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Causal Modeling of Occupational Hazards and Teaching Performance: The Mediating Roles of Job Satisfaction and Stress

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ABSTRACT

Teachers' working environment plays significant factors on their well-being and effectiveness in delivering quality education. This study investigates causal relationship between occupational hazards and teaching performance together with job satisfaction and stress as mediating variables among the public secondary school teachers in the Division of Oriental Mindoro. The study utilized a descriptive-correlational causal research design employing Structural Equation Modeling (SEM). The respondents of the study were 354 among public secondary school teachers in the Division of Oriental Mindoro selected through proportional random sampling during the School Year 2024-2025. An adapted survey questionnaire was used to measure occupational hazards, job satisfaction, stress and teaching performance. Data were analyzed using weighted means, Pearson Product Moment Correlation, Multiple Linear Regression Analysis and SEM. Results reported that occupational hazards in terms of workplace safety, health, psychosocial and ergonomics hazards were experienced by the teacher-respondents to a very low extent. In addition, the findings reported Job satisfaction across advancement, achievement, responsibility, working condition, salary and supervision was rated at a high extent. Meanwhile, stress in terms of physical, mental, behavioral, and emotional aspects was at low extent. Teaching performance across all domains got the mean description of high level. Generally, results indicated that occupational hazards had a significant negative relationship with job satisfaction but no significant relationship with stress and teaching performance. Job satisfaction was found to have a significant positive relationship with teaching performance and a significant negative relationship with stress. Stress, on the other hand, significantly and negatively influenced teaching performance. Moreover, job satisfaction emerges as a significant predictor of teaching performance, while stress also significantly affected performance negatively. The results supported a structural model where occupational hazards indirectly influence teaching performance through job satisfaction.

INTRODUCTION

Teachers are considered one of the precious gemstones of society they play a pivotal role in creating and preparing the next generation of the society by teaching appropriate skills, emotional and social development. However, external circumstances, most notably the working conditions they face, have direct impact on each individual performance and efficacy in teaching. Some of the most daunting issues are the occupational risks teachers face. These hazards can be classified into physical, health, psychological, and ergonomic categories. All these were elements that affect and influence the performance and satisfaction and overall well-being of a teacher.

Globally, concerns about teachers' well-being have become the most significant topics around the world within education systems, especially as teachers face a significant rising demand and challenges. Occupational concerns are the major challenges that greatly impact on the workers ability to perform their duties and responsibilities. In a variety of industries including education institutions. Teachers always face a variety of occupational hazards ranging from physical and psychological hazards to health and ergonomic concerns. In many developing countries, the working environment for teachers is characterized by

an ever-increasing student-teacher ratio, lack of necessary resources, and poor infrastructure, all of which contribute to these hazards (International Labor Organization, 2022). In the Philippines, teachers deal with the same challenges. The Department of Education (2021) has often stated that the educational system is under strain due to the sudden increase of student enrollment, a lack of resources such as reading materials, teaching aids, functional furniture, and insufficient teacher support from colleagues. Teachers in public schools confront considerable occupational issues and concerns that have an impact on teacher wellbeing and, as a result, their ability to perform well is at risk. Providing a safe and healthy working environment for all teachers, recognizing that a secure workplace is necessary not only for their physical and mental well-being but also for their ability to efficiently and effectively carry out their professional role and responsibilities in providing quality education for the next future generation (Dole, 2022). Many teachers experience these major challenges that lead to increased stress and job dissatisfaction. Inadequate facilities, these issues are frequently caused by poor working conditions, student-teacher ratio, and administrative demands. Beyond these, the emotional burden of addressing the students' personal concerns and issues adds another stress to teachers, especially

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in rural areas where socioeconomic challenge is more severe. This condition is backed by a report from the Philippine Statistic Authority (PSA, 2021), which shows that teachers frequently work extended hours. These long hours disrupt the teachers' work-life balance, leaving them frustrated and dissatisfied with their jobs. This emphasis is the need to look at and address systematic issues and concerns so that teachers can perform effectively without jeopardizing their own wellbeing. The Philippine government has taken steps in addressing these issue and concerns including enacting the Magna Carta for Public School Teachers and promoting mental health programs. However, the significant impact of these initiatives has been uneven, and many teachers still experience significant and considerable challenges in their professional lives. Research on teacher well-being, job satisfaction and stress has remained crucial in understanding the factors that affect the teacher's ability to perform and execute their task in the fullest form.

Teachers in the Division of Oriental Mindoro face a variety of pressures, stress due to poor working conditions, and the student-teachers ratio. These concerns frequently cause physical, psychological and emotional distress, which might impair their performance in the classrooms. Unmanage stress can affect the teaching quality and students' engagement, highlighting the importance of stress management and intervention programs for teachers. (Orlanda-Ventayen & Ventayen, 2021).

In the same manner, school leadership plays a significant impact in shaping the teacher's ability to perform well in the classrooms, motivation and satisfaction with their job. In Pinamalayan, Oriental Mindoro, the relationship between effective leadership and teacher performance has grown clearer. Strong management abilities among school leaders allow teachers to focus on their role and responsibilities, making and producing a collaborative and efficient teaching environment. Even though the school heads show a strong connections and leadership abilities, there is still need to fill the gaps in technical competencies to further enhance and improve the quality of education in the region (Laurente and Llanto, 2021).

In this context, job satisfaction plays a significant role in the overall commitment, productivity and effectiveness of the school organizations. It significantly influences the teacher's commitment and participation towards school improvement, quality education, and high students outcome and satisfaction which is the goal of the organization. The teachers who feel supported, cared, recognized and valued are more likely to perform effectively and produce a satisfying outcome. Although school heads are generally perceived to possess strong leadership and managerial skills, but still need improvement, specifically in technical competencies. Improving and enhancing these skills significantly affects not only the performance of the teachers but also the overall effectiveness of the schools they belong to (Laurente, 2021).

As an educator, the researcher recognizes the importance of understanding the underlying factors that affect

and influence the ability and well-being of the teachers to perform in their full potential and well-being. Although several studies have explored and examined the occupational hazards, job satisfaction, stress and teaching performance, these variables are often studied independently. Limited studies have explored their causal relationships, particularly among public secondary school teachers in the Division of Oriental Mindoro.

Hence, this study was conducted to determine the extent of occupational hazards, job satisfaction, stress and teaching performance among public junior high school teachers in the Division of Oriental Mindoro. Specifically, it examines the relationships among these variables and investigates the mediating roles of job satisfaction and stress in the relationship between occupational hazards and teaching performance. The findings of the study served as bases for developing data driven strategies and intervention programs aimed at enhancing teachers' performance, motivation, job satisfaction and overall well-being.

LITERATURE RIREVIEW

Occupational hazards among teachers have become a major concern in the education sector because they directly affect teachers' well-being, job satisfaction, stress level, and teaching performance. Several studies revealed that teachers are exposed to physical, psychological, ergonomic, and psychosocial hazards due to excessive workload, overcrowded classrooms, inadequate resources, and organizational pressures. Agyapong *et al.* (2022) reported high prevalence rates of stress, burnout, anxiety, and depression among teachers worldwide, while Malik and Björkqvist (2018) found that occupational stress negatively affects both the physical and mental health of educators. Similarly, Lee *et al.* (2021) identified musculoskeletal disorders such as neck and back pain as common occupational health problems among teachers. Supporting these findings, David, *et al.* (2023) found out that heat stress is a workplace environmental hazard that affects the physical and mental wellness of workers which negatively affecting employees, physical and metal well-being, job satisfaction, occupational stress, and overall work performance. The study emphasizes that unfavorable working environment may reduce overall productivity and effectiveness. These studies suggest that prolonged exposure to occupational hazards significantly affects teachers' professional effectiveness and overall well-being.

Related studies also emphasized the importance of job satisfaction in maintaining teachers' motivation, commitment, and performance. Abu-Tineh *et al.* (2021) and Mwiti (2021) found that career advancement opportunities, professional development, and supportive leadership positively influence teachers' job satisfaction and retention. Sahito and Väisänen (2019) further explained that both intrinsic and extrinsic factors, such as recognition, salary, achievement, and workplace environment, contribute to employee satisfaction.

Moreover, Skaalvik and Skaalvik (2021) highlighted that teachers who experience professional accomplishment and institutional support demonstrate higher levels of emotional well-being and job satisfaction. Although previous studies established the significance of job satisfaction in education, most studies focused mainly on organizational factors without examining how occupational hazards contribute to teachers' satisfaction and dissatisfaction.

Stress has also been identified as one of the major challenges affecting teachers' instructional effectiveness and emotional well-being. Galias (2020) described teaching as one of the professions most vulnerable to work-related stress due to increasing responsibilities and administrative demands. Gul *et al.* (2021) revealed that excessive workload and teaching responsibilities significantly contribute to physical and emotional stress among educators. Likewise, Von der Embse and Mankin (2020) found that teachers' stress levels increase throughout the academic year, resulting in reduced instructional effectiveness and school connectedness. Studies by Emeljanovas *et al.* (2023) and Smith *et al.* (2020) further revealed that prolonged stress leads to burnout, emotional exhaustion, anxiety, and reduced classroom engagement. Likewise, Angus and Luna-Angus (2023) reported that there is a moderate level of job burnout for teaching and non-teaching staff, with differences depending on age, length of tenure and job description. Further highlighted their findings, it is essential to examine the working conditions and factors that may influence employee's performance and well-being. However, many previous investigations examined stress independently and failed to explore its mediating role in the relationship between occupational hazards and teaching performance.

Teaching performance remains a critical indicator of educational quality because it reflects teachers' competence, instructional effectiveness, classroom management skills, and ability to address learners' needs. Studies by Arop *et al.* (2018) and Reyes *et al.* (2022) revealed that occupational hazards and unfavorable working conditions negatively influence teachers' effectiveness and productivity. Similarly, UNESCO (2021) emphasized that stress, burnout, and inadequate institutional support reduce teachers' ability to deliver quality instruction. Despite the growing body of literature on occupational hazards, job satisfaction, stress, and teaching performance, most studies investigated these variables separately. Limited research has examined their causal relationships, particularly the mediating roles of job satisfaction and stress between occupational hazards and teaching performance among public junior high school teachers. Hence, this gap in the literature necessitates further investigation to better understand how these variables interact and influence teachers' professional performance and well-being.

Theoretical Framework

Primarily, this study was anchored on the Cognitive

Appraisal Theory developed by Lazarus and Folkman (1984). The theory explains that stress occurs when individuals perceive situations or environmental demands as threatening, overwhelming, or beyond their coping capacity. According to the theory, individuals evaluate workplace conditions based on their available resources and ability to manage challenges. In the context of this study, teachers who perceive occupational hazards such as excessive workload, poor working conditions, lack of resources, and psychosocial pressures as difficult to manage are more likely to experience stress and dissatisfaction, which may negatively affect their teaching performance. Conversely, teachers who perceive these hazards as manageable are more likely to demonstrate adaptive coping behaviors and maintain effective teaching practices despite workplace challenges. This theory guided the study in explaining how teachers' perceptions of occupational hazards influence their stress levels and professional performance.

Secondly, the Locke's Job Satisfaction Theory (1976), which posits that job satisfaction depends on the alignment between employees' expectations and their actual work experiences. The theory explains that employees become satisfied when their professional needs, goals, and expectations are fulfilled within the workplace environment. In relation to the present study, occupational hazards and unfavorable working conditions may reduce teachers' job satisfaction when they perceive insufficient organizational support, limited resources, and excessive demands. On the other hand, supportive leadership, recognition, and positive workplace environments may enhance satisfaction and motivation. This theory supports the assumption that job satisfaction may serve as a mediating variable in the relationship between occupational hazards and teaching performance. Furthermore, the Situational Awareness Theory as cited by Lankton (2007) emphasized the importance of awareness and understanding of environmental conditions in managing workplace challenges. The theory explains that individuals who are aware of workplace risks, support systems, and available resources are more capable of making informed decisions and responding effectively to stressful situations. In the context of this study, teachers who possess greater awareness of occupational hazards and coping strategies are more likely to manage stress effectively and maintain higher levels of job satisfaction and teaching performance. This theory guided the study in understanding how awareness and preparedness contribute to teachers' ability to cope with workplace demands.

In addition, the Reinforcement Theory of B.F. Skinner (1953) explained that behavior is influenced by environmental responses such as rewards, recognition, and support. Positive behaviors are strengthened through positive reinforcement, while unfavorable behaviors may decrease in the absence of support. In relation to this study, positive work practices, effective stress management, and professional commitment among teachers may be

reinforced through supportive leadership, recognition programs, collaborative workplace relationships, and institutional support systems. This theory supports the idea that positive reinforcement mechanisms in schools may improve teachers' job satisfaction, reduce stress, and enhance teaching performance.

Lastly, the Theory of Causality discussed by Goodman *et al.* (2011) provided the basis for examining the direct and indirect relationships among the variables of the study. The theory explains that one condition or event may influence another condition either directly or through intervening variables. In this study, occupational hazards were viewed as possible factors affecting teaching performance directly or indirectly through the mediating variables of stress and job satisfaction. This theory guided the study in examining the causal relationships among the variables and supported the use of mediation analysis and structural equation modeling.

Significance of the Study

This study is significant because it provides a better understanding of how occupational hazards influence teachers' job satisfaction, stress, and teaching performance among public junior high school teachers in the Division of Oriental Mindoro. The findings of the study may help teachers become more aware of workplace challenges and coping strategies that can improve their well-being and professional effectiveness. Students may benefit from improved instructional delivery and a more positive learning environment, while parents and guardians may gain a deeper understanding of the challenges teachers encounter in their profession. School administrators, Department of Education officials, and Local Government Unit officials may use the findings as basis for developing intervention programs, workplace policies, and support systems that promote teachers' welfare, safety, motivation, and retention. Public secondary schools may also benefit through the implementation of programs aimed at improving workplace conditions and teaching performance. Moreover, occupational safety and health agencies may use the results in strengthening school-based occupational safety measures and mental health programs for teachers. Lastly, this study may serve as a useful reference for future researchers who intend to conduct related studies on occupational hazards, stress, job satisfaction, and teaching performance.

Objectives of the Study

This study aimed to determine the relationship between occupational hazards and teaching performance and investigate the mediating roles of job satisfaction and stress among public junior high school teachers in the Division of Oriental Mindoro. Specifically, the study aimed:

- To determine the extent of occupational hazards experienced by public junior high school teachers;
- To determine the extent of job satisfaction among public junior high school teachers;

- To determine the extent of stress among public junior high school teachers;
- To determine the level of teaching performance of public junior high school teachers;
- To investigate the relationship between occupational hazards and teaching performance of public junior high school teachers;
- To investigate the relationship between occupational hazards and stress of public junior high school teachers;
- To investigate the relationship between job satisfaction and teaching performance of public junior high school teachers;
- To investigate the relationship between stress and teaching performance of public junior high school teachers;
- To evaluate the mediating roles of job satisfaction in the relationship between occupational hazards and teaching performance of public junior high school teachers;
- To investigate the mediating roles of stress in the relationship between occupational hazards and teaching performance; and
- To develop a proposed structural equation modeling based on the analysis of the study.

MATERIALS AND METHODS

This study utilized Descriptive-Correlation Causal research design with the Structural Equation Modeling (SEM) Approach to predict the relationships among occupational hazards, teaching performance, job satisfaction, and stress. The descriptive aspect was used to determine the extent of occupational hazards, job satisfaction, and stress, as well as the level of teaching performance of public junior high school teachers in the Division of Oriental Mindoro. The correlational components were used in the study to determine the significant relationships among variables. The causal modeling is used to examine direct and indirect effects of occupational hazards on teaching performance through job satisfaction and stress. Furthermore, Structural Equation Modeling was used in this study from three major reasons. First, the study was anchored on strong theoretical foundations. Second, it was appropriate to use because it examined causal and predictive relationships among several variables rather than describing each level as it allows to test direct paths. Third, was suitable as expected positive or negative effects among variables based on theoretical and empirical evidence.

Population of the Study

The respondents of the study were among the public secondary junior high school teachers of Oriental Mindoro Division. The respondents in the study were 354 public secondary school teachers selected from the total population of teachers per district. Using Raosoft, the sample size was determined based on a confidence level of 95%, a margin of error of 5%, and an expected response distribution of 50%. This ensures an adequate representation of the population of secondary school

teachers.

The researcher employed a random sampling method to select the respondents from districts of different schools within the Division. This approach ensured that every teacher has an equal opportunity to participate in the study, reducing potential bias. Proportional allocation was used to determine the number of respondents from each school, based on the total population of teachers at each school.

Data Gathering Procedure

Before the administration and gathering necessary data from the respondents, the researcher sought permission from the Schools Division Superintendent through a formal letter of request signed by the researcher, and Dean of Graduate Studies. Once approved, the permit to conduct study will be sent to the public secondary school principals to formally inform them about the study. Data collection process was carried out according to the availability of the teacher respondents. Standard administration procedure will follow. In addition, the researcher will provide the respondents with information about the details of the study. The respondents were requested to accomplish the online survey questionnaires. Upon approval of the request, the researcher immediately start the data gathering process. Lastly, the collected data were summarized and interpreted.

Validation of the Research Instrument

To establish validity of the researcher-made questionnaire, it is presented to the three experts' validators prior to the collection of necessary data. The first expert is the Principal IV of Pili National High School in the

Department of Education, Oriental Mindoro Division. The second expert is Master Teacher I of Bayuin National High School in the same Division. The last expert is International Teacher from United Arab Emirates.

They were furnished with a copy of the research instrument for their comments, suggestions and recommendations along with the letter to seek their permission to validate the instrument. They were asked and requested to put marks and comments on the validation instrument as to whether to retain, revise or discard the question which dealt with the extent of occupational hazards and teaching performance: The Mediating Role of Job Satisfaction and Stress. After the process of validation, their comments, suggestions and recommendations were carefully addressed and integrated to come up with a final copy on the research instrument for the distribution and administration with the junior high school teachers in the Division of Oriental Mindoro.

Reliability of the Research Instrument

The research instrument was administered to 10 non-teacher-respondents of the study conducted in the Division of Oriental Mindoro as a means of determining the reliability on the research instrument. Cronbach's alpha is the widely utilized evaluation of internal consistency or reliability. It is most utilized when multiple Likert questions in a survey or questionnaire that forms a scale and the researcher wishes to determine if the scale is reliable. A comparison of the variance of all individual item scores was done along with the correlation for the individual item score and total score for each respondent to calculate a Cronbach alpha value for each individual item (Laerd, 2023).

Table 1: Reliability Result of the Instrument

Variables	Cronbach's Alpha	Internal Consistency	Interpretation
Workplace Safety	0.91	Excellent	Reliable
Health	0.92	Excellent	Reliable
Psychosocial	0.94	Excellent	Reliable
Ergonomics	0.95	Excellent	Reliable
Advancement	0.92	Excellent	Reliable
Achievement	0.92	Excellent	Reliable
Responsibility	0.93	Excellent	Reliable
Working Conditions	0.94	Excellent	Reliable
Salary	0.96	Excellent	Reliable
Supervision	0.94	Excellent	Reliable
Physical	0.93	Excellent	Reliable
Mental	0.91	Excellent	Reliable
Behavioral	0.92	Excellent	Reliable
Emotional	0.94	Excellent	Reliable
Content Knowledge and Pedagogy	0.92	Excellent	Reliable
Learning Environment	0.92	Excellent	Reliable
Diversity of Learners	0.92	Excellent	Reliable
Curriculum and Planning	0.93	Excellent	Reliable

Assessment and Reporting	0.94	Excellent	Reliable
Community Linkages and Professional Engagement	0.96	Excellent	Reliable
Personal Growth and Professional Development	0.94	Excellent	Reliable

Statistical Treatment of Data

The following statistical tools were used in the analysis and interpretation of data: Weighted Mean and Standard Deviation were used to determine the extent of occupational hazards, job satisfaction, stress, and level of teaching performance among public secondary school teachers. Pearson correlation coefficient, an inferential statistic was used to measure the degree and direction of the relationship between occupational hazards and teaching performance. Multiple Linear Regression analysis was used to determine which of the independent variables namely Occupational Hazards, Job Satisfaction, and Stress are the most significant predictors of Teaching Performance. Structural Equation Model analysis was used to test the proposed causal modeling and examine the direct and indirect relationships among and between variables.

Ethical Consideration

The respondents were given comprehensive knowledge about the objectives of the study before gathering and treating data from the teacher-respondents. To ensure ethical procedures, informed consent was provided and names on the survey questionnaire were optional. The data gathering procedure was carefully designed to prioritize the rights of the respondents in accordance with the Data Privacy Act. This process emphasized voluntary participation and guaranteed confidentiality. Strict procedures were applied to guarantee the confidentiality of respondents during the collection process. The researcher employed anonymization techniques and ensured the secure storage of all the collected data. Every respondent was assigned a distinct identifier, and the data collected will be stored separately from any personal

identifying details. In ensuring confidentiality, only the researcher had access to the data collected during the study.

RESULTS AND DISCUSSION

Assessment of Measurement Model

The measurement model of the proposed structural equation model. The measured variables are the observed indicators contributing to each latent construct. The latent constructs used in the analysis are occupational hazards, job satisfaction, stress, and teaching performance. The estimated standardized factor loadings, z-values, and p-values were used to determine how well each of the observed indicators represented the latent variables.

Based on the Measurement Model results, it can be determined that there are significant differences in how some of the latent constructs are measured. The latent constructs of Stress and Teaching Performance are clearly measured through several statistically significant indicators, specifically ESMEAN, BSMEAN, PGAPDMEAN, DOLMEAN, and LEMEAN. Job Satisfaction is represented to a moderate degree through the indicators, with Supervision and Achievement being the largest contributing indicators. The Occupational Hazards latent construct is measured with less certainty, as it does not have a statistically significant number of free indicators. However, the EHMEAN variable is the largest loading indicator within the Occupational Hazards latent variable. Therefore, it can be concluded that the proposed SEM can explain relationships among the main variables, but some of the observed indicators may need to be reviewed, improved, or reconsidered in the future development of the mode.

Table 2: Assessment of Measurement Model

				95% Confidence Intervals				
Latent	Observed	Estimate	SE	Lower	Upper	β	z	p
Occupational Hazards	WSMEAN	1	0	1	1	0.1717		
	HHMEAN	1.4455	0.8031	-0.1286	3.02	0.2657	1.8	0.072
	PHMEAN	1.5114	0.8403	-0.1356	3.158	0.265	1.799	0.072
	EHMEAN	4.8036	3.051	-1.1763	10.783	0.6171	1.574	0.115
Job Satisfaction	ADVMEAN	1	0	1	1	0.241		
	ACHMEAN	0.4008	0.1988	0.0111	0.79	0.1395	2.016	0.044
	RESMEAN	0.0624	0.1942	-0.3182	0.443	0.0193	0.322	0.748
	WCMEAN	0.2455	0.232	-0.2093	0.7	0.0654	1.058	0.29
	SALMEAN	0.2719	0.2703	-0.258	0.802	0.062	1.006	0.315
	SUPMEAN	2.1882	0.5708	1.0694	3.307	0.5571	3.833	<.001
Stress	PSMEAN	1	0	1	1	0.4161		
	MSMEAN	0.2727	0.0963	0.084	0.461	0.1789	2.832	0.005
	BSMEAN	1.723	0.3224	1.0912	2.355	0.6598	5.345	<.00

	ESMEAN	2.265	0.3976	1.4857	3.044	0.8088	5.697	<.001
Teaching Performance	CKAPMEAN	1	0	1	1	0.5967		
	LEMEAN	0.7823	0.1228	0.5416	1.023	0.4612	6.37	<.001
	DOLMEAN	0.5689	0.0823	0.4077	0.73	0.5014	6.916	<.001
	CAPMEAN	0.0249	0.0572	-0.0873	0.137	0.0268	0.435	0.663
	AAPMEAN	0.0484	0.0756	-0.0998	0.197	0.0395	0.64	0.522
	CLAPEMEAN	-0.0579	0.1107	-0.2748	0.159	-0.0322	-0.523	0.601
	PGAPDMEAN	0.8547	0.114	0.6313	1.078	0.5664	7.498	<.001

Table 3 presents the effects of occupational hazards, job satisfaction, stress, and teaching performance of public secondary school teachers. Occupational hazards show a significant negative relationship with job satisfaction ($r=-0.188$, $p<.001$) indicating that as hazards arise in the working environment, the teachers satisfaction in the job decrease. This suggests that unfavorable working conditions reduce teachers' motivation and satisfaction in their profession. However, occupational hazards have no significant relationship with stress ($r=0.048$, $p=0.367$). This simply means that occupational hazards do not directly affect the levels of stress among teachers, possibly due to coping mechanisms and professional resiliency. Similarly, occupational hazards have no significant relationship with teaching performance ($r=-0.090$, $p=0.090$) indicating that hazards do not directly

affect teachers' performance. Meanwhile, job satisfaction has a significant negative relationship with stress ($r=-0.279$, $p<.001$) suggests that satisfied, motivated teachers more likely experience or affected by the stress. Furthermore, job satisfaction has a significant positive relationship with teaching performance ($r=0.306$, $p=0.000$) indicates that more satisfied can be able to inspire, motivate colleagues and students and perform better. In terms of stress, it shows a significant negative relationship with teaching performance as indicated by the correlation coefficient ($r=-0.371$, $p<.001$) which is less than .05. Indicating that when teachers perceive that stress are affecting their ability to perform their duties and responsibility, concentration, emotional wellbeing and productivity in the classroom.

Table 3: Effects Occupational Hazards, Job Satisfaction, Stress, on Teaching Performance.

Variables	Correlated Variable	r-value	p-value	Description
Occupational Hazards	Job Satisfaction	-0.188**	<.001	Significant
	Stress	0.048	0.367	Not Significant
	Teaching Performance	-0.090	0.090	Not Significant
Job Satisfaction	Stress	-0.279**	< .001	Significant
	Teaching Performance	0.306**	< .001	Significant
Stress	Teaching Performance	-0.371*	< .001	Significant

Table 4 presents the correlation/ prediction model of teaching performance using occupational hazard, job satisfaction and stress as predictors. As can be seen on the table, occupational hazards did not significantly predict teaching performance ($B=-0.23$, $SE= 0.035$, $\beta =-0.034$, $t=-0.034$, $p= .512$ and 95% confidence level= $[-0.092, 0.046]$). While the job satisfaction as seen on the table significantly predicted teaching performance based on the computed value of ($B=0.165$, $SE= 0.029$, $\beta =-0.299$, $t=5.791$, $p<.001$, and 95% confidence level= $[0.109, 0.222]$). On the other hand, stress significantly and negatively predicted teaching performance of as seen on the computed value ($B=-0.114$, $SE= 0.019$, $\beta =-0.309$, $t=6.155$, $p<.001$, and 95% confidence level= $[-0.151, -0.078]$).

Based on the coefficient, occupational hazards did not

significantly predict teaching performance, and job satisfaction and stress both significantly predict teaching performance. On the other hand, occupational hazards appear weak as direct predictors of teaching performance based on the result. While the same set of results show that job satisfaction consistently improves teaching performance and stress consistently lowers it. The results imply that workplace hazards may not reduce or affect the performance of teachers in a straightforward or immediate way. Immediate determinants of teaching performance are not merely external hazards themselves, but the teachers' internal and professional responses to these factors.

The results could be parallel to the theory of Cognitive Appraisal of Lazarus and Folkman; they explain that stress develops depending on how an individual person

perceives and appraises the demands in their workplace. This is consistent with the present findings that stress lowers the performance of teachers. On the other hand, Situational Theory explains why occupational may not directly predicted performance, a teacher who remain aware of their environmental conditions, policies and protocols, and available supports may be able to manage and handle hazards presents before these factors fully affect and disrupt their work and overall well-being. While Agyapong (2022), and Emejanovas *et al.* (2023), all

who emphasize that stress, burnout, workload pressure, students' behavior, administrative tasks, rush deadlines and emotional exhaustion reduce teacher effectiveness, collaboration, and well-being. Meanwhile, the weak direct effect of occupational hazards on performance may be better understood through studies showing that the occupational hazards often influence outcomes, through intermediate factors such as stress, job satisfaction, and coping mechanism rather than through direct performance decline alone.

Table 4: Correlation/ Prediction Model

Dependent Variable	Predictor	Estimate (B)	SE	95% Confidence		β	t / z	p	Interpretation
				Lower	Upper				
Teaching Performance	Occupational Hazards	-0.023	0.035	-0.092	0.046	-0.034	-0.656	0.512	Not significant
Teaching Performance	Job Satisfaction	0.165	0.029	0.109	0.222	0.299	5.791	<.001	Significant
Teaching Performance	Stress	-0.114	0.019	-0.151	-0.078	0.309	-6.155	<.001	Significant

Table 5 presents the results of the model fitting and broad fit indices of the proposed Structural Equation Model. As illustrated in Table 23, the user model produced a Chi-square value of 298, with 181 degrees of freedom which is statistically significant at the $p < 0.001$ level. This suggests that the observed covariance matrix and the model implied covariance matrix differ significantly from one another; however, a significant Chi-square value is very common in SEM, especially when the sample size is large or the model contains multiple indicators. Therefore, the Chi-square value should not be evaluated in isolation but needs to be weighed together with the other fit indices of the model. The baseline model showed a significant Chi-square value of 857, with 210 degrees of freedom, which was statistically significant at $p < 0.001$, indicating that

the proposed model is a better fit than the baseline model which assumes that there is no relationship between the variables. Based on the results of the study indicate that the proposed Structural Equation Model has an acceptable fit as measured by SRMR and RMSEA, but comparatively weak as measured by the incremental fit indices and therefore acceptable, but not optimal. The findings suggest that the model adequately represents the relationships between the variables of Occupational Hazards, Job Satisfaction, Stress, and Teaching Performance; however, additional refinements may be necessary to enhance comparative fit. Possible refinements could include a review of weak indicators; review of modification indices; and reconsideration of paths that do not provide strong contributions to the model.

Table 5: Model Tests and overall Fit

Model tests				
Label		X ²	df	p
User Model		298	181	<.001
Baseline Model		857	210	<.001
Fit indices				
			95% Confidence Intervals	
SRMR	RMSEA	Lower	Upper	RMSEA (p)
0.053	0.043	0.034	0.051	0.92
User model versus baseline model				
				Model
Comparative Fit Index (CFI)				0.82
Tucker-Lewis Index (TLI)				0.791
Bentler-Bonett Non-normed Fit Index (NNFI)				0.791

Relative Noncentrality Index (RNI)	0.82
Bentler-Bonett Normed Fit Index (NFI)	0.653
Bollen's Relative Fit Index (RFI)	0.597
Bollen's Incremental Fit Index (IFI)	0.828
Parsimony Normed Fit Index (PNFI)	0.563

Table 6 presents the covariances of selected variables for the proposed Structural Equation

Model. The covariances among pairs of the measured variables are statistically non-significant.

The covariance between ACHMEAN and SUPMEAN had a covariance estimate of 0.01025 with a standard error of 0.01367 with $\beta = 0.047$, $z = 0.7499$, and $p = 0.453$; thus, it does not have statistical significance since $p > 0.05$. In Structural Equation Model, the importance of covariance paths is to illustrate if there are any additional connections needed between observable indicators to better explain the observed behavior of the variables.

The Structural Equation Model shows that the selected

variables indicate do not strongly overlap outside their latent constructs. This suggests that the model has a reasonable structure and the future improvements should focus more on improving and strengthening the weak indicators and reviewing theoretically meaningful paths rather than a simple adding covariance connection. This means that the Structural Equation Model contributes to a new understanding. Teaching performance is best explained as the result of the combined effects of workplace environments, job satisfaction and stress rather than as the results of isolated dimensions working separately.

Table 6: Covariances

Variable 1	Variable 2	Estimate	SE	95% Confidence		β	z	p
				Lower	Upper			
ACHMEAN	SUPMEAN	0.01025	0.01367	-0.01654	0.03705	0.047	0.7499	0.453
BSMEAN	ESMEAN	-0.01692	0.03624	-0.08794	0.0541	-0.0831	-0.467	0.641
CKAPMEAN	LEMEAN	-0.00609	0.00622	-0.01829	0.0061	-0.0647	0.9791	0.328

CONCLUSION

The study concluded that the public junior high school teachers in the Division of Oriental Mindoro experienced a very low extent of occupational hazards, high job satisfaction, low stress and high level of teaching performance. While ergonomic hazards were specified as the primary area of concern, however, occupational hazards did not directly influence teaching performance. Job satisfaction mediated the relationship between occupational hazards and teaching performance, while stress negatively impacts how well teachers perform. These findings support the proposed Structural Equation Model (SEM) as a method for understanding how workplace conditions, satisfaction and stress interact to influence the performance of the teachers. Based on these findings, schools and educational leaders may continue strengthening workplace safety measures and focus on implementing programs designed to enhance and improve teachers job satisfaction, encourage and provide professional growth, create supportive leadership, and manage stress. Regular assessment and monitoring of this interventions is recommended to ensure its effectiveness, and future researchers may validate and extend the model by examining other variables, including workload,

organizational culture and climate, motivation, resilience and burnout.

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