

Factors affecting occupational distress and its relationship to teaching satisfaction of physical education teachers

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ABSTRACT

The COVID-19 pandemic has wrought substantial challenges on individuals and societies, including the academe. The pandemic required a sudden shift to remote learning. Teachers were called upon to support students' academic development and well-being throughout this shift while navigating adversity and stress in their own lives. The researchers aim to describe the factors affecting the relationship between Occupational Distress (OD) and Teaching Satisfaction (TS) among Physical Education teachers handling Junior and Senior High Schools in Angeles City with 150 respondents through a self-administered survey. Purposive or Convenience sampling was utilized to recruit respondents, while descriptive and inferential statistics were used to analyze the data. The researchers found that most respondents are women between 22 to 29 years old, female, and single. In terms of history, the majority of the respondents are ranked as Teacher I, working in public school, with a salary of 20,001-30,000 range; most of them have their bachelor's degree, handling junior high school students, and working for one (1) - three (3) years. The result shows that respondents' OD level is low while their level of TS is moderate. The study results show a significant moderate correlation between Teacher's Occupational Distress and Teacher's Teaching Satisfaction. Specifically, in terms of each variable, age and type of school substantially affect the Teachers' Occupational Distress. On the other hand, no variable significantly affects the Teachers' Teaching Satisfaction in terms of the demographic profile and teaching history.

Keywords: Occupational distress; teaching satisfaction; physical education teachers

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INTRODUCTION

According to the study by Kaur and Kumar (2019), “52% of public and rest private school employees' stress levels were high among 28% (111 participants) of the sample. All demographic variables, Socio-Economic Status (SES) categories, and promotional and experience factors contributed significantly to the stress prediction. Due to the transition of distance learning from the pandemic, teachers are prone to stress and other mental health issues. They are experiencing stress and anxiety that might affect their teaching styles and approach toward the learners. In that case, teachers' level of distress and other mental health issues will be higher, which may lead to job dissatisfaction.”

On the other hand, Baluyos et al. (2019) have found that teachers are highly satisfied with their role in serving the community and the quality of colleagues, but are less

enthusiastic about their salary and chances for promotion (Granger et al., 2022; Kumar, 2016; Ndijuye & Tandika, 2019). Additionally, Fauzi and Khusuma (2020) have discovered that online learning helped teachers during the COVID-19 pandemic but felt to be ineffective, even 80% of teachers feel dissatisfied with online learning. Similarly, teachers' level of job satisfaction was very high (Baluyos et al., 2019). This is evident because of teachers' satisfaction in all areas such as responsibility, and even in lowers rating on pay.

In addition, according to the Republic Act No. 4670, otherwise known as "The Magna Carta for Public School Teachers," educators must be provided with programs to promote and improve their well-being and economic status. This law does improve not only the economic status of the teachers but also the improvement of their well-being such as coping with their occupational stress in teaching. According to Kidger et al. (2016), a number of studies internationally have found teachers are at relatively high risk of common mental disorders and work-related stress compared to others. It consistently shows that teaching professionals have a higher prevalence of self-reported stress, anxiety, and distress caused or made worse by work. Well-being is low and depressive symptoms are high amongst teachers. This just shows that teachers are experiencing occupational distress in their work fields and that this bill helps them safeguard and protect them from any kind of stress or mental disorders.

In the current situation, as a result of the COVID-19 pandemic, many faculty members were required to shift from face-to-face to online teaching abruptly. Within this, some instructors managed well, while others struggled (Daumiller et al., 2021). This pandemic has the most significant impact on the education in the Philippines, particularly on the students and teachers (Ancheta & Ancheta, 2020; Lobo, 2022; Lobo et al., 2022). Due to the abrupt transition from traditional face-to-face class to virtual class, the nature and professions of the teachers as educators were affected by the pandemic. They experienced the highest level of occupational stress that can affect their physical and mental well-being. With this, occupational stress among the teachers will require prevention and interventions at the organizational level (Kaur, 2017).

Literature Review

Factors Influencing Occupational Distress in Teaching

Teachers experience high-stress levels due to their professional duties, and research has shown a growing interest in this phenomenon in recent years (Kourmoussi & Alexopoulos, 2016). Added by Kourmoussi and Alexopoulos, women and younger teachers reported significantly higher stress levels, mainly due to lack of time and other work-related stressors and more emotional and gastronomic manifestations. Moreover, increased age and working experience were associated with lower levels of several stress sources. Teachers in administrative positions had increased time management stressors but less professional distress, professional investment, discipline, and motivation stressors. Additionally, working and residing far from family increased teachers' stress levels associated with control, motivation, and investment (Kourmoussi & Alexopoulos, 2016). The findings concluded that stress factors and manifestations vary among educators by gender, seniority, and teaching level. Hence, training in coping and communication skills starting in teachers' undergraduate studies might significantly impact their stress alleviation.

Moreover, the study of Shkëmbi et al. (2015) reported that teachers' age, working experience, educational level, and place of residence in Kosovo have a complex relationship with teachers' stress levels. Based on the findings of Shkëmbi et al. 33.2% of the sample reported high levels of stress, 38% reported moderate levels, and 10.3%

reported low levels. The findings have shown that teachers' demographic profiles can factor in occupational or teaching distress. Contrastingly, the findings of [Malik et al. \(2017\)](#) revealed that good working conditions, social support at work, and promotion and development opportunities are significantly better based on Finish samples. Additionally, [Desouky and Allam \(2017\)](#) found that occupational stress, anxiety, and depression are significantly higher for teachers over 40, female teachers, primary school teachers, inadequate salary, higher teaching experience, qualifications, and higher workload. Lastly, the study by [Agai-Demjaha et al. \(2015\)](#) found that teachers' perceived work-related stress is significantly very high. In a more in-depth explanation, work-related stress is significantly higher concerning gender, age, grade level taught, working experience, and level of education.

Factors Affecting Teaching Satisfaction

According to [Shafi \(2016\)](#), teaching is one of the most stressful professions globally. Added by M, most senior teachers are dissatisfied with their current job due to stumpy salaries and lack of facilities. On the findings of M, it was found that job satisfaction among males and females has a higher degree of correlation and a positive correlation between job satisfaction and length of service. On the other hand, [Msuya \(2016\)](#) found that job satisfaction among teachers in public secondary schools was not homogenous; socio-economic and demographic factors significantly contributed to varying job satisfaction levels. However, age and working experience significantly contributed to job satisfaction and dissatisfaction, added Msuya.

Moreover, the study by [Melaku and Hundii \(2020\)](#) revealed that factors that primarily affect teachers are salary, stressful jobs, unpaid overtime work, relationship with the management for advancement, promotion, availability of teaching-learning materials, and rules and regulation of the campus. Additionally, [Baluyos et al. \(2019\)](#) found that satisfaction with the school head and job security are contributory factors to work performance. Finally, [You et. al. \(2017\)](#) found that teachers' job satisfaction is related to students. The characteristics of teachers may affect their behavioral, emotional, and physical attributes through job satisfaction. Added by You et al., teacher efficacy significantly affects job satisfaction. Lastly, school-level characteristics, perceived academic climate, colleagues' support, and the supportive head significantly impact job satisfaction.

Distress and Teaching

Teaching is often one of the most stressful professions, and being a language teacher triggers its unique challenges ([MacIntyre et al., 2020](#)). According to MacIntyre et. al., there is a relationship between psychological outcomes (i.e., well-being, health, happiness, resilience, and growth during trauma) and coping mechanism, but negatively correlated with avoidant coping. Furthermore, avoidant coping has a consistent relationship to negative outcomes (stress, anxiety, anger, sadness, and loneliness). The findings of MacIntyre et. al. shows that teachers' emotional behavior from the profession will result to stress.

Stress and burnout are pervasive among public school teachers and amplified in urban schools, where job demands are often high and resources are low ([Bottiani et al., 2019](#)). Based on the findings of Bottiani et. al., white teachers, female teachers, and teachers in low-income schools reported higher stress and burnout. Furthermore, teachers reporting more self-efficacy, affiliation with colleagues, and student emphasis on their academics (i.e., more resources) reported lower stress and burnout; furthermore, adding resources

to the model attenuated associations between student disruptive behaviors and stress and burnout. In turn, stress was associated with lower observed demanding teaching (instructional dialogue); however, surprisingly, burnout was related to higher levels of observed teacher warmth (sensitivity). Most of the teachers are having a hard time in their teaching field. With this, it will result in occupational distress, and other behavioral aspects. On the other hand, findings of [Sadeghi and Sa'adatpourvahid \(2016\)](#) revealed that 29.93% of the teachers reported feelings of stress in one way or another. It was also observed that age, marital status, and employment play significant roles in the level of occupational stress perceived by EFL teachers.

Abovementioned shreds of evidence revealed the factors influencing occupational distress and teaching satisfaction of teachers from various disciplines and educational institutions, and how does it affect work performance. However, there is a scarcity of published scholarly works concerning OD and TS that were conducted most especially in both public and private junior and senior high schools, specifically in the context of this current study. Hence, it is only imperative that conducting an investigation on the following factors that influence TS and OD is highly necessary. In line with this, the present study is focused on describing the various factors affecting the relationship between occupation distress (OD) and teaching satisfaction (TS) among Physical Education teachers handling junior and senior high school students in Angeles City, Pampanga, Philippines. In relation to this, it is aimed to answer the following research questions:

1. What is the demographic and teaching profile of Physical Education teachers handling Junior and Senior High School?
2. What is the occupational distress level of Physical Education teachers handling Junior and Senior High School?
3. What is the teaching satisfaction level of Physical Education teachers handling Junior and Senior High School?
4. How may the occupational distress level affect the teaching satisfaction level of Physical Education teachers handling Junior and Senior High School?
5. What is the implication of this study in occupational distress and teaching satisfaction among Physical Education teachers handling Junior and Senior High School?

Hypotheses

1. Demographic profiles do not significantly affect the level of occupational distress and teaching satisfaction among Physical Education teachers handling Junior and Senior High School.
2. Teaching profiles do not significantly affect the level of occupational distress and teaching satisfaction among Physical Education teachers handling Junior and Senior High School.
3. There is no significant relationship between occupational distress and teaching satisfaction among Physical Education teachers handling Junior and Senior High School.

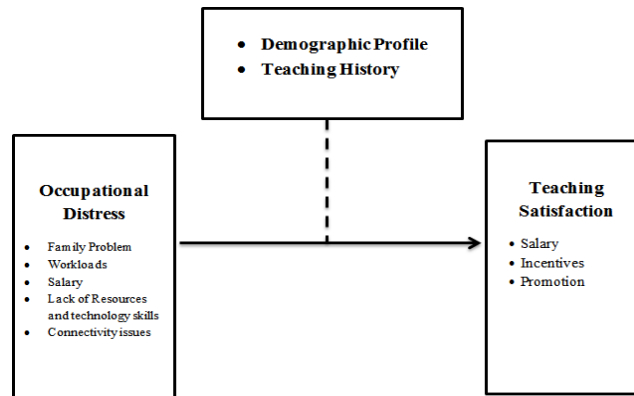


Figure 1. Conceptual Framework

METHOD

Design

The researchers used Quantitative Descriptive research to collect and analyze numerical data. The study is also descriptive, aiming to accurately and systematically describe a population, situation, or phenomenon.

Respondents and Sampling Technique

The target sample size for this study is 150 respondents. The sampling technique used is purposive/convenience sampling which means the researchers rely on their judgment when choosing members of the population to participate in their study (Lobo et al., 2022). Additionally, researchers created a sample involving individuals that represent a population using the selection criteria below: (i) The respondent should be a Junior High School or Senior High School Physical Education Teacher in Angeles City, (ii) Public or Private Physical Education Teachers, (iii) Must be a Licensed Professional Teacher, (iv) Male or Female, (v) Should have at least six months of engagement in their profession, (vi) Should be 18 years old and above.

Instrumentation

In this study, the researchers used a three (3) part questionnaire. Part I deals with the respondents' demographic profile and teaching histories, such as name, age, gender, status, position, school system, salary, educational attainment, students handled, and years of teaching. Part II deals with the adapted questionnaire from the Occupational Stress Scale (OSS) developed by Hassan and Hassan, and adopted from Sansó et al. (2021), which has a Cronbach Alpha of 0.89. The following response used: 5= Strongly Agree 4= Agree 3=Undecided 2=Disagree 1=Strong Disagree. Part III deals with the adapted questionnaire from the Job Satisfaction Scale (JSS) developed by Hackman and Oldham (1974) and has Cronbach Alpha of 0.89. The following response scale was used: 5= Strongly Agree 4= Agree 3=Undecided 2=Disagree 1=Strong Disagree. The 5 points Likert Scale was collapsed into three categories (Low, Moderate, and High) for ease of interpretation. Low level ranges from 1-2.3, Moderate level ranges from 2.4-3.7, and High-level range into 3.8-5.

Data Analysis

Descriptive and inferential analyses were utilized from the obtained data. *Frequency, Percentage, Mean and Standard deviation* were utilized for descriptive analyses. Moreover, *chi-square (χ^2) statistic* was also used to measure the difference between the observed

and expected frequencies of the outcomes of a set of events or variables. Lastly, *Pearson Product-Moment Correlation* was used to determine the relationship between OD and TS.

RESULTS AND DISCUSSION

Descriptive Statistics Results

Demographic Profile

With a total of 150 respondents, the results show the highest percentage of 64% or 96 of respondents age ranges from 22-29 years old while 7.33% or 11 of respondents age ranges from 18-21 years old for the lowest age. Meanwhile, the results show that the highest total is 61.33% or 92 respondents are females, and 4.67% or 7 respondents belong to LGBTQ+ for the lowest. Furthermore, the results show that the highest total is 54% or 81 respondents are single, and 1.33% or 2 respondents are separated for the lowest.

Teaching History

With a total of 150 respondents, the highest score of 68% or 102 respondents are Teacher I, and 0.67% or one respondent is Head Teacher I for the lowest. It also shows that in the 2nd row, the highest score of 58.33% or 89 respondents are from public school while the lowest score of 40.67% or 61 respondents are from private school. On the other hand, from the highest score of 48% or 72 respondents, the estimated salary of Physical Education Teachers ranges from 20,001-30, 000 thousand while 0.67% or 1 respondent the estimated salary of Physical Education Teacher is ranging 50,001 and above for the lowest.

The highest data is 49.33% or 74 of the respondents came from the teachers who have their Bachelor's Degree. In comparison, 3.33% or 5 respondent teachers with units in Doctorate's Degree are reflected in the table and have the lowest results. For the Levels of Students being handled, the highest total number of results belongs to the teachers who handle Junior High School students, which consists of 101 respondents or 67.33% of the total population, while the teachers who handle both Junior High School and Senior High School students have the lowest total result which is 11.33% or 17 respondents. For the Over-All Years of Teaching, the result shows that the teachers with 1-3 years of teaching engagement have the highest percentage which is 48.67% where 73 respondents belong and the lowest percentage belongs to those who have 6-11 months in teaching engagement that has a percentage of 0.67% with 1 respondent.

Level of Occupational Distress

In a total of 150 respondents among Physical Education Teachers who conducted online classes, 119 of this (79.33%) show that the level of their Occupational Distress (OD) is low. In comparison, two respondents or 1.33% the level of their OD is High level. In general, the mean score of the Occupational Distress (OD) is 1.72, which falls under the Low OD level. According to [Kaupa \(2020\)](#), work stress is not necessarily dysfunctional. Because some teachers work well only under slight or low stress, and sometimes some teachers are more productive when a deadline approaches. At High Levels of Occupational stress, employees with high optimism scores displayed lower burnout levels than individuals with low optimism scores ([Fortes et al., 2020](#)). This means that our study agrees with the previous scholars ([Kaupa, 2020](#); [Fortes et al., 2020](#)).

Level of Teaching Satisfaction

In a total of 150 respondents among Physical Education Teachers who conducted

online classes, the highest score of 84 respondents (56%) shows that the level of their Teaching Satisfaction (TS) is Moderate level while the lowest score of 3 respondents (2.00%) the level of their TS is High Level. In general, the Teaching Satisfaction (TS) mean score is 2.44, which falls under Moderate TS level. The findings echoed the datum of this study based on previously conducted studies ([Shafi, 2016](#); [Toropova et al., 2021](#)).

Level of OD and TS Vis-À-Vis Selected Demographic Profile

The respondents aged 18-21 had the highest mean score in OD and TS, with 2.35 in OD and 2.75 in TS. This means that the older the teacher gets, the minor OD they feel. In terms of teaching satisfaction level, the older the teacher, the less satisfaction they think. The result is analogous from the findings of previous studies ([Kourmoussi & Alexopoulos, 2016](#)). Additionally, male respondents have the highest mean score in OD with 1.80, while LGBTQ+ respondents have the highest mean score in TS with 2.64. This means that male teachers have higher OD than their female counterparts. However, regarding teaching satisfaction, LGBTQ+ teachers are more satisfied than their hetero counterparts. Private school male teachers are significantly more stressed than their private school female teacher counterparts similar to findings of [Bharati \(2017\)](#). Furthermore, single respondents have the highest mean score in OD and TS, with 1.81 in OD and 2.52 in TS. This means that single teachers have a higher level of OD than the rest. They also have higher levels of job satisfaction. The finding is similar to the result of ([Hung, 2012](#)).

Level of OD and TS Vis-À-Vis Teaching History Variables

Among the 150 respondents, the results show that in terms of age, the highest mean scored under Occupational Distress (OD) is 1.84, which belongs in Teacher II where the level of their OD is low. Regarding Teaching Satisfaction (TS), the highest mean score is 2.52, which belongs to Teacher I, with a moderate TS level. In terms of ranks or position, Teacher II scored highest among others in OD. While Teacher I is the highest in terms of TS. This findings echoed the previous studies of [De Simone et al. \(2016\)](#) and [Baluyos et al. \(2019\)](#). Additionally, the highest mean score under Occupational Distress (OD) is 1.78, which belongs in Private School where the level of OD falls into a low level. While the highest mean score under Teaching Satisfaction (TS) is 2.52 in Private schools, they have shown that the level of their TS is moderate level. As for the type of school, private school teachers scored high on both OD and TS. This is similar to the findings of [Aydin and Kaya \(2016\)](#), teachers working in private schools had stated high occupational stress. Which originated from the school administrations, and personal reasons follow it. On the other hand, teachers coped with their stress by looking from the positive side. Also, the highest mean score is 2.6 under Occupational Distress (OD), whereas the salary range they received is 50, 001 and above which they have moderate OD level. While under the Teaching Satisfaction (TS), the highest mean score is 2.84 with the salary range of less than 10 000 where the level of their TS is moderate. In terms of salary, the higher the salary (50, 001, and above), the higher OD. However, those who receive lower wages (less than 10,000) are more satisfied than their colleagues. The teachers who experienced pressures in funds or resources are highly stressed. Instead, learn how each teacher sees contentment in relation to the resources or money ([McCarthy, 2019](#)).

Moreover, the highest mean score under Occupational Distress (OD) is 1.89 or 15 respondents who have their Master's Degree where they have a low level of OD. While the highest mean score under Teaching Satisfaction (TS) is 2.58, which also have their Master's Degree and have the moderate TS level. As for educational attainment, teachers with Master's Degrees have higher OD and TS. According to [Lee and Lee \(2006\)](#), Master's

degrees are, overall, associated negatively with wage levels, but positively with job satisfaction. These effects, however, differed by discipline, with a master's degree in a hard discipline being significantly associated with higher job satisfaction. This shows that our study agrees with the study of Lee and Lee. The highest mean score of 1.83 under Occupational Distress (OD) Senior High School is the highest among others with a low level of OD. At the same time, the highest mean score under Teaching Satisfaction TS (JHS and SHS) is 2.48, or 17 of the respondents who have moderate TS level. Regarding handling students, teachers who are assigned to teach SHS have higher OD than the rest. In contrast, teachers who handle both JHS and SHS scored the highest in TS. According to [Msuya \(2016\)](#), job satisfaction among teachers in public secondary schools was not homogeneous; socio-economic and demographic factors greatly contributed to varying job satisfaction levels. However, age and working experience had a great contribution towards teachers' job satisfaction and dissatisfaction." In general, our study is consistently connected to the study of Msuya. Finally, the highest mean score of 1.76 under Occupational Distress (OD), and those who have 1-3 years in teaching have the low level of OD. While the highest mean score under Teaching Satisfaction (TS) and who only have six months - eleven months of teaching engagement is 2.55 where they have a moderate TS level. As for overall years of teaching, teachers with 1-3 years of teaching engagement have higher OD than others. While the teachers who have six months - 11months teaching engagement have higher teaching satisfaction. According to [Kavita and Hassan \(2018\)](#), teachers who have teaching experience between more than a year experienced more stress and teachers aged between 31-50 years experienced more stress than the younger age group. Meaning, our study and the study of Kavita and Hassan is consistently connected to each other.

Table 1. Descriptive Statistics, Correlation and Test of Significance on the Relationship Between Teachers Occupational Distress and Teaching Satisfaction

Occupational Distress		Teaching Satisfaction	
Mean	1.72	Mean	2.44
Median	1.65	Median	2.43
Mode	1	Mode	2.45
Standard Deviation	0.5971	Standard Deviation	0.5624
Sample Variance	0.3565	Sample Variance	0.3163
Skewness	0.8204	Skewness	0.8537
Range	3.15	Range	4
Minimum	1	Minimum	1
Maximum	4.15	Maximum	5
Sum	257.9	Sum	366.3
Count	150	Count	150
Correlation	0.6308	Description	Moderate Correlation
Test of Significance	9.890		
Confidence Level	95%		
Type of Test	Two-Tailed		
Critical Value	1.984		
Decision	Reject Ho	Interpretation	Correlation is significant

As presented in Table 6, Pearson Product-Moment Correlation was used to determine the relationship between teacher Occupational Distress (OD) and teacher Teaching Satisfaction (TS). It shows that teacher Occupational Distress (OD) and teacher Teaching Satisfaction (TS) has a correlation coefficient of 0.6308, which can be described as a moderate correlation. Upon testing its significance, it appears that the test of significance value is 9.890, which is greater than the critical value of 1.984. Fair enough to reject the

null hypothesis that there is no significant relationship between teacher Occupational Distress (OD) and teacher Teaching Satisfaction (TS). It suggests a significant moderate correlation between teacher Occupational Distress (OD) and teacher Teaching Satisfaction (TS). According to [Ul Haque et al. \(2019\)](#), occupational stress significantly moderates the relationship between Job satisfaction and OC in Pakistan, whereas a non-significant moderating effect reported is in the UK. It is evident that there is a moderate correlation between teacher Occupational Distress (TS) and teacher Teaching Satisfaction (TS), and it is consistent based on our study.

Table 2. Chi-Square Test of Independence on Age, Gender, Status, and Teachers Occupational Distress

	Age	Gender	Status
Rows	3	3	3
Columns	3	3	4
Degree of Freedom	4	4	6
Critical Value	9.488	9.488	12.59
F Value	17.6844	6.4443	6.4502
Decision	Reject Ho	Failed to Reject Ho	Failed to Reject Ho
Description	Age affects TOS	No Effect	No Effect

*** Two-Tailed Test, Alpha 5%*

Table 2 shows the Chi-Square Test Result on the Test of Independence on Age, Gender, and Status with the teachers Occupational Distress (OD). It indicates that Age has an F Value of 17.6844, greater than the critical value of 9.488. It results in the rejection of the null hypothesis that age significantly affects the teachers' Occupational Distress (OD). As evident in the table, age differences significantly affect the teachers' Occupational Distress (OD). On the other hand, there is not enough evidence to reject the null hypothesis that their Gender and Status have no direct effect on the teachers Occupational Distress (OD). The result shows that gender and status have nothing to do with the teachers Occupational Distress (OD). According to Shkëmbi et al. (2015), the demographic profile such as the age, working experience, educational level, and place of residence of the teachers in Kosovo has a complex relationship with their stress level. Meaning it is evident that Age has significant effects on the Teachers Occupational Distress.

Table 3. Chi-Square Test of Independence on Teaching History, and Teachers Occupational Distress

	Position	Type of School	Salary	Highest Educational Attainment	Level of Students being handle	Years of Teaching
Rows	3	3	3	3	3	3
Columns	6	2	6	4	3	4
Degree of Freedom	10	2	10	6	4	6
Critical Value	18.31	5.991	18.31	12.59	9.488	12.59
F Value	5.4018	8.5184	16.7329	5.3732	7.5061	3.5377
Decision	Failed to Reject Ho	Reject Ho	Failed to Reject Ho	Failed to Reject Ho	Failed to Reject Ho	Failed to Reject Ho
Description	No Effect	Affects TOS	No Effect	No Effect	No Effect	No Effect

***Tested at Two-Tailed Test Alpha 5%*

Table 7.1 illustrates the Chi-Square Test Result on the Test of Independence on Teacher History and the teachers' Occupational Distress (OD). Among the aspects of Teaching

History, it indicates that the F value of the Type of School is 8.5184, which is greater than the critical value of 5.991. This suggests the rejection of the null hypothesis that the Type of School has no significant effect on the teachers Occupational Distress (OD). It can then be concluded that the Type of School affects the teachers Occupational Distress (OD). Meanwhile, it can be perceived from the table that it failed to reject the other aspects of Teacher History on its effect on the teachers Occupational Distress (OD). Position, Salary, Highest Educational Attainment, Level of Students being handled, and Years of Teaching have nothing to do with the teachers Occupational Distress (OD). According to [Kaur and Kumar \(2019\)](#), 52% of public and rest private school employees' stress levels were high. It is evident that Type of School has significant effects on Teachers Occupational Distress based on our study and Kaur and Kumar.

Table 4. Chi-Square Test of Independence on Age, Gender, Status, and Teachers Teaching Satisfaction

	Age	Gender	Status
Rows	3	3	3
Columns	3	3	4
Degree of Freedom	4	4	6
Critical Value	9.488	9.488	12.59
F Value	6.088	0.969	6.106
Decision	Failed to Reject Ho	Failed to Reject Ho	Failed to Reject Ho
Description	No Effect	No Effect	No Effect

***Tested at Two-Tailed Test Alpha 5%*

As shown in Table 8, Chi-Square Test was used to test if Age, Gender, and Status influence the teachers teaching (Job) Satisfaction. Based on the test done, F values of the given variables did not exceed the critical values, which fails to reject the null hypothesis that there is no direct effect on the relationship between Teachers Teaching (Job) Satisfactions and if influenced by Age, Gender, or Status. Teachers' age being weakly correlated with job satisfaction. This result may be mainly attributed to the fact that younger female teachers leave schools for reasons of family rearing ([Toropova et al., 2021](#)). With this, Age, gender, and other demographic profiles have no significant effect on Teachers' job satisfaction.

CONCLUSIONS

The purpose of this study is to describe factors affecting the relationship of Occupational Distress (OD) to Teaching Satisfaction (TS) among Physical Education teachers handling Junior and Senior High School online classes in Angeles City. Thus, the following conclusion is offered: (1) Occupational Distress is influenced by age and the type of school environment. More likely, teachers who are young, building up their career and professional expertise are affected. On the other hand, teachers working within private schools have a higher tendency to develop OD. This can be attributed to the higher work demand and variety of teaching preparations in the setting. (2) Teaching Satisfaction is not affected by the Demographic Profile and Teaching History of the PE teachers. More likely, demographic and teaching history has no direct effect on teachers. (3) The relationship between OD and TS is found to be moderate. This indicates that there might be other factors that can strongly influence the variables' connection. Extraneous variables are needed to be identified to establish how OD affects TS, such as teachers' experiences in online teaching. (4) Teacher Education institutions offering BPE and school administrators can intensify current programs that will enable teachers and future teachers to enhance the OD and TS through improved curriculum and exposure/practice.

Based on the findings, the researchers highly recommend the following: (1) the use of qualitative methods for better and in-depth data would be obtained, such as the respondents' engagements and narratives in OD and TS, (2) formulate another tool for data gathering in order to collect more information that may help the variables such as number of handled subjects, number of sections, hours of teaching, resources used, etc., to understand the context of OD and TS better; and (3) a larger sample size may be used, such as to include other places so that the sample will be more reliable. Furthermore, future researchers may conduct and replicate the study or may use it as a reference in the future to further validate the results. Lastly, school administrators and curriculum developers can integrate OD and TS in the academic setting by intensifying current programs, which eventually can result in maintaining low levels of OD and high levels of TS among current and future PE teachers.

Moreover, there are some limitations that this study has that should be noted. First, the current study is restricted to Physical Education teachers currently teaching in private and public junior and senior high schools in Los Angeles City, Pampanga. Hence, the findings of this study may not generalize the entire population of teachers in the whole province and even the country. Future researchers may find curiosity, as mentioned earlier, by focusing on a larger population to validate the findings of this investigation that will be able to generalize Physical Education teachers in a local or national populace. In this, Physical Education teachers from the Higher Education may also be included for future studies.

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