4.22	Very High
Overall	0.544	3.46	High

Table 3.3

Level of Personality Traits in terms of Conscientiousness

Items	SD	Mean	D.E.
Are always prepared	0.736	4.14	High
Pay attention to details	0.669	4.15	High
Get chores done right away	0.667	4.04	High
Like order	0.812	4.08	High
Follow schedule	0.698	4.30	Very High
Overall	0.557	4.14	High

Table 3.4

Level of Personality Traits in terms of Neuroticism

Items	SD	Mean	D.E.
Get stressed out most of the time	1.039	3.29	Moderate
Worry about things	1.106	3.44	High
Are easily disturbed	0.999	3.18	Moderate

Get upset easily	1.065	3.04	Moderate
Get irritated easily	1.103	2.84	Moderate
Overall	0.847	3.16	Moderate

Table 3.5

Level of Personality Traits in terms of Openness to Experience

Items	SD	Mean	D.E.
Have rich vocabulary and understanding	0.767	3.75	High
Have vivid imagination	0.753	3.97	High
Have excellent ideas	0.810	3.80	High
Are quick to understand things and situations	0.778	3.90	High
Are full of ideas to share with	0.655	4.00	High
Overall	0.594	3.88	High

Table 4.1

Level of Teacher Stress in terms of Poor Working Condition

Items	SD	Mean	D.E.
Perform activities at school	0.836	4.19	High
Have poor staff communications	1.061	2.76	Moderate
Are uncertain about the degree or area of responsibility	1.016	2.96	Moderate
Lack time to resolve problems with individual pupils	0.887	2.82	Moderate
Experience a number of interruptions in class	0.972	3.12	Moderate
Overall	0.661	3.17	Moderate

Table 4.2

Level of Teacher Stress in terms of Lack of Status

Items	SD	Mean	D.E.
Lack support from the government	0.950	2.79	Moderate
Lack support from the school administrator	1.008	2.78	Moderate
Have little influence over school decisions as a whole	0.907	2.87	Moderate
Lack the information as to how the changes are to be implemented	0.862	2.84	Moderate
Experience increasing pressures from school administrator	1.023	3.15	Moderate
Overall	0.725	2.88	Moderate

Table 4.3

Level of Teacher Stress in terms of Pupil-Teacher Interaction

Items	SD	Mean	D.E.
have physical aggression from pupils	1.161	2.89	Moderate
have verbal aggression from pupils	1.136	2.89	Moderate
encounter several daily confrontations in class	1.146	2.74	Moderate
teach to those who do not value education	0.783	4.08	High
teach to those who take things for granted	0.829	4.04	High
Overall	0.731	3.33	Moderate

Table 4.4

Level of Teacher Stress in terms of Lack of Decision Latitude

Items	SD	Mean	D.E.
Have too little responsibility within the school	1.057	2.72	Moderate
Lack the clarity concerning their role within the school	1.015	2.80	Moderate
React too personally to pupils criticism	1.014	2.71	Moderate
Have not enough opportunity to make their own decisions	1.030	2.84	Moderate
Have conflict between one department and others for resources	1.013	2.36	Low
Overall	0.801	2.69	Moderate

Table 4.5

Level of Teacher Stress in terms of Emotional Involvement

Items	SD	Mean	D.E.
Deal with behavioral problems	0.693	4.06	High
Build and maintain relationships with pupils	0.646	4.31	Very High
Establish relationship with pupils' parents	0.656	4.36	Very High
Need constant decision-making in the classroom	0.661	4.21	Very High
Continue to form new relationships	0.632	4.27	Very High
Overall	0.495	4.24	Very High

Table 4.6

Level of Teacher Stress in terms of Appraisal of Teachers' Feelings of Inadequacy

Items	SD	Mean	D.E.
Have academic pressure within the school	0.891	3.30	Moderate
Have high demands from parents for good results	1.008	3.09	Moderate
Performance is assessed by others	0.990	3.20	Moderate
The constant changes taking place within the profession	0.862	3.61	High
Feel that their trainings are not appropriate	0.891	2.66	Moderate
Overall	0.635	3.17	Moderate

Table 4.7

Level of Teacher Stress in terms of Cover and Staff

Items	SD	Mean	D.E.
Replace absent colleagues	0.886	3.80	High
Clarify unfamiliar areas of the curriculum	0.662	4.12	High
Plan ahead due to constant changes	0.692	4.27	Very High
Fill in classes in the absence of a companion	0.683	4.25	Very High
Are approachable	0.618	4.50	Very High
Overall	0.461	4.19	High

Table 13

Squared Multiple Correlations: (Group number 1 - Default model 1)

	Estimate
ClassroomEnvironment	.360
TeacherStress	.309

Table 14
Estimates of Variable Regression Weights in Path Analysis Model 1

			B	S.E.	C.R.	BETA	P
ClassroomEnvironment	<---	EthicalLeadership	.400	.031	12.759	.600	***
TeacherStress	<---	PersonalityTraits	.668	.059	11.290	.636	***
TeacherStress	<---	ClassroomEnvironment	-.067	.072	-9.34	-.057	.350
TeacherStress	<---	EthicalLeadership	-.186	.052	-3.548	-.239	***

Chi-square = 23.300

Degrees of freedom = 1

Probability level = .000

Table 16
Squared Multiple Correlations: (Group number 1 - Default model 2)

	Estimate
ClassroomEnvironment	.410
TeacherStress	.265

Table 17
Estimates of Variable Regression Weights in Path Analysis Model 2

			B	S.E.	C.R.	BETA	P
ClassroomEnvironment	<---	EthicalLeadership	.315	.035	9.096	.473	***
ClassroomEnvironment	<---	PersonalityTraits	.230	.047	4.926	.256	***
TeacherStress	<---	PersonalityTraits	.601	.060	9.963	.577	***
TeacherStress	<---	ClassroomEnvironment	-.198	.067	-2.945	-.170	.003

Chi-square = 13.620

Degrees of freedom = 1

Probability level = .000

Table 19
Squared Multiple Correlations: (Group number 1 - Default model 3)

	Estimate
TeacherStress	.297
ClassroomEnvironment	.410

Table 20
Estimates of Variable Regression Weights in Path Analysis Model 3

			B	S.E.	C.R.	BETA	P
ClassroomEnvironment	<---	EthicalLeadership	.315	.035	9.096	.473	***
ClassroomEnvironment	<---	PersonalityTraits	.230	.047	4.926	.256	***
TeacherStress	<---	EthicalLeadership	.207	.044	-4.709	-.267	***
TeacherStress	<---	PersonalityTraits	.652	.059	11.015	.626	***

Chi-square = .804
Degrees of freedom =1
Probability level = .370