

STRESS MANAGEMENT PRACTICES AND WORK PERFORMANCE OF PUBLIC ELEMENTARY SCHOOL TEACHERS: BASES FOR AN ENHANCED PERSONALITY DEVELOPMENT PROGRAM

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ABSTRACT

This study examined stress management practices and work performance of 240 public elementary school teachers in Zone III, Schools Division of Zambales, during the School Year 2023-2024. A quantitative-descriptive, causal-comparative, and correlational design was used, employing a validated questionnaire to assess stress management practices focusing on active coping, positive reframing, stress-relieving activities, and emotional support, and work performance concerning teaching quality, technology use, assessment outputs, and task completion. The findings indicated that most teachers were aged 30-39, predominantly female, held a Teacher III position, had 10-19 years of service, and held Master's degrees. Teachers commonly practiced active coping, positive reframing, and engaged in stress-relieving activities, demonstrating consistent stress management techniques. High performance was observed across work dimensions, reflecting balanced effectiveness in teaching tasks. Differences in stress management were significant by teaching position and educational attainment, suggesting varied strategies based on demographic factors. A high, positive correlation between stress management practices and work performance was noted, with statistical significance at the 5% level, indicating that effective stress management positively influences work outcomes. The study recommends implementing comprehensive stress management programs that include active coping, positive reframing, and emotional support. Teachers are encouraged to engage in program development to sustain these initiatives, ensuring continuous improvement in stress management and work performance.

Keywords: Stress Management Practices, Work Performance, Public Elementary School Teachers, Personality Development Program.

1. INTRODUCTION

Stress among public elementary school teachers is a critical issue, as their multifaceted responsibilities—ranging from instructional delivery to administrative compliance—are often exacerbated by resource constraints and high expectations from stakeholders. While numerous studies address stress management, much of the existing literature, such as that by Ansley et al. (2021) and Joshi et al. (2024), focuses on general populations or other professions, leaving a gap in research tailored to the unique challenges faced by elementary school teachers. Studies like those by Sandoval-Reyes et al. (2021) and Gearhart et al. (2022) emphasize the role of job resources and peer support in mitigating stress, yet their findings often overlook the nuanced realities of teachers in rural or underfunded schools. This lack of targeted exploration necessitates an in-depth investigation into stress management practices specific to public elementary teachers.

Research into stress management strategies, such as those discussed by Uy et al. (2024) and Fei and Tien (2024), highlights interventions like mindfulness, cognitive-behavioral techniques, and resilience-building exercises as effective across various sectors. However, these strategies often remain generic, failing to account for the specific stressors of teaching, such as large class sizes, multigrade classrooms, and heightened parental expectations. Ogakwu et al. (2023) and Manning et al. (2020) call for tailored interventions but primarily focus on external factors, such as workload and systemic challenges, neglecting informal stress management practices like dietary adjustments or culturally rooted relaxation activities. The absence of research addressing the interplay between these personal practices and professional performance in teaching environments creates a significant knowledge gap.

In addition, the literature lacks insights into integrating informal practices with structured interventions to enhance teacher performance. Studies by Misu et al. (2022) and Fababier and Apostol (2024) underline the importance of transformational leadership and organizational support, yet they do not explore how self-care practices like engaging in community-centered activities or consuming stress-relieving foods impact resilience and productivity. Similarly, research by Cabling (2024) and Hampel et al. (2023) underscores the importance of leveraging technology for professional growth but does not link these advancements to stress reduction. This study seeks to address these gaps by exploring the relationship between stress management practices and work performance among public elementary school teachers, laying the groundwork for an enhanced personality development program designed to foster resilience, improve well-being, and optimize professional efficacy.

2. STATEMENT OF THE PROBLEM

This study determined the stress management practices and work performance of public elementary school teachers at Zone III, Schools Division of Zambales during the School Year 2023-2024.

Specifically, it aimed to answer these questions:

1. How may the profile of the respondents be described in terms of:
 - 1.1. age;
 - 1.2. sex;
 - 1.3. teaching position;
 - 1.4. length of service; and
 - 1.5. highest educational attainment?
2. How may the stress management practices of the respondents be described in terms of:
 - 2.1. active coping;
 - 2.2. positive reframing;
 - 2.3. engaging in stress-relieving activities; and
 - 2.4. seeking emotional support?
3. How may the work performance of the respondents be described in terms of:
 - 3.1. teaching quality;
 - 3.2. utilization of technology-based materials;
 - 3.3. assessment outputs; and
 - 3.4. completion of assigned tasks?
4. Is there a significant difference between the stress management practices of the respondents and their profile when grouped accordingly?

5. Is there a significant correlation between the stress management practices of the respondents and their work performance?

6. What enhancement program can be proposed for stress management practices and work performance of public elementary school teachers?

3. METHODS AND MATERIALS

This study determined the stress management practices and work performance of public elementary school teachers at Zone III, Schools Division of Zambales during the School Year 2023-2024. Employing a descriptive-correlational research design, data were collected, classified, summarized, and analyzed using percentages and means. The study's respondents comprised 240 public elementary school teachers, selected through simple random sampling across four districts in Zone III, Schools Division of Zambales to provide equal opportunities for every teacher to be included in the study. A researcher-designed questionnaire served as the primary data collection instrument, focusing on the stress management practices and work performance of the respondents. Internal consistency was established using Cronbach's Alpha, demonstrating excellent reliability for the stress management practices ($\alpha = 0.957$) and work performances ($\alpha = 0.959$). Hypotheses were tested using the Kruskal-Wallis Test and Spearman's Rho Correlation Coefficient.

4. RESULTS AND DISCUSSIONS

4.1. Profile of the Respondents

4.1.1. Age

Table 1 provides a detailed breakdown of the respondents' age profile, presenting the distribution in terms of frequency and percentage. According to the table, a substantial portion of elementary teachers, comprising 32.50% (N = 78) of the total, fell within the 30-39 years old age bracket. Following closely, 28.33% of elementary teachers (N = 68) were in the 20-29 years old age bracket, while 22.50% (N = 54) were in the 40-49 years old age bracket. Additionally, 10.83% of elementary teachers (N = 26) were aged 50-59 years old, and a smaller percentage, 5.83% (N = 14), were 60 years old and above. This distribution illustrates the diverse age ranges represented among elementary teachers, with a significant portion falling within the 30-39 years old range.

Table 1. Profile of the Respondents in terms of Age

Age	f	%
60 years old and above	14	5.83
50-59 years old	26	10.83
40-49 years old	54	22.50
30-39 years old	78	32.50
20-29 years old	68	28.33
Total	240	100.00

This implies that the majority of elementary teachers are within their early to mid-career stages, particularly those aged 30-39, who may bring both experience and adaptability to their teaching roles. The presence of a younger cohort aged 20-29 suggests a dynamic influx of early-career teachers likely eager to innovate and implement contemporary teaching strategies. Meanwhile, the representation of teachers aged 50 and above indicates a valuable pool of experienced teachers who can provide mentorship and stability within the school environment. The present study aligns with the research conducted by Esposito (2020), focusing on a specific age

group within the teacher population in Zambales. It provides insights into the characteristics and behaviors of individuals approximately 30-39 years old.

4.1.2. Sex

Table 2 summarizes the distribution of the sex profile among respondents, providing both frequency and percentage distributions. According to the table, the majority of elementary teachers, accounting for 80.42% (N = 193) of the total, were female. In contrast, 19.58% of respondents (N = 47) were male, representing a smaller proportion. This distribution underscores the predominance of female elementary teachers within the sample population, with males constituting a minority portion.

Table 2. Profile of the Respondents in terms of Sex

Sex	f	%
Male	47	19.58
Female	193	80.42
Total	240	100.00

This implies that elementary education in the sampled schools is predominantly a female-led profession, reflecting broader trends of higher female representation in early childhood and primary education roles. The significant presence of female teachers may contribute to nurturing classroom environments, aligning with qualities often associated with female-led teaching approaches. The minority representation of male teachers, however, suggests an opportunity to encourage gender diversity in teaching, which could offer varied role models and teaching perspectives for young learners. The studies by Alcido (2021) revealed a notable gender distribution among teachers in Zambales, with a dominant representation of females. This suggests a need to explore gender-related aspects within the educational context during the specified time frame.

4.1.3. Teaching Position

Table 3 provides a breakdown of respondents' teaching position profiles, presenting both frequency and percentage distributions. As per the data, the majority of elementary teachers, comprising 32.50% of the total (N = 78), hold the position of Teacher III. Following closely, 27.92% of elementary teachers (N = 67) hold the position of Teacher I, while a slightly smaller percentage, 26.67% (N = 64), hold the position of Teacher II. Furthermore, 8.33% of elementary teachers (N = 20) occupy the position of Master Teacher I, and 4.58% (N = 11) hold the position of Master Teacher II. This distribution delineates the varied roles and responsibilities held by elementary teachers, with a notable presence in roles ranging from teaching positions to higher-level roles such as Master Teachers.

Table 3. Profile of the Respondents in terms of Teaching Position

Teaching Position	f	%
Master Teacher II	11	4.58
Master Teacher I	20	8.33
Teacher III	78	32.50
Teacher II	64	26.67
Teacher I	67	27.92
Total	240	100.00

This implies that most elementary teachers are in foundational roles, with Teacher I, II, and III positions making up the majority, which suggests a strong focus on core instructional duties

within the schools. The presence of Master Teachers, although smaller in proportion, indicates a layer of experienced teachers who are likely tasked with mentoring, leadership, and specialized responsibilities. This range of positions reflects a structured career progression within the teaching profession, allowing for growth and advancement toward roles with greater instructional influence and leadership. The present study aligns with the research conducted by Tiaña (2021) in Zambales, which highlighted a significant association between teachers and their teaching positions. It provides insights into the importance of understanding policies on how to elevate teaching positions through ranking and reclassifications.

4.1.4. Length of Service

Table 4 presents the frequency and distribution of respondents' profiles concerning their length of service. The data reveals that a significant portion of elementary teachers, accounting for 42.08% (N = 101) of the total, had served for 10-19 years. Moreover, 31.67% of elementary teachers (N = 76) had less than 9 years of service, while 21.25% (N = 51) had a tenure of 20-29 years. Additionally, 12 elementary teachers, representing a smaller percentage (5%), had served for 30-39 years. The length of service falls within the 10-19 years bracket, indicating a substantial presence of teachers within this range. This distribution highlights the diverse tenure durations among the respondents, with a significant portion having served for a decade or more.

Table 4. Profile of the Respondents in terms of Length of Service

Length of Service	f	%
30-39 years	12	5.00
20-29 years	51	21.25
10-19 years	101	42.08
9 years and below	76	31.67
Total	240	100.00

This implies that a considerable number of elementary teachers have accumulated substantial experience, with many serving between 10-19 years, suggesting stability and continuity in the teaching workforce. The presence of teachers with less than 9 years of experience points to an ongoing influx of newer teachers, which can bring fresh perspectives and updated practices into the schools. Meanwhile, the smaller percentage of teachers with 20-39 years of service underscores the value of seasoned teachers who contribute depth and mentorship, enhancing the overall teaching environment. The studies by Fuñe (2021) uncovered a prevalent pattern among teachers, indicating that the majority had served for 10-19 years. This suggests they possess substantial knowledge and experience related to handling their assigned duties and responsibilities.

4.1.5. Highest Educational Attainment

Table No. 15 provides an overview of the highest educational attainment among the respondents, presenting the frequency and percentage distribution. According to the data, a significant portion of elementary teachers, comprising 40% of the total (N = 96), were MA graduates. Additionally, 32.08% of elementary teachers (N = 77) had completed their MA units. Furthermore, 15% of the elementary teachers (N = 36) held degrees in education, while 7.50% (N = 18) had completed their EdD/PhD units. Lastly, 5.42% of the elementary teachers (N = 13) were EdD/PhD graduates. This distribution highlights the diverse educational backgrounds among the respondents, with a notable presence of MA graduates and a considerable percentage pursuing further education through MA units or EdD/PhD programs.

Table 5. Profile of the Respondents in terms of Highest Educational Attainment

Highest Educational Attainment	f	%
EdD/PhD Graduate	13	5.42
with EdD/PhD units	18	7.50
MA Graduate	96	40.00
with MA units	77	32.08
Education Graduate	36	15.00
Total	240	100.00

This implies that a substantial number of elementary teachers are committed to professional growth, as evidenced by the high percentage of MA graduates and those pursuing advanced studies. The prevalence of teachers who have completed or are currently taking MA and doctoral units reflects a culture of continuous learning and dedication to enhancing their educational qualifications. This advanced level of educational attainment likely contributes positively to teaching quality, enriching the learning experience with well-prepared and knowledgeable teachers. The research by Bugarin (2021) revealed that a significant portion of teachers had attained a master's degree. This suggests they possess extensive knowledge and up-to-date information relevant to their work.

4.2. Stress Management Practices of the Respondents

4.2.1. Active Coping

Table 6 presents the mean rating and interpretations of the stress management practices of the respondents in terms of active coping. It provides an analysis of how frequently respondents engage in various active coping strategies. Each item is associated with a mean rating, an interpretation of the frequency of practice. As displayed in the table, the respondents' active coping strategies for stress management yielded a general mean rating of 3.01, categorized as "Practiced." This general mean suggests that respondents commonly engage in active coping practices, utilizing various activities to manage stress effectively. The mean ratings for individual items range from 2.91 to 3.08, all falling within the "Practiced" category. This range implies that while all respondents incorporate active coping practices, there is slight variation in the extent to which they engage in specific activities, such as reconnecting with friends, taking rest, or visiting scenic locations. Collectively, the uniformity across these indicators highlights the respondents' balanced approach to stress management. Their active coping strategies include spending time with friends, family interactions, physical activities, and engaging in personal hobbies, indicating a well-rounded method for alleviating stress and enhancing overall well-being.

Table 6. Mean Rating and Interpretations of the Stress Management Practices of the Respondents in terms of Active Coping

Item	Indicators	Mean Rating	Interpretation
1	I enjoy unwinding by spending time with old friends and colleagues.	3.00	Practiced
2	I utilize my vacation leave to take some time off.	3.05	Practiced
3	I cherish the opportunity to have a brief conversation with my family members.	3.01	Practiced
4	I make an effort to reconnect with old friends, colleagues, and schoolmates.	2.91	Practiced
5	I take the opportunity to rest, nap, or get some sleep.	3.06	Practiced
6	I seize the chance to sing my favorite songs and listen to mellow music.	3.05	Practiced
7	I take advantage of the opportunity to play my favorite sports or engage in physical exercises.	2.96	Practiced
8	I make time for my favorite hobbies, such as reading books, cooking, biking, and playing online games.	2.98	Practiced
9	I use the opportunity to visit my favorite places and enjoy the beautiful scenery.	3.08	Practiced
10	I make it a priority to meditate, offer prayers, or attend church services or mass.	2.94	Practiced
General Mean Rating		3.01	Practiced

The general mean rating for the respondents' active coping strategies for stress management is 3.01, categorized as "Practiced," indicating a common engagement in various active coping practices to effectively manage stress. These findings imply that while respondents generally utilize active coping methods, there is a balanced and diverse approach to stress management that contributes positively to their overall well-being. The results of She et al. (2024) align closely with those of the current study, as they also reported a mean rating indicating regular engagement in active coping strategies among participants. Moreover, both studies suggest that the consistency in using these strategies is crucial for effective stress management. This alignment highlights the importance of adopting a diverse range of coping activities to enhance overall well-being, reflecting a shared emphasis on balanced approaches to handling stress.

4.2.2. Positive Reframing

Table 7 shows the mean rating and interpretations of the stress management practices of the respondents in terms of positive reframing. It provides an analysis of how often respondents employ positive reframing strategies to manage stress. Each item is evaluated with a mean rating, an interpretation indicating the frequency of practice. As presented in the table, the respondents' stress management practices through positive reframing reveal a general mean rating of 3.00, interpreted as "Practiced." This mean rating indicates that, overall, respondents engage in positive reframing strategies to a practiced degree. Each indicator within the table also falls within the "Practiced" range, with mean ratings spanning from 2.90 to 3.13. This spread suggests that while

respondents tend to apply positive reframing strategies, they may vary slightly in how they perceive specific aspects of stress, such as viewing stressors as motivational forces or pathways to success. Overall, the consistency across these indicators highlights a balanced approach to using positive reframing for stress management. Respondents commonly recognize stressors as opportunities for personal growth, guidance, and motivation, demonstrating a constructive approach to coping with challenges.

Table 7. Mean Rating and Interpretations of the Stress Management Practices of the Respondents in terms of Positive Reframing

Item	Indicators	Mean Rating	Interpretation
1	I view my stressors as opportunities for personal learning, growth, and development.	3.00	Practiced
2	I perceive my stressors as valuable life lessons.	3.03	Practiced
3	I see my stressors as motivational forces driving me forward in life.	2.91	Practiced
4	I regard my stressors as pathways leading to my success.	2.99	Practiced
5	I look at my stressors as opportunities to explore new directions in life.	3.13	Practiced
6	I interpret my stressors as signals prompting a shift in life's trajectory.	2.90	Practiced
7	I recognize my stressors as signs guiding me to take appropriate actions.	3.03	Practiced
8	I consider my stressors as positive elements for balancing my time, work, and life.	3.06	Practiced
9	I acknowledge my stressors as wake-up calls to pursue my dreams in life.	2.95	Practiced
10	I view my stressors as factors that contribute to my strength and courage.	2.99	Practiced
General Mean Rating		3.00	Practiced

The general mean rating for the respondents' use of positive reframing strategies in stress management is 3.00, categorized as "Practiced," indicating that respondents frequently engage in this coping technique. These findings imply that while there is a common practice of positive reframing, it showcased a generally balanced and constructive approach to managing challenges. Rajan (2024) findings are consistent with the results of this study, as they also found a mean rating that indicated frequent engagement in positive reframing strategies among participants. Additionally, both studies demonstrated a moderate level of consistency in how respondents perceive stressors, suggesting that viewing challenges as opportunities for growth is a common coping mechanism. This alignment underscores the importance of positive reframing in stress management, highlighting its role in fostering a balanced and constructive approach to overcoming difficulties.

4.2.3. Stress-Relieving Activities

Table 8 illustrates the mean rating and interpretations of the stress management practices of the respondents in terms of engaging in stress-relieving activities. It provides an analysis of how

often respondents use various food or activities to manage stress. Each item is associated with a mean rating, an interpretation of the frequency of practice. As illustrated in the table, the respondents' engagement in various stress-relieving activities is reflected in a general mean rating of 3.00, categorized as "Practiced." This rating implies that respondents frequently use a range of stress-relieving activities to manage tension, with moderate variability across practices. Individual item mean ratings range from 2.93 to 3.06, all interpreted as "Practiced," indicating that respondents engage in these activities to a relatively similar extent, though some activities, such as smoking or chewing gum, may be slightly more common. Overall, these findings show that respondents adopt a diverse set of activities to alleviate stress. This includes practices like smoking, consuming caffeine and energy drinks, and indulging in snacks, which together reflect varied personal approaches to managing stress and achieving relaxation in response to life's pressures.

Table 8. Mean Rating and Interpretations of the Stress Management Practices of the Respondents in terms of Stress-Relieving Activities

Item	Indicators	Mean Rating	Interpretation
1	I make time to smoke when I feel stressed.	3.06	Practiced
2	I turn to vaping as a way to relieve stress.	2.93	Practiced
3	I resort to drinking alcohol when I experience pressure.	2.97	Practiced
4	I indulge in coffee to alleviate stress.	3.03	Practiced
5	I consume guarana to help me feel better.	3.02	Practiced
6	I snack on candy or baked goods when I am stressed.	2.95	Practiced
7	I chew gum to help me release stress.	3.05	Practiced
8	I take a depressant pill to feel relaxed and calm.	2.97	Practiced
9	I consume energy drinks like Redbull and Lipovitan to help me feel energized and strong.	3.00	Practiced
10	I drink carbonated beverages when I am feeling tense.	3.03	Practiced
General Mean Rating		3.00	Practiced

The general mean rating for the respondents' engagement in stress-relieving activities is 3.00, categorized as "Practiced," indicating that respondents frequently utilize a variety of activities to manage stress. These findings imply that while there is a consistent use of various stress-relief methods, reflecting diverse personal approaches to coping with stress and achieving relaxation in response to life's challenges. The conclusions drawn by Shukla (2024) mirror the outcomes of the present research as they also reported a mean rating indicating frequent engagement in stress-relieving activities among respondents. Furthermore, both studies highlighted a moderate level of variability in the frequency of employing different coping practices, suggesting that while many methods are used consistently, individual preferences can influence their usage. This similarity reinforces the idea that a diverse range of stress-relief strategies contributes to effective coping and relaxation in the face of life's challenges.

4.2.4. Seeking Emotional Support

Table 9 encapsulates the mean rating and interpretations of the stress management practices of the respondents in terms of seeking emotional support. It evaluates how frequently respondents seek and find emotional support from trusted individuals as a means of managing stress. Each item is associated with a mean rating, an interpretation of how often this practice is employed. As shown in the table, the respondents' practices of seeking emotional support as a stress management strategy yield a general mean rating of 3.00, categorized as "Practiced." This general mean indicates that respondents consistently rely on emotional support from trusted individuals as a practiced method for managing stress, with moderate consistency across different indicators. The mean ratings for individual items range from 2.93 to 3.06, all within the "Practiced" category, signifying that respondents commonly engage with trusted individuals for emotional support. These activities include listening to feelings, offering comfort, and providing guidance during challenging times. Overall, the uniformity across these indicators demonstrates the respondents' balanced approach to stress management through seeking emotional support. They benefit from the reassurance, presence, and care of trusted individuals, highlighting the importance of close, supportive relationships in navigating stress and difficult life situations.

Table 9. Mean Rating and Interpretations of the Stress Management Practices of the Respondents in terms of Seeking Emotional Support

Item	Indicators	Mean Rating	Interpretation
1	I find trusted individuals listen to my feelings and sentiments in life.	3.00	Practiced
2	I find trusted individuals demonstrate their care and concern for me.	2.99	Practiced
3	I find trusted individuals embrace me tightly, offering comfort and support.	3.06	Practiced
4	I find trusted individuals make an effort to be by my side during my darkest moments.	2.93	Practiced
5	I find trusted individuals reach out to me, especially when they hear about my situation.	3.05	Practiced
6	I find trusted individuals provide me with insightful advice and guidance.	3.03	Practiced
7	I find trusted individuals ensure that everything is well-managed and under control.	2.98	Practiced
8	I find trusted individuals understand my current circumstances and condition.	3.03	Practiced
9	I find trusted individuals prefer to stay by my side for an extended period, offering continuous support.	3.05	Practiced
10	I find trusted individuals keep an eye on me and check in on me from time to time.	2.94	Practiced
General Mean Rating		3.00	Practiced

The general mean rating for the respondents' practices of seeking emotional support in stress management is 3.00, categorized as "Practiced," indicating a consistent reliance on trusted individuals for emotional support. These findings suggest that respondents value the reassurance

and care provided by their support networks, emphasizing the critical role of close relationships in effectively managing stress and coping with life's challenges. The study's findings reflect those of Madi et al. (2024), as they similarly found a mean rating indicating a consistent reliance on emotional support among respondents for stress management. Additionally, both studies noted moderate consistency in the engagement with this practice, highlighting the importance of support networks in coping strategies. This connection underscores the critical role that close relationships play in providing reassurance and care, which are essential for effectively managing stress and overcoming life's challenges.

4.3. Work Performance of the Respondents

4.3.1. Teaching Quality

Table 10 demonstrates the mean rating and interpretations of the work performance of the respondents in terms of teaching quality. It assesses how effectively respondents perform various aspects of their teaching duties. Each item is associated with a mean rating, an interpretation of performance level. As indicated in the table, the respondents' work performance related to teaching quality is reflected by a general mean rating of 2.99, interpreted as "Performed." This overall rating suggests that the respondents are consistently able to fulfill essential teaching tasks, indicating a steady level of competence in their professional responsibilities. Individual mean ratings for specific items range from 2.92 to 3.06, all falling within the "Performed" category. This spread signifies that respondents are generally consistent in areas such as lesson preparation, teaching strategy selection, learner discipline, and provision of additional learning support. These results suggest that respondents maintain a reliable standard of teaching quality across various competencies, demonstrating their ability to plan, engage, and support their learners effectively. This steady performance in teaching tasks reflects their commitment to delivering quality education and adapting to learners' needs.

Table 10. Mean Rating and Interpretations of the Work Performance of the Respondents in terms of Teaching Quality

Item	Indicators	Mean Rating	Interpretation
1	I can prepare my Daily Lesson Log.	2.99	Performed
2	I can create my Weekly Learning Plan.	3.02	Performed
3	I can fully grasp the content of my lessons.	2.98	Performed
4	I can follow the flow of my lessons.	2.92	Performed
5	I can select the appropriate teaching strategy.	3.06	Performed
6	I can manage the discipline of my learners.	3.02	Performed
7	I can offer enhancement activities to enrich my learners' learning experience.	2.97	Performed
8	I can provide remediation lessons to support my learners who need additional help.	3.00	Performed
9	I can implement innovative teaching methods to engage my learners.	3.04	Performed
10	I can establish a safe and supportive learning environment for my learners.	2.94	Performed
General Mean Rating		2.99	Performed

The general mean rating for the respondents' work performance in terms of teaching quality is 2.99, categorized as "Performed," indicating that they consistently fulfill essential teaching tasks with a steady level of competence. These findings imply that while respondents demonstrate a reliable standard of teaching quality, reflecting their commitment to delivering effective education and adapting to learners' needs. The current research corroborates the findings of Layek and Koodamara (2024), as they also reported a mean rating indicating a consistent fulfillment of essential teaching tasks among teachers. Moreover, both studies highlighted moderate variability in performance across different aspects of teaching, suggesting that while teachers maintain a reliable standard, individual strengths and areas for improvement can vary. This alignment emphasizes the commitment of teachers to deliver effective instruction while adapting their approaches to meet the diverse needs of their learners.

4.3.2. Utilization of Technology-Based Materials

Table 11 exhibits the mean rating and interpretations of the work performance of the respondents in terms of utilization of technology-based materials. It assesses how effectively respondents perform tasks related to creating and using technology-based educational materials. Each item is associated with a mean rating, an interpretation of performance level. As shown in the table, the respondents' utilization of technology-based materials is reflected by a general mean rating of 3.00, interpreted as "Performed." This indicates that respondents generally meet the expectations for using technology-based materials in their teaching, demonstrating a consistent ability to incorporate these tools into their instructional practices. The mean ratings for individual items range from 2.92 to 3.12, all within the "Performed" category. This range suggests that while some activities, such as creating storybooks (3.12) and developing self-learning kits (3.04), are slightly more commonly practiced, other tasks, like producing publications (2.92), are somewhat less frequent. Overall, the results demonstrate that respondents are adept at utilizing technology-based resources, contributing to a dynamic and resourceful teaching approach. Their ability to create diverse materials, from flash cards to video lessons, reflects their commitment to enhancing the learning experience and adapting to modern educational practices.

Table 11. Mean Rating and Interpretations of the Work Performance of the Respondents in terms of the Utilization of Technology-Based Materials

Item	Indicators	Mean Rating	Interpretation
1	I can create my own flash cards.	3.00	Performed
2	I can put together a self-learning kit.	3.04	Performed
3	I can craft comic strips for learning purposes.	2.95	Performed
4	I can design learning activity sheets.	2.95	Performed
5	I can create story books for educational purposes.	3.12	Performed
6	I can produce publications relevant to my field.	2.92	Performed
7	I can create PowerPoint presentations.	3.02	Performed
8	I can develop activities using Google Forms.	3.05	Performed
9	I can organize materials and resources on Google Drive.	2.97	Performed
10	I can produce video lessons for instructional purposes.	2.95	Performed

General Mean Rating**3.00****Performed**

The general mean rating for the respondents' utilization of technology-based materials is 3.00, categorized as "Performed," indicating that they generally meet expectations in effectively incorporating these tools into their teaching practices. These findings imply that while respondents demonstrate a solid proficiency in using technology-based educational resources, there are slight differences in how frequently they engage in specific activities, reflecting their commitment to enhancing the learning experience through diverse instructional materials. Similar outcomes were observed in both present study and the findings of Thelma et al. (2024), as they also found a mean rating indicating that teachers effectively incorporate technology-based materials into their teaching practices. Additionally, both studies revealed moderate variability in performance across specific tasks, suggesting that while there is a general proficiency in utilizing these tools, individual engagement in particular activities may differ. This connection highlights the commitment of teachers to enhance the learning experience through diverse instructional materials while recognizing the variations in their approaches to technology integration.

4.3.3. Assessment Outputs

Table No. 22 conveys the mean rating and interpretations of the work performance of the respondents in terms of assessment outputs. It evaluates how effectively respondents perform tasks related to creating and utilizing assessment tools. Each item is associated with a mean rating, an interpretation of performance level. The table illustrates the respondents' performance in creating and implementing assessment outputs, showing a general mean rating of 3.01, interpreted as "Performed." This rating reflects that respondents consistently perform assessment-related tasks, demonstrating proficiency in developing tools and activities for evaluating learners' progress and understanding. The mean ratings for individual indicators range from 2.95 to 3.08, all within the "Performed" category. This suggests a balanced ability across various assessment tasks, with slightly higher ratings for ensuring test alignment with objectives (3.08) and selecting correct assessment options (3.07). These results indicate that respondents are well-equipped to design effective assessments, from written activities and performance tasks to structured scoring rubrics. Their consistent performance across these tasks reflects their capability to support learner learning through well-aligned and diverse assessment tools.

Table 12. Mean Rating and Interpretations of the Work Performance of the Respondents in terms of Assessment Outputs

Item	Indicators	Mean Rating	Interpretation
1	I can create the Table of Specifications.	3.05	Performed
2	I can determine the optimal number of test items.	2.95	Performed
3	I can select the most suitable type of test.	2.96	Performed
4	I can ensure that test questions align with the learning objectives.	3.08	Performed
5	I can craft open-ended questions.	3.04	Performed
6	I can develop multiple-response questions.	2.95	Performed
7	I can select the correct options for assessments.	3.07	Performed
8	I can create written activities.	2.96	Performed
9	I can design performance tasks for assessment purposes.	3.01	Performed

10	I can develop scoring rubrics for evaluating learner's work.	3.03	Performed
General Mean Rating		3.01	Performed

The general mean rating for the respondents' performance in creating and utilizing assessment outputs is 3.01, categorized as "Performed," indicating consistent proficiency in assessment-related tasks. These findings imply that while respondents demonstrate a solid ability to design effective assessments, highlighting their commitment to supporting learner learning through well-aligned and diverse evaluation tools. The results obtained by Cabahug et al. (2024) resonate with the conclusion of this research, as they similarly reported a mean rating indicating consistent proficiency in creating and utilizing assessment outputs among teachers. Furthermore, both studies highlighted moderate variability in performance across different assessment tasks, suggesting that while teachers generally excel in designing effective evaluations, individual strengths and areas for growth may vary. This alignment underscores the commitment of teachers to enhance learner learning by employing well-aligned and diverse assessment tools, reflecting a shared focus on effective evaluation practices.

4.3.4. Completion of Assigned Tasks

Table 13 reveals the mean rating and interpretations of the work performance of the respondents in terms of completion of assigned tasks. It evaluates how effectively respondents perform tasks beyond teaching duties. Each item is associated with a mean rating, an interpretation of performance level. The table presents the respondents' mean ratings and interpretations of their work performance in terms of completing assigned tasks, with a general mean rating of 2.99, interpreted as "Performed." This general rating suggests that respondents regularly fulfill their responsibilities, consistently meeting the requirements for various assigned tasks. Individual indicators display mean ratings from 2.93 to 3.07, all within the "Performed" interpretation range. Notably, respondents rated their ability to manage donations and acceptance documents the highest (3.07), suggesting confidence in handling these administrative tasks, while slightly lower ratings were given for generating numeracy test reports and fulfilling duties as a school coordinator (both at 2.93). Overall, these findings indicate that respondents demonstrate proficiency in task management, preparing school forms, conducting necessary reports, maintaining classroom discipline, and ensuring learner health and safety. The results reflect a balanced approach to managing routine administrative and classroom duties, contributing to a well-organized and supportive learning environment.

Table 13. Mean Rating and Interpretations of the Work Performance of the Respondents in terms of Completion of Assigned Tasks

Item	Indicators	Mean Rating	Interpretation
1	I can prepare school forms as required.	2.98	Performed
2	I can compile and prepare test results accurately.	2.99	Performed
3	I can create and maintain a class reading profile.	3.01	Performed
4	I can generate numeracy test reports.	2.93	Performed
5	I can address and report incidents of bullying in my class.	3.05	Performed
6	I can manage the discipline of my learners.	2.98	Performed

7	I can prioritize maintaining the health and safety of my learners.	3.01	Performed
8	I can facilitate and conduct Homeroom PTA meetings.	2.98	Performed
9	I can utilize donations and acceptance documents as needed.	3.07	Performed
10	I can fulfill my duties as a school coordinator.	2.93	Performed
General Mean Rating		2.99	Performed

The general mean rating for the respondents' completion of assigned tasks is 2.99, categorized as "Performed," indicating that they regularly fulfill their responsibilities and meet various task requirements. These findings imply that while respondents demonstrate overall proficiency in task management, some tasks may require more attention from certain individuals, reflecting their balanced approach to managing both administrative and classroom duties to maintain an organized learning environment. There is a strong connection between the findings of Fabella et al. (2024) and those of the current study, as they also found a mean rating indicating that teachers regularly fulfill their assigned tasks and responsibilities. Additionally, both studies noted moderate variability in performance across different tasks, suggesting that while there is overall proficiency in task management, certain individuals may need to focus more on specific responsibilities. This connection highlights the balanced approach teachers take in managing administrative and classroom duties, which is essential for maintaining an organized and effective learning environment.

4.4. Difference Between the Stress Management Practices of the Respondents and Their Profile

4.4.1. Age

In Table 14, the results of a Kruskal-Wallis Test are displayed, investigating the difference between the stress management practices of the respondents and their age profile. The results indicate that there is no significant difference in stress management practices among respondents of different age groups. With a chi-square (H) value of 3.732 and degrees of freedom (df) of 4, the p -value is .444, which is above the standard significance level (e.g., .05), leading to the acceptance of the null hypothesis (H_0). Thus, age does not appear to influence the stress management practices of the respondents in this sample.

Table 14. Difference Between the Stress Management Practices of the Respondents and Their Profile in terms of Age

Groups	H	df	P	Decision
60 years old and above	3.732	4	.444	Accept H_0
50-59 years old				(Not Significant)
40-49 years old				
30-39 years old				
20-29 years old				

This implies that age does not play a significant role in shaping the stress management practices of elementary teachers, suggesting that teachers across different age groups utilize similar strategies to cope with stress. The acceptance of the null hypothesis indicates a lack of variation in stress management techniques based on age, which could reflect a common professional environment that fosters similar coping mechanisms regardless of experience or generational

differences. This finding may encourage schools to focus on universal stress management interventions that can effectively support all teachers, irrespective of their age.

The Kruskal-Wallis Test results reveal no significant differences in stress management practices among respondents of various age groups, with a chi-square value of 3.732 and a p-value of .444, leading to the acceptance of the null hypothesis. This suggests that age does not influence the stress management strategies of elementary teachers, indicating a uniformity in coping mechanisms across different age cohorts. Consequently, schools may benefit from implementing universal stress management interventions that can effectively support all teachers, regardless of age. The evidence presented by Osilike et al. (2024) support the findings of this study, as they also reported no significant differences in stress management practices among teachers of different age groups. Furthermore, both studies indicated that age does not influence the choice of stress management strategies, highlighting a uniformity in coping mechanisms across various cohorts. This similarity suggests that universal stress management interventions could be beneficial in schools, effectively supporting all teachers regardless of their age.

4.4.2. Sex

In Table 15, the results of a Kruskal-Wallis Test are presented, examining the difference between the stress management practices of the respondents and their sex profile. The findings show no significant difference in stress management practices between respondents based on sex. With a chi-square (H) value of 1.532, 1 degree of freedom (df), and a p-value of .216, which is higher than the standard significance threshold (e.g., .05), the null hypothesis (H_0) is accepted. This suggests that sex does not significantly affect the stress management practices of the respondents in this study.

Table 15. Difference Between the Stress Management Practices of the Respondents and Their Profile in terms of Sex

Groups	H	df	P	Decision
Male	1.532	1	.216	Accept H_0
Female				(Not Significant)

This implies that male and female elementary teachers employ similar stress management practices, indicating that their approaches to coping with stress are not influenced by gender differences. The acceptance of the null hypothesis suggests a shared professional culture or environment in which both sexes develop comparable strategies for managing stress, regardless of their distinct experiences. Consequently, this finding may inform the development of inclusive stress management programs that cater to the collective needs of all teachers, promoting overall well-being within the teaching community.

The Kruskal-Wallis Test results indicate no significant differences in stress management practices based on sex, with a chi-square value of 1.532 and a p-value of .216, leading to the acceptance of the null hypothesis. This finding suggests that male and female elementary teachers utilize similar strategies for coping with stress, implying a shared professional environment that fosters comparable approaches to stress management. As a result, schools may consider implementing inclusive stress management programs that address the collective needs of all teachers, thereby enhancing overall well-being within the teaching community. The discoveries made by Peris-Ramos et al. (2024) are analogous to the results of this research, as they similarly found no significant differences in stress management practices based on sex among teachers. Additionally, both studies suggest that male and female teachers employ comparable strategies for

coping with stress, indicating a professional environment that supports similar approaches across genders. This alignment reinforces the notion that schools should implement inclusive stress management programs to meet the collective needs of all teachers, promoting enhanced well-being within the teaching community.

4.4.3. Teaching Position

In Table 16, a Kruskal-Wallis Test is presented to investigate the difference between the stress management practices of the respondents and their teaching position profile. The analysis reveals a significant difference in stress management practices based on the respondents' teaching position, as indicated by a chi-square (H) value of 22.143 with 4 degrees of freedom (df) and a p-value of .000, which is well below the conventional significance level (e.g., .05), the null hypothesis (H_0) is rejected. The mean ranks (MR) demonstrate that Master Teacher II respondents have the highest mean rank (231.31), suggesting they engage in more effective stress management practices compared to other teaching positions. Given the effect size (η^2) of .09, classified as medium, this implies a meaningful impact of educational attainment on stress management practices among the respondents.

Table 16. Difference between the Stress Management Practices of the Respondents and Their Profile in terms of Teaching Position

Group	MR	η^2	H	df	P	Decision
Master Teacher II	231.31	.09	22.143	4	.000	Reject H_0
Master Teacher I	193.48	(Medium)				Significant
Teacher III	156.48					
Teacher II	156.18					
Teacher I	131.37					

This implies that the level of teaching position among elementary teachers significantly influences their stress management practices, with Master Teacher II respondents exhibiting the most effective strategies. The rejection of the null hypothesis indicates that teachers in higher positions, particularly those with advanced qualifications, may possess greater resources or knowledge to manage stress effectively. Furthermore, the medium effect size suggests that the differences in stress management practices are not only statistically significant but also practically relevant, highlighting the importance of supporting teachers in their professional development to enhance their coping mechanisms.

The Kruskal-Wallis Test results indicate a significant difference in stress management practices based on respondents' teaching position, with a chi-square (H) value of 22.143, 4 degrees of freedom, and a p-value of .000, leading to the rejection of the null hypothesis (H_0). The Master Teacher II group has the highest mean rank (MR = 231.31), suggesting they utilize more effective stress management practices than those in other teaching positions. The medium effect size ($\eta^2 = .09$) indicates that educational attainment has a meaningful impact on stress management practices among teachers. Overall, this finding underscores the importance of enhancing professional development for teachers, particularly those in higher positions, to improve their stress management strategies. The present study's results parallel the observation made by Hudha et al. (2024), as they also identified a significant difference in stress management practices based on respondents' teaching position. Furthermore, both studies highlighted that individuals in higher educational positions tend to utilize more effective stress management strategies, indicating a correlation between educational level and coping mechanisms. This connection emphasizes the

need for targeted professional development programs for teachers, particularly those in advanced roles, to further enhance their stress management practices and overall well-being.

4.4.4. Length of Service

In Table 17, the results of a Kruskal-Wallis Test are presented, examining the difference between the stress management practices of the respondents and their length of service profile. The results presented indicate that there is no significant difference in stress management practices based on the length of service among the respondents. The chi-square (H) value is 5.721 with 3 degrees of freedom (df) and a p -value of .126, which exceeds the typical significance level (e.g., .05), leading to the acceptance of the null hypothesis (H_0). This implies that the length of service does not significantly influence the stress management practices of the respondents in this study.

Table 17. Difference Between the Stress Management Practices of the Respondents and Their Profile in terms of Length of Service

Groups	H	df	P	Decision
30-39 years	5.721	3	.126	Accept H_0
20-29 years				(Not Significant)
10-19 years				
9 years and below				

This implies that the duration of service among elementary teachers does not significantly affect their stress management practices, suggesting that teachers with varying lengths of experience may utilize similar coping strategies for stress. The acceptance of the null hypothesis indicates a consistent approach to stress management across different levels of experience, which could reflect a common professional environment that promotes similar practices regardless of tenure. Consequently, this finding highlights the need for stress management resources and training that are applicable and beneficial to all teachers, irrespective of how long they have been in the profession.

The Kruskal-Wallis Test results indicate no significant differences in stress management practices based on the length of service, with a chi-square value of 5.721 and a p -value of .126, leading to the acceptance of the null hypothesis. This finding suggests that elementary teachers, regardless of their experience, employ similar coping strategies for stress, reflecting a professional environment that encourages uniformity in stress management practices. Consequently, schools should consider providing stress management resources and training that are relevant and beneficial for all teachers, regardless of their tenure in the profession. Findings from Agyapong et al. (2024) are reflective of the current study's conclusions, as they also reported no significant differences in stress management practices based on length of service among teachers. Additionally, both studies suggest that elementary teachers, regardless of their experience, utilize similar coping strategies, indicating a professional environment that fosters consistency in stress management. This similarity underscores the importance of providing relevant stress management resources and training that can benefit all teachers, irrespective of their tenure in the profession.

4.4.5. Highest Educational Attainment

Table 18 illustrates the results of a Kruskal-Wallis Test, examining the difference between the stress management practices of the respondents and their highest educational attainment. The results presented indicate a significant difference in stress management practices based on the respondents' highest educational attainment, as evidenced by a chi-square (H) value of 22.080 with 5 degrees of freedom (df) and a p -value of .001, which is significantly lower than the typical

threshold (e.g., .05), leading to the rejection of the null hypothesis (H_0). The mean ranks (MR) reveal that respondents with EdD/PhD degrees have the highest mean rank (254.50), suggesting they exhibit more effective stress management practices compared to those with lower educational qualifications. Additionally, the effect size (η^2) of .09, categorized as medium, further highlights the importance of educational attainment in influencing stress management practices among the respondents.

Table 18. Difference between the Stress Management Practices of the Respondents and Their Profile in terms of Highest Educational Attainment

Group	MR	η^2	H	df	p	Decision
EdD/PhD Graduate	254.50	.09 (Medium)	22.080	5	.001	Reject H_0 Significant
With EdD/PhD	164.20					
Units	155.18					
MA Graduate	141.48					
With MA Units	158.46					
Education Graduate	133.33					
With Education						
Units						

This implies that higher educational attainment, particularly among those with EdD/PhD degrees, is associated with more effective stress management practices among elementary teachers. The rejection of the null hypothesis indicates that teachers with advanced degrees likely have access to greater knowledge and resources that enhance their ability to cope with stress. Furthermore, the medium effect size emphasizes the relevance of educational qualifications in shaping these practices, suggesting that initiatives aimed at promoting advanced education could also bolster teachers' resilience and overall well-being in their professional roles.

The results of the Kruskal-Wallis Test reveal a significant difference in stress management practices based on respondents' highest educational attainment, indicated by a chi-square (H) value of 22.080, 5 degrees of freedom, and a p-value of .001, leading to the rejection of the null hypothesis (H_0). Respondents with EdD/PhD degrees exhibit the highest mean rank (MR = 254.50), suggesting they engage in more effective stress management practices compared to those with lower qualifications. The medium effect size ($\eta^2 = .09$) further underscores the meaningful impact of educational attainment on stress management practices among elementary teachers. Overall, these findings suggest that advancing educational qualifications, particularly to the level of EdD/PhD, can enhance teachers' stress management strategies, highlighting the need for initiatives that promote further education to improve teachers' resilience and well-being. The present research aligns with the findings reported by Bewaji and Ekeagwu (2024), as they also found a significant difference in stress management practices based on the highest educational attainment among teachers. Furthermore, both studies indicated that individuals with advanced degrees, such as EdD or PhD, tend to employ more effective stress management strategies, highlighting a correlation between educational qualifications and coping mechanisms. This connection emphasizes the importance of initiatives that promote further education, particularly at the doctoral level, to enhance teachers' resilience and overall well-being in their professional roles.

4.5. Correlation Between the Stress Management Practices of the Respondents and Their Work Performance

In Table 19, the correlation between the stress management practices of the respondents regarding active coping and their work performance is presented using Spearman's Rho Correlation Coefficient. The results show a significant positive strong correlation between the respondents' stress management practices and their work performance across all dimensions. The correlation coefficients (r) range from .886 to .941, with p -values of .000 in each case, leading to the rejection of the null hypothesis (H_0) for all dimensions. This indicates that as respondents' stress management practices improve, so does their performance in teaching quality, use of technology-based materials, assessment outputs, and completion of tasks. A "positive strong correlation" means that there is a high degree of association between two variables—in this case, stress management and work performance—where increases in one variable are consistently associated with increases in the other. This suggests that better stress management is closely linked to higher work performance across multiple areas.

Table 19. Correlation between the Stress Management Practices of the Respondents and Their Work Performance

Dependent Variables	r	p	Interpretation	Decision
Teaching Quality	.915	.000	Positive Strong Correlation	Reject H_0 Significant
Utilization of Technology-Based Materials	.919	.000	Positive Strong Correlation	Reject H_0 Significant
Assessment Outputs	.886	.000	Positive Strong Correlation	Reject H_0 Significant
Completion of Assigned Tasks	.941	.000	Positive Strong Correlation	Reject H_0 Significant
Overall	.934	.000	Positive Strong Correlation	Reject H_0 Significant

This implies that effective stress management practices among elementary teachers are crucial for enhancing their overall work performance, as demonstrated by the strong positive correlations identified across various dimensions. The rejection of the null hypothesis indicates that improvements in stress management are reliably associated with advancements in teaching quality, technology use, assessment outputs, and task completion. Consequently, this finding underscores the importance of implementing stress management programs and resources within educational settings, as they can significantly contribute to improved performance and effectiveness in the classroom.

The study revealed a strong positive correlation between stress management practices and work performance, with Spearman's Rho correlation coefficients ranging from .886 to .941 and p -values of .000. These results indicate a highly significant relationship, leading to the rejection of the null hypothesis (H_0) across all dimensions of work performance. This suggests that as respondents enhance their stress management practices, their work performance in teaching quality, technology use, assessment outputs, and task completion also improves. The strong correlation underscores the importance of effective stress management in promoting higher performance levels among teachers. Ultimately, the findings highlight the necessity of implementing stress management programs within educational settings to foster improved teaching effectiveness and overall teacher well-being. This study's outcomes are in harmony with the results obtained by Olumese and Edomwande (2023), as they also identified a strong positive

correlation between stress management practices and work performance among teachers. Both studies reported significant correlation coefficients, suggesting that improvements in stress management are closely linked to enhancements in teaching quality and other performance dimensions. This alignment underscores the critical need for implementing effective stress management programs in educational settings to promote higher performance levels and overall well-being among teachers.

4.6. An Enhanced Personality Development Program to Improve Stress Management Practices and Work Performance of Public Elementary School Teachers

The Enhanced Personality Development Program is designed to help public elementary school teachers manage work-related stress and improve their performance through practical, research-based approaches. By addressing common stressors such as classroom management and administrative tasks, the program equips teachers with coping techniques, cognitive strategies, and supportive networks to foster resilience and effectiveness. Activities like mindfulness sessions, stress-reduction workshops, and positive reframing exercises encourage self-care while promoting optimism and morale. Peer support groups, technology training, and time management strategies further empower teachers to balance professional responsibilities with personal well-being. Regular assessments, feedback mechanisms, and collaborative efforts ensure the program's success in building a supportive culture that enhances teacher performance and well-being.

5. CONCLUSIONS

1. The majority of public elementary school teachers fall within the age bracket of 30-39 years old, with a notable proportion being female. Additionally, a significant number of teachers hold the position of Teacher III. Moreover, most teachers have served for 10-19 years and hold a Master's degree.
2. Public elementary school teachers employ various stress management techniques such as active coping, positive reframing, engaging in stress-relieving activities, and seeking emotional support. This indicates a consistent engagement in stress management practices, suggesting a uniform approach among teachers. This consistency highlights a balanced and common strategy for managing stress within the group.
3. Teachers exhibit high performance across different dimensions including teaching quality, utilization of technology-based materials, assessment output, and completion of assigned tasks. This uniform performance across dimensions indicates a balanced and generally high level of work performance among public elementary school teachers.
4. Significant differences were observed in stress management practices based on teaching position and highest educational attainment. These differences were statistically significant, indicating a substantial variation in stress management practices among teachers with different demographic profiles.
5. There is a very high and significant positive correlation between stress management practices – active coping, positive reframing, engaging in stress-relieving activities, seeking emotional support – and work performance across various dimensions. This correlation was statistically significant at a 5% level, suggesting that effective stress management positively impacts teachers' overall work performance.
6. The development of an enhanced program focusing on stress management practices and improving work performance among public elementary school teachers was observed.

6. RECOMMENDATIONS

1. Public elementary school teachers should tailor professional development programs to accommodate the demographic profile of the majority, particularly focusing on the needs and aspirations of those aged 30-39, predominantly female, holding the position of Teacher III, with 10-19 years of service and a Master's degree.
2. Public elementary school teachers should promote the adoption and integration of stress management techniques such as active coping, positive reframing, engagement in stress-relieving activities, and seeking emotional support as part of ongoing professional development initiatives.
3. Public elementary school teachers should continue to foster a culture of excellence by reinforcing consistent high-performance standards across teaching quality, utilization of technology-based materials, assessment output, and task completion, ensuring continuous improvement through targeted support and resources.
4. Public elementary school teachers should acknowledge and address the significant variations in stress management practices among different demographic groups, by implementing tailored support mechanisms and resources to accommodate diverse needs and challenges.
5. Public elementary school teachers should prioritize the development and implementation of comprehensive stress management programs to enhance overall work performance and job satisfaction.
6. Public elementary school teachers should actively participate in and contribute to the ongoing refinement and implementation of enhanced programs focused on stress management and performance improvement, leveraging collaborative efforts and feedback mechanisms to ensure relevance, effectiveness, and sustainability.
7. Further studies on the effectiveness of different stress management interventions and professional development approaches tailored to specific demographic profiles among public elementary school teachers should be conducted to refine and optimize support strategies.

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