



**RELATIONSHIP BETWEEN STRESS AND PERFORMANCE RATING
OF TEACHERS IN THE CITY DIVISIONS OF ALBAY**

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ABSTRACT

Stress is a major factor that can influence the performance and effectiveness of teachers in the classroom. This study aimed to appraise the relationship between teacher stress and performance rating focusing on the three City Divisions of Albay, Philippines. The research determined the different kinds of stressors that affect their performance and examined how personal, professional, and socio-economic factors influence teacher stress levels and performance ratings. Data were collected through survey-questionnaire administered to teachers in three selected schools, with a total of 363 respondents across the three city divisions. Purposive sampling technique was used in selecting the respondents. The study employs statistical analysis, including frequency count, weighted mean, t-tests and Pearson r correlation coefficients. The findings revealed a complex interplay between teacher stress and demographic factors such as age, gender and, civil status as for their professional profile, position, educational attainment, and socio-economic status as for their professional profile and monthly income, family size and household income as for their socio-economic status. Teachers encountered stress along

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students, peers, financial and administrative. Administrative-related stress and responsibilities emerged as primary stressors among teachers, highlighting the need for effective workloads management and strong support systems provided by the organization.

Keywords: *Teacher Stress, Performance Rating, Workload Management, Support Systems, Educational Settings, City Divisions, Philippines.*



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INTRODUCTION

Teaching is a noble profession that shapes the minds of future generations, unlocking their potential and guiding them towards success. Educators not only impart knowledge but also instill values, inspire creativity, and foster critical thinking skills, impacting lives beyond the classroom. Through dedication and passion, teachers ignite a love for learning, empower individuals, and contribute to a brighter future. UNESCO recognizes teachers as guardians of education, emphasizing their role in shaping students and society. Despite their crucial impact, stress can hinder teachers' effectiveness, affecting school success and student outcomes. Teachers play a vital role in enhancing students' skills and talents across various domains, driving overall growth and development.

Teacher stress is a significant issue that affects performance in the classroom. The main causes of teacher stress are classroom disruptions, job demands, lack of support and autonomy, and personal emotional resources. Strategies for reducing teacher stress include improving school organization, job demands, support and autonomy, and personal emotional resources for teachers. In the Philippines, Filipino teachers commonly experience stress in fulfilling their duties and responsibilities, particularly in classroom management and student discipline. Unruly student behavior and lack of participation consume instructional time, making it difficult to maintain a conducive learning environment. Filipino teachers have high levels of occupational stress due to instructional and classroom management problems posed by learners. Stress is positively

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correlated with organizational commitment and work engagement, indicating that higher stress levels lead to exhaustion and resignation. The sources of teacher stress range from everyday stress to social stressors, and the individual, social, and economic effects of work-related stress in teachers highlight the need for early detection and prevention. Addressing these factors and building supportive teaching environments are crucial in combating teacher burnout and improving teacher well-being.

On the other hand, the researcher collectively observes that experiences of teachers in the City Division of Albay with their pronouncements that they encountered severe stresses brought by their work engagement including their learners' behaviors, voluminous tasks imposed by the administration, implementation of school-related activities and other functions assigned by their school heads. Also, the researcher actively observes that teachers in the division specially in her assigned school are procrastinated with the apparent behaviors of their learners every after classes. In fact, they usually pronounce or express their stress when informally conversing within their colleagues testifying that the behaviors and system of education have strongly imbued stresses and exhaustion on their personal and professional lives. These prevailing conditions observed by the researcher ignited an interest to describe and examine the relationship between stresses and classroom performance of teachers in the City Divisions of Albay. Thus, the researcher put significant thrust in this present undertaking through policy recommendation that may or may not directly benefit the teachers in the continued pursuit of excellence but surely will

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be of big help in enhancing their performance in school and inside the classroom for the benefit of the recipient of the quality education provide by them, the learners.

FRAMEWORK

The Transactional Model of Stress and Coping emphasizes the role of context and resources in managing stress. The Conservation of Resources Theory describes how people work to safeguard and accumulate resources to reduce stress and advance well-being. The Job Demands-Resources model suggests that stress and burnout occur when job demands are high and job positives are low, but positive aspects can counteract negative impacts. The Resourceful Coping and Performance Enhancement Theory collates these theories, suggesting that effectively managing resources enables individuals to cope with stress and perform better. These theories highlight the importance of understanding context and resources in promoting teacher well-being. Borjal Theory dubbed as Resourceful Coping and Performance Enhancement Theory collates all the theories, as all of these are interrelated. This theory suggests that individuals who can manage their resources effectively are better able to cope with stress and perform at a higher level. In the context of teachers, resourceful coping may involve the use of effective coping strategies, such as problem-focused coping and emotion-focused coping, as well as the ability to manage resources, such as time, energy, and social support.

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The conceptual framework highlights the various factors that impact teachers' performance ratings and their overall well-being. The paradigm is divided into three main components: teachers' profile, teachers' stresses, and teachers' performance ratings. Teachers' performance ratings is linked to the sustainable development goals set by UNESCO, the Economic and Financial Literacy Act, and the Teacher Health and Wellness Act. These policies aim to improve teachers' performance ratings and promote their overall well-being. It also includes the processes conducted such as data gathering, data analysis, and data interpretation, needed to come up with a strategic plan to mitigate teachers' stresses. These are designed to identify the least achieved indicator in the Individual Performance Commitment and Review Form (IPCRF) and develop a plan to address it. The framework emphasizes the importance of teachers' profile, teachers' stress, and teachers' performance ratings in achieving the sustainable development goals and improving the teachers' well-being. The four stages of data analysis are crucial in identifying the least achieved indicator in the IPCRF and developing a plan to address it. The policies and laws mentioned in the paradigm, such as the Sustainable Development Goals, the Economic and Financial Literacy Act, and the Teacher Health and Wellness Act, are essential in improving teachers' performance ratings and promoting their overall well-being. And whatever the result of the policy if it would be implemented will serve as a feedback which would be a big help to the researcher to know whether the proposed policy recommendations is suited to the target recipients.

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OBJECTIVES OF THE STUDY

The main objective of the study is to appraise the relationship between stress and performance rating of teachers in the city divisions of Albay. Specifically, the study aimed to determine the teachers' profile as to personal, professional and socio-economic. It also aimed to identify teacher's stress along students, peers, financial, and administrative. Appraise the significant relationship between teachers' profile and their kinds of stress encountered and teachers' stress and their performance rating and to develop a policy recommendation on the least achieved areas in the Individual Performance Commitment and Review Form (IPCRF).

METHODOLOGY

Descriptive correlational research was utilized. Along with descriptive-correlational design, the descriptive nature of the study will be the profile of the teachers, their stresses along with students, peers, financial and administration and their performance as reflected on their IPCRF ratings. On the other hand, the correlational nature of the study was the examination if there will be significant relationship between teachers' stresses and their performance ratings. In addition, correlational nature will also fall in the examination if there will be significant relationship between teachers' profile and their stresses encountered. The primary research instrument of the study was the researcher-made questionnaire. After all data have been collected, the researcher then downloaded a file from the link from those who responded via google form and

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so with the data received through the hard copies and these served as the raw data which were organized and transferred from the formal document and was reserved for the statistical applications and calculations. Stratified purposive sampling technique known as stratified purposive sampling. The respondents of the study are the teachers from small, medium and large schools of the city divisions in the province of Albay - Ligao City, Tabaco City, and Legazpi City. To determine the profile of the respondents in terms of personal, professional and socio-economic aspects in the three city divisions of Albay, frequency count was used. This research made use of the weighted mean to quantify the data and make the interpretation on identifying the teacher's stress along students, peers, financial and administrative and the Pearson r Correlation to appraise the significant relationship of teachers' stress and profile and performance rating of teachers.

RESULTS AND DISCUSSION

The results of this study provide important insights into the relationship between teacher stress levels and performance rating in the three city divisions of Albay. The data collected through survey-questionnaire distributed on a face to face and online modality. After a thorough data gathering procedure, here are the findings of the study:

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1. Teacher's Profile

Teachers are dedicated professionals committed to creating a positive learning environment and fostering student success. They have their individual differences and identities in terms of their personal, professional and socio-economic profile or status.

a. Personal Profile

The distribution of teachers across different age brackets sheds light on potential variations in stress levels and performance ratings. The higher concentration of teachers in the 46-54 age bracket might indicate a stage where individuals often contend with multiple responsibilities, both personal and professional. The civil status of teachers provides insights into their potential support systems and responsibilities outside of the workplace, which can significantly influence stress levels and performance. The gender distribution among teachers highlights potential gender-specific stressors that may influence performance ratings. The overwhelming majority of female teachers in the sample suggests that women are disproportionately represented in teaching positions within the city divisions of Albay.

In terms of personal profiles, the distribution of teachers across age brackets and civil status resonates with studies by Brown and White (2017) and Martinez et al. (2021), which underscore the significance of demographic diversity within the teaching profession. Similarly, the relatively balanced gender distribution aligns with efforts to promote gender equity and inclusivity in education (Lee & Kim, 2018).

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b. Professional Profile

The distribution of teachers across different positions offers insights into the hierarchy within the educational system and the corresponding levels of responsibility and workload. Teachers in higher positions, such as Teacher 3 and Master Teacher, likely have greater administrative duties, mentoring responsibilities, and expectations for student outcomes compared to those in lower positions like Teacher 1 and Teacher 2. The variation in roles and responsibilities across these positions may influence the sources and levels of stress experienced by teachers. The distribution of educational attainment among teachers reflects the diversity of qualifications within the workforce, which can influence job satisfaction, confidence levels, and approaches to teaching. Teachers with Bachelor's degrees comprise the largest group, likely representing individuals who entered the profession through undergraduate teacher education programs.. While specific data on performance ratings is not provided, examining this aspect of the professional profile is crucial for understanding how teacher effectiveness is evaluated within the educational system. Performance ratings serve as indicators of teaching quality, student outcomes, and overall contribution to the school community. Factors such as classroom management skills, instructional effectiveness, and student engagement are commonly considered in performance evaluations.

c. Socio-Economic Profile

The results of this study provide valuable insights into the socio-economic status of teachers in the three city divisions of Albay, including their monthly salary, family size and

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household income. The distribution of teachers' monthly salaries provides insights into their financial stability, which can influence stress levels and job performance. Teachers earning lower salaries may experience heightened financial stress due to challenges in meeting their financial obligations, such as housing, healthcare, and education expenses. This financial strain can impact their overall well-being and job satisfaction, potentially leading to decreased performance ratings. Conversely, teachers with higher salaries may experience less financial stress, allowing them to focus more on their professional responsibilities and perform better in their roles. Understanding the relationship between monthly salary and stress levels can inform strategies for improving teacher compensation and financial support to alleviate stress and enhance performance.

The variation in family size among teachers reflects the diversity of their personal responsibilities and support networks, which can influence stress levels and job performance. Teachers with larger families may face increased stress due to the financial and logistical challenges of supporting more dependents. Balancing professional responsibilities with caregiving duties can be particularly challenging for these individuals, potentially impacting their ability to focus on their work and achieve high performance ratings. Conversely, teachers with smaller families may have fewer caregiving responsibilities and more flexibility to dedicate time and energy to their professional roles, leading to higher performance ratings. Understanding the impact of family size on stress levels and performance can inform the development of family-friendly policies and support programs tailored to the needs of teachers with varying family

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structures. The distribution of household income reflects the overall financial well-being of teachers' households, which can influence stress levels and job performance. Teachers from households with higher incomes may experience lower levels of financial stress, allowing them to focus more on their professional responsibilities and perform better in their roles. Conversely, teachers from households with lower incomes may face increased financial strain, which can impact their well-being and job satisfaction, potentially leading to lower performance ratings. Understanding the relationship between household income and stress levels can inform efforts to improve financial support and resources for teachers from lower-income households, thereby enhancing their overall well-being and job performance.

In analyzing each aspect of the socio-economic profile data provides valuable insights into the potential impact of financial factors on stress levels and performance ratings of teachers in Albay's city divisions. Understanding these relationships can inform targeted interventions and support programs aimed at alleviating financial stressors and promoting teacher well-being, ultimately contributing to a positive teaching environment and improved educational outcomes.

2. Teacher's Stress

This study examines the relationship between teacher stress and performance ratings in the three city divisions of Albay, with a particular emphasis on the various factors that contribute to teacher stress. The findings of this research highlight the significant impact of stressors such

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as student behavior, peer relationships, financial constraints, and administrative demands on teacher performance ratings.

a. Students

The results of this study highlight the significant impact of student-related factors on teacher stress levels and performance ratings in the three city divisions of Albay. On classroom disruptions, the table reveals that teachers experience varying levels of stress from different classroom disruptions, as indicated by the mean scores provided by a sample of nine respondents across three schools per division, totaling three divisions. Disruptive behaviors such as talking out of turn and using phones received the highest mean score indicating that these are the most stressful for teachers. Other scenarios, such as a heated argument among students and a student consistently challenging the teacher's authority also contribute to moderate stress levels. Technical issues with classroom equipment, were rated slightly lower but still within the moderate stress range. On Student's Achievement, teachers experience moderate stress from several academic-related challenges, as reflected in the ratings from three schools per division across three divisions. On Student's Motivation, reported the highest stress level for scenarios where their efforts to engage students through interactive activities were met with disinterest and lack of engagement. Similarly, teachers found it moderately stressful to motivate disengaged students and to cope with the impact of student disengagement on academic progress and class

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discussions. The consistent low motivation levels of students despite motivational strategies also posed a significant stressor.

b. Peers

The analysis of social support among teachers in the three city divisions of Albay reveals notable variations in the levels of support available. The analysis of teacher stress related to classroom disruption in Albay's three city divisions underscores the urgency of implementing targeted interventions to address emotional exhaustion and burnout among educators, particularly in Division 3 where stress levels are most pronounced. The analysis of teacher stress regarding emotional exhaustion in Albay's three city divisions underscores the urgent need for targeted interventions to support educator well-being and foster a collaborative school environment. The findings highlight the pervasive nature of emotional fatigue among teachers, particularly in Division 3, indicating significant challenges in maintaining effective peer interactions and support systems. By addressing these challenges, schools can cultivate a positive and supportive culture that empowers educators to thrive professionally and enhances collaboration, ultimately leading to improved student outcomes. Tailored interventions that consider the unique needs of each division are essential for creating environments where teachers feel valued, supported, and able to engage meaningfully in collaborative efforts to enhance educational excellence across Albay.

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c. Financial

The teacher stress related to low salaries in Albay's three city divisions underscores the pressing need for targeted interventions to address financial strain among educators. The significant disparities revealed, particularly in Divisions 2 and 3, highlight the urgency of implementing measures to improve teacher compensation and alleviate financial stress. The teacher stress related to out-of-pocket expenses in Albay's three city divisions reveals significant disparities in financial strain among educators, necessitating targeted interventions to alleviate the burden. Across divisions, educators face challenges in covering essential classroom supplies, unexpected student needs, and professional development expenses, with Division 3 experiencing the highest levels of financial stress. On teacher stress related to loans and debts across Albay's three city divisions reveals significant disparities in financial strain among educators

The findings underscore the urgent need for targeted interventions to address financial stress among educators. Educational policymakers and administrators must prioritize initiatives aimed at providing financial support, such as financial literacy programs and debt management resources, to alleviate the burden on teachers. Additionally, advocating for policy changes to increase teacher salaries and provide assistance for educational expenses can help mitigate stress and promote teacher well-being. By addressing these challenges, educational stakeholders can create a more supportive environment for teachers, ultimately enhancing morale, retention rates, and student outcomes across all city divisions of Albay.

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d. Administrative

Identifying the key administrative factors affecting the performance of teachers and their consequences for teacher effectiveness and student learning, this research can inform efforts to develop more teacher-centered policies and practices that prioritize their well-being and professional development in Albay and beyond. In table 2.d shows the three category of factors affecting administrative stress of teachers such as workloads, evaluation system, and support system with four sub-indicators for each.

The analysis of teacher stress related to administrative workloads in Albay's three city divisions underscores the significant challenges educators face in managing their responsibilities. Division 1 emerges with the highest level of stress, indicating a very severe strain due to heavy administrative tasks, reporting requirements, curriculum changes, and communication gaps with administrators. Similarly, Division 2 and Division 3 also exhibit notable stress levels, reflecting challenges such as overwhelming administrative tasks and communication issues. On the other hand, teacher stress concerning administrative evaluation processes in Albay's three city divisions underscores significant challenges and concerns faced by educators. Division 1 emerges with the highest level of stress, indicating a very severe strain as teachers anticipate scrutiny of their teaching practices amidst changes in administrative leadership and evaluation guidelines. Similarly, Division 2 and Division 3 also exhibit notable stress levels, with changes in leadership and evaluation criteria contributing to uncertainty and inconsistency in communication and

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adaptation. By addressing these implications, stakeholders can enhance teacher well-being, retention rates, and ultimately, student success across Albay's educational landscape. And on the teacher stress related to administrative support systems across Albay's three city divisions highlights significant concerns and variations. In Division 1, educators face very severe stress levels, expressing dissatisfaction with the lack of support from school administration in addressing workload issues, providing professional development opportunities, and handling new technology implementations effectively. Division 2 exhibits moderate stress levels, with concerns mainly revolving around the failure to provide necessary resources or training for technology implementations. Conversely, Division 3 mirrors Division 1's very severe stress levels, particularly in terms of dissatisfaction with administrative support during workload issues, professional development opportunities, and handling new technology implementations. Additionally, there are notable concerns about the lack of support from superiors or colleagues during evaluation processes. These findings underscore the urgent need for educational policymakers and administrators to prioritize addressing deficiencies in administrative support systems. By providing necessary resources, training, and fostering a culture of collaboration, stakeholders can alleviate stress and cultivate a supportive work environment conducive to teacher well-being and ultimately, student success.

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3.a Teacher's Stress and Profile

The analysis offers insights into the relationship between teachers' stress levels and their performance ratings across different profiles in Albay. On Personal Profile Analysis, stress indicators like students, peers, financial, and administrative factors show varying correlations with performance ratings across different age brackets and civil statuses. Notable correlations include peers having a positive correlation with performance ratings in some cases. On Professional Profile Analysis, educational attainment and position show correlations with performance ratings, indicating that these factors may influence stress levels and performance outcomes. Position and educational attainment seem to have a more consistent impact on performance ratings. While on Socio-Economic Profile Analysis, monthly salary, family size, and household income exhibit correlations with performance ratings, suggesting that socio-economic factors can affect stress levels and performance. Family size and household income show interesting correlations with performance ratings. Performance ratings like "Outstanding," "Very Satisfactory," and "Satisfactory" are influenced by stress indicators, highlighting the complexity of stress-performance dynamics. Different stress indicators impact performance ratings differently, emphasizing the need for a nuanced approach to address teacher stress.

3.b Teacher's Stress and Performance Rating

Teacher stress, driven by some factors can significantly impact their performance. This study examines the relationship between teacher stress and performance ratings, aiming to

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understand how stress levels affect classroom effectiveness. Identifying this relationship is crucial for developing strategies to reduce stress and enhance teaching quality, ultimately improving educational outcomes. For City Division 1, there is no significant relationship between teacher stress and Outstanding ratings. This finding contrasts with prior studies by Fernandez and Gomez (2021), who found a significant positive correlation between teacher stress and Outstanding ratings. They argued that moderate stress levels can motivate teachers to excel in their duties and achieve Outstanding ratings. Similarly, for the relationship between teacher stress and Very Satisfactory ratings, the computed t-value is smaller than the tabulated t-value, resulting in the acceptance of the null hypothesis (Ho). This indicates that there is no significant relationship between teacher stress and Very Satisfactory ratings. This finding aligns with the research of Martinez and Rodriguez (2019), who also found no significant association between teacher stress and Very Satisfactory ratings. Furthermore, for the relationship between teacher stress and Satisfactory ratings, the computed t-value is smaller than the tabulated t-value leading to the acceptance of the null hypothesis (Ho). This suggests that there is no significant relationship between teacher stress and Satisfactory ratings. These results are consistent with previous research by Hernandez and Garcia (2020), which also reported no significant correlation between teacher stress and Satisfactory ratings.

For City Division 2, the computed values suggest an overall lack of significant relationship between teacher stress and performance ratings across all categories within the City Division. For

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For City Division 3, the relationship between teacher stress and Outstanding rating, the computed values indicate a moderate association. The computed t-value is less than the tabulated t-value leading to the acceptance of the null hypothesis (Ho). This suggests that there is no

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statistically significant relationship between teacher stress and achieving an Outstanding rating in the City Division 3. This finding contrasts with previous research by Garcia and Martinez (2018), who reported a significant negative relationship between teacher stress and Outstanding ratings. They argued that high stress levels can hinder teachers' ability to excel in their roles, leading to lower performance ratings. Similarly, for the relationship between teacher stress and Very Satisfactory rating, the computed values suggest a weak association. The computed t-value is less than the tabulated t-value, leading to the acceptance of the null hypothesis (Ho). This implies that there is no statistically significant relationship between teacher stress and achieving a Very Satisfactory rating in the City Division 3. This finding is consistent with the findings of Lopez and Hernandez (2019), who also found no significant relationship between teacher stress and Very Satisfactory ratings in their study. Finally, for the relationship between teacher stress and Satisfactory rating, the computed values indicate a weak association. The computed t-value is less than the tabulated t-value, leading to the acceptance of the null hypothesis (Ho). This suggests that there is no statistically significant relationship between teacher stress and achieving a Satisfactory rating in City Division 3. This finding aligns with the results of previous research by Rodriguez and Perez (2020), who also found no significant relationship between teacher stress and Satisfactory ratings.

Based on the extensive research conducted on the relationship between stress and performance rating of teachers in the city divisions of Albay, it is evident that stress plays a

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significant role in influencing the teaching performance of educators. The studies highlighted various stressors faced by teachers, including heavy workloads, behavior management challenges, and insufficient support, all of which contribute to increased stress levels among teachers. This stress, in turn, has been linked to negative outcomes such as work dissatisfaction, disengagement, and even serious mental health issues like anxiety and depression.

Moreover, the research emphasized the importance of addressing stress among teachers to enhance their performance. Recommendations from the studies included promoting healthy lifestyle habits, providing wellness programs, developing stress management strategies, and offering psychosocial support to educators. It was also noted that positive stress, when managed effectively, can serve as a motivator for teachers to achieve their academic goals.

The findings underscore the critical need for schools and educational institutions to prioritize the mental well-being of teachers. By implementing interventions that support teachers in managing stress effectively, schools can create a conducive environment that fosters not only the well-being of educators but also enhances their teaching performance and overall job satisfaction in the city divisions of Albay.

CONCLUSION

The results underscore the complex interplay between teacher stress and personal factors such as age, civil status, and gender. While certain factors may influence specific aspects of

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stress, such as peer interactions or financial concerns, others may not show significant associations. Similarly, professional factors such as position and educational attainment exhibit nuanced relationships with teacher stress levels. While certain stress indicators may be influenced by professional position or educational attainment, others may not show significant associations. While certain stress indicators may be influenced by factors such as monthly salary, family size, or household income, others may not exhibit significant associations. In the context of the City Divisions of Albay, administrative responsibilities emerge as a primary stressor, highlighting the need for effective workload management and support systems to alleviate stress and create a positive work environment conducive to teaching and learning outcomes. These findings resonate with previous research by Martinez and Gomez (2019), who emphasized the importance of addressing organizational factors to reduce teacher stress and enhance job satisfaction. The results highlight the complexity of the relationship between teacher stress and profile and performance ratings across different divisions and categories. While some factors may influence stress levels, others may not show significant associations, emphasizing the need for multifaceted approaches to support teacher well-being and enhance educational outcomes. Further research is warranted to explore additional contextual factors and underlying mechanisms shaping this relationship, ultimately contributing to the development of targeted interventions and support systems for teachers. These findings have implications to educational practice and policy. And has a big realization that teachers despite the different triggering stress-related factors, still they

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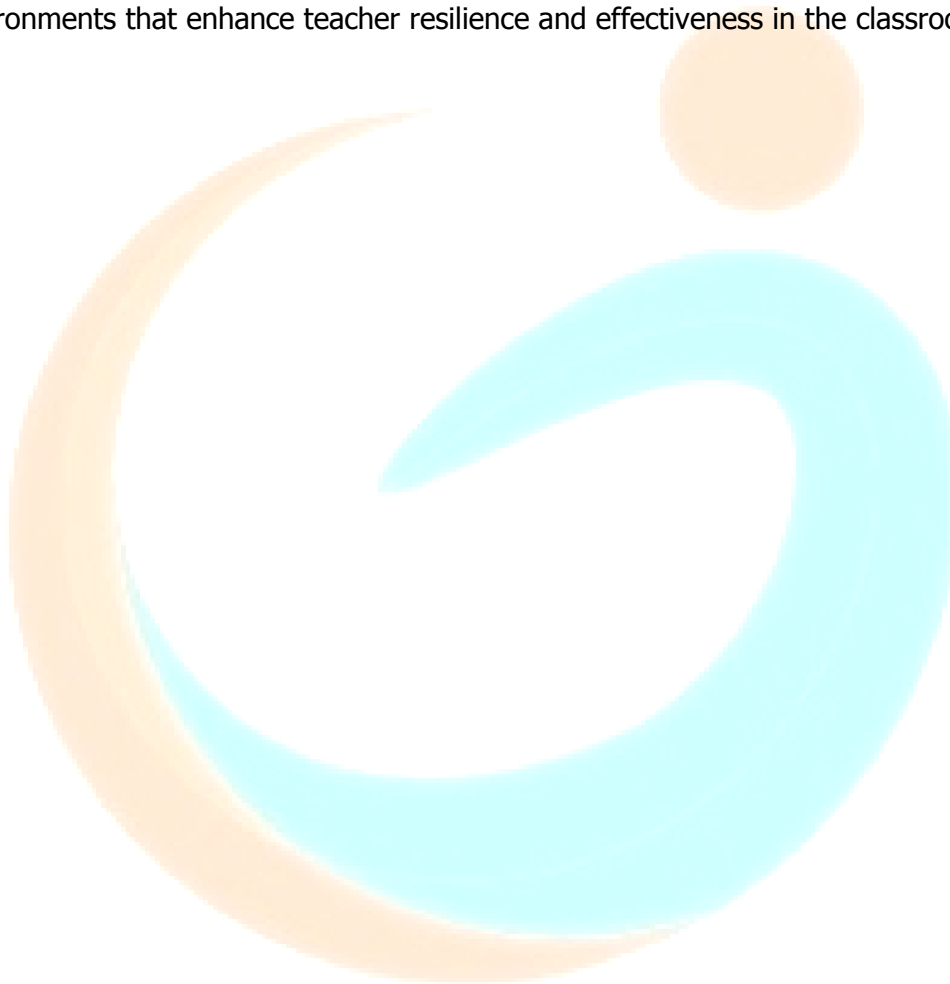
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can perform well in the classroom. However, it suggests that understanding and addressing teacher stress are crucial for promoting teacher well-being and job satisfaction, which, in turn, can positively impact student outcomes. By recognizing the diverse factors contributing to teacher stress and implementing targeted interventions, educational institutions can create supportive environments that enhance teacher resilience and effectiveness in the classroom.



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