



**STRESS TOLERANCE AND TEACHERS' PERFORMANCE IN
MALITBOG DISTRICT I AND II, DIVISION
OF BUKIDNON**

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ABSTRACT

Managing stress is very essential to teachers and all workers in the community. This study aimed to determine the respondents' profile, level of teachers' stress tolerance, individual performance commitment and review rating, significant relationship between teachers' stress tolerance and IPCRF rating in teachers' performance indicators, and significant difference in the teachers' IPCRF rating when grouped according to the respondents' profile. The researcher used the descriptive-survey method of research. There are 150 respondents from Malitbog District, Division of Bukidnon. The instrument used to gather the data was adopted and modified from the study of Kyriacou and Chen (2004). The study used statistical tools such as Mean, Standard Deviation, Frequency, Percentage Distribution, Pearson Product Moment Correlation Coefficient, and T-test.

The results showed that the stress tolerance of teachers was mild, with a Very Satisfactory rating in their IPCRF School Year 2021-2022. Teachers' stress tolerance and performance have a significant relationship. Thus, the null hypothesis is rejected. Therefore, teachers' stress tolerance is needed to accomplish their job and responsibilities as educators. The study recommends that teachers shall be engaged in different activities, workshops, and training and have continuous professional development to compete with prompt changes and various challenges in the current profession.

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Keywords: Stress Tolerance, Teacher's Performance, Curriculum Demands, Compensation and Appreciation, Time Pressures, Managing Styles, Working Environment

INTRODUCTION

Teaching is the most recognized stressful occupation today. Stress tolerance of teachers signifies a strong influence on teacher's behavior and teaching performance. Teacher's stress tolerance in times of crisis is important to continue imparting quality education to all learners, especially to those who belong to the most marginalized individuals.

Stress tolerance is being able to stay undisturbed in every hard circumstance. This is being strong through one experiencing hardship in life, which may be in the family, peers, and even in the workplace. Stress is one of the most trending concerns that the present generation is facing at the present time. There are people who committed suicide because they were not able to balance their time and responsibilities. Stress is every day in society. Only strong people would know how to handle it.

Given that teacher's stress tolerance is important in teaching performance, more research is needed to extend our understanding of what influences teachers' experiences at work. In particular, more systematic research is needed to develop the conceptualizations of this study. Today's education needs teachers who love their work, considering the pressures they are experiencing. Stress will always be a part of human life. Whether individually or corporate, at work, one is pressured to make decisions, take actions, or even change one's attitude. It makes one's life meaningful depending on how it is managed.

The teaching profession is considered to be a highly stressful profession (Allsop, 2017). Some factors would help people who are encountering stress. This might be the strong support of the family, friends, and loved ones and even to the people around them and, above all, the strong faith in God that everything will have a good ending no matter how hard. Every person

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should have motivation when it comes to stress so that they will not be able to feel disappointments and will end failures in everything they do.

This research aimed, therefore, to determine the stress tolerance and teachers' performance in District I & II, Division of Bukidnon, during the School Year 2021-2022. In order to further one's understanding of teacher's stress tolerance, there is a need for research that has linked stress tolerance with teaching performance. This research on stress tolerance and teacher's performance focused largely on the five dimensions such as curriculum demands, compensation and appreciation, time pressures, managing styles and working environment.

Curriculum demands are everything that one has to study in school which should be meaningful, relevant, and should meet the needs of the students. It is a series of prearranged, standards-based activities where students hone and master applied learning skills and content. It is a guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. Compensation and appreciation focuses merely on the teacher's income and job satisfaction. Time pressures fasten on education and work-life balance that describes a teacher's situation in handling workloads. Managing styles is a way in which a teacher works to fulfill their goals in the school. It covers the methods by which an educator arranges, decides, assigns, and oversees the students.

Moreover, the working environment as a variable considers elements that influence feelings of well-being, workplace relationships, collaboration, efficiency, and teachers' health. Teachers' stress tolerance may be determined through the result of the Individual Performance Commitment and Review Form (IPCRF) rating of every instructor with expertise in curriculum and pedagogy, learning environments, diversity of students, curriculum planning, evaluation, and reporting, as well as community connections, professional engagement, personal and professional development, and plus factor throughout the duration of September 2021 to July 2022. This research study then hoped to gain insight into stress tolerance and, teacher performance and IPCRF rating, considering the factors that may affect the teacher.

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METHODOLOGY

In this study, the researcher used the descriptive-survey method of research and employed the quantitative approach to find out the teacher's stress tolerance and IPCRF rating. Descriptive research collects quantifiable evidence that can be used for statistical inference on the target audience through data analysis, recording and interpretation of conditions. The use of this method justified the intention of the researcher to determine the teachers' stress tolerance and IPCRF rating in teachers in Malitbog Districts I and II, Division of Bukidnon during the School Year 2021-2022.

This study used a combination of patterned and modified survey questionnaires. Part I was developed by the researcher, Part II used survey questionnaires developed by Kyriacou and Chien (2004) in their study Teacher Stress and Coping Strategies Scale, and Part III. Part I inquired into the teacher's profile, such as age, sex, status, highest educational qualification, teaching experience and designation. Part II looked into the level of teacher's work-related stressors based on the following five dimensions: curriculum demands, compensation and appreciation, time pressures, managing styles and working environment. Part III was the educator's Individual Performance Commitment and Review Form (IPCRF) score in relation to curriculum and planning, assessment and reporting, diversity of learners, learning environment, professional engagement, personal and professional development for the period of September 2021- July 2022 in Malitbog District I, Division of Bukidnon.

Before gathering the data, the researcher sent a letter of request to the Schools Division Superintendent of the Division of Bukidnon, permission and approval to conduct the study, collect official data about the teacher population, and access data of teacher Individual Commitment and Review Form (IPCRF) rating. Once the permission was granted, the researcher made a courtesy approach to the concerned supervisor of the said district. They were furnished with the approved

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letter request of the Schools Division Superintendent as notifications of the permission to float the questionnaire and collect pertinent data on teachers' IPCRF.

As the notification was given by the district supervisor, the researcher visited the schools in the respective district and approached the designated school heads who were provided with the approved letter request of the schools Division Superintendent and duly signed notifications from the district supervisor. When the go signal was given by the school head, the researcher personally administered the questionnaire to the teachers.

The researcher carefully planned the process of survey administration. On the first day, the researcher distributed the questionnaire to the public elementary and secondary school teachers in the said district. The first part of the questionnaire contained questions about the teacher's profile, such as age, sex, status, highest educational qualification, teaching experience and designation. The second part contained questions about teachers' work-related to stressors centered on curriculum demands, compensation and appreciation, time pressures, managing styles and working environment. The third part will seek the respondent's Individual performance and Commitment Review Form (IPCRF) rating. The data gathered are based on how the respondents answer the questions prepared by the researcher.

The researcher made use of the following statistical instruments in the treatment of the data. Descriptive Statistics such as percentage, frequency, mean and standard deviation were employed to describe the variables in this study. These are reflected in the findings for the problems where statistical tools were needed.

Moreover, Pearson Product-Moment Correlation was used to show the relationship between teacher's stress tolerance and their IPCRF rating, and T-Test was used to show the significant difference between teacher's stress tolerance and Individual Performance Commitment

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and Review Form (IPCRF) rating when the controlled variable such as teacher’s age, sex, status, highest educational qualification, teaching experience and designation was being considered.

RESULTS AND DISCUSSION

This chapter discusses the presentation, analysis, and interpretation of the data gathered from the survey questionnaires given to the respondents. The system of presentation is arranged according to the order of the statement of the problem.

Problem 1: What is the respondents’ profile in terms of:

- 1.1. Age;
- 1.2. Sex;
- 1.3. Status;
- 1.4. Highest Educational Qualification;
- 1.5. Teaching Experience; and
- 1.6. Designation?

Table 1. *Distribution of the Respondents’ Profile in terms of Age*

Age	Frequency	Percentage
46 years old and above	70	47.00
41-45 years old	24	16.00
36-40 years old	12	8.00
31-35 years old	13	8.70
26-30 years old	20	13.30
25 years and below	11	7.00
Overall	150	100%

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Table 1 shows the respondents' profile in terms of age. Results show that out of 150 respondents, 70 (47%) belonged to the 46 and above age bracket, which has the highest frequency. While 26 years old and below got the lowest frequency of 11 (7%).

Results reveal that most of the respondents are older than 46 years old, which is closer to retirement age. This implies that teachers already have rich experiences and are matured enough to do their work in the field.

Teachers' age may influence the job contentment level as they change their viewpoint from adolescence to adulthood and finally to maturity of life. True enough because past researchers have observed that in the early stages of their careers, individuals are often willing to sacrifice their personal lives in the interests of their career development.

However, as individuals advance in age to the maturity stage of their careers, they place a greater emphasis on a balance between their work and family lives. Prior research found out that being married leads individuals to give their personal lives priority over their work. Similarly, being a parent increases the importance that individuals place on their family role. Some research indicates that a happy family life correlates with high levels of job satisfaction and objective career achievement (Romeo, 2018).

Table 2. *Distribution of the Respondents' Profile in terms of Sex*

Sex	Frequency	Percentage
Male	22	14.70
Female	128	85.30
Overall	150	100%

Table 2 shows the respondents' profile in terms of sex. Results show that out of 150 respondents, 128 (85.3%) are female, while 22 (14.7%) are male. This means that this study was dominated by female teachers.

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In the field of teaching profession, most of the teachers are females. Even in the researchers' school community, out of 30 teachers 28 are females and there are only two males. It was being said that schools are children's second homes, and just like other homes, it is more convenient for young ones if mothers are there to take care of them. Motherly love given by female teachers in school is different from that of males.

Feminization in the teaching profession is a global issue. According to others, this issue suggests gender inequity between them and their male counterparts since it leaves a dearth of male role models in elementary education, which furthers social isolation. This social reality is also the case in the Philippines (Bongco 2019).

According to Yuan (2017), numerous studies have found that there were obvious differences between men and women in research performance, but there is little analysis on teaching. At the same time, the existing studies did not classify the teacher sample but only analyzed the overall sample. Nowadays, the world has fully entered the era of the knowledge economy. Vigorously developing higher education has become an important measure for countries around the world to improve their own competitiveness. More and more women have entered the field of higher education and made great contributions to the development of higher education.

Table 3. *Distribution of the Respondents' Profile in terms of Status*

Status	Frequency	Percentage
Single	16	10.70
Married	115	76.70
Separated	19	12.70
Overall	150	100%

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Table 3 shows the respondents' profile in terms of status. Results show that out of 150 respondents, 115 (76.7%) are married, while 16 (10.7%) are single. This means that the majority of the respondents are married. Civil status is connected to the performance of the teachers. In other words, a teacher's civil standing has an impact on how well they educate.

The findings of the teacher respondents' show most of the teachers are married since most of them are 46 years old and above. Having a stable job is a good sign to settle down and get married. While single teachers got the lowest result because most of them are newly hired teachers and are still in the adjustment period, eager to give back to their family's sacrifices, and their families expect them to help and at least experience a better life.

According to Delavin's article (2023), work-life balance is a cycle of one's life experiences, which means work, family, and self-satisfaction. Using metaphorical analysis and qualitative research, the study examined how married female teachers in Philippine public schools portrayed themselves and their work-life balance during pandemics.

Table 4. *Distribution of the Respondents' Profile in terms of Highest Educational Attainment*

Highest Educational Attainment	Frequency	Percentage
Bachelor's Degree	69	46.00
Bachelor's Degree with MA units	73	48.70
Master's Degree	4	2.70
Master's Degree with Doctorate units	4	2.70
Overall	150	100%

Table 4 shows the respondents' profile in terms of highest educational attainment. Results show that out of 150 respondents, 73 (48.7%) have a Bachelor's degree with MA units, while

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only four (4) or 2.7% have a Master's degree and Master's degree with doctorate units. This means that the majority of the respondents are still pursuing their Master's degree.

The findings of the respondents show that most of the teachers have Bachelor's Degree with MA units. Although all teachers in the Department of Education finished their bachelor's degree, the respondents in the said district are highly encouraged and motivated by the administrators to continue education in order to enhance their professional growth and development and become more effective and efficient educators. In addition, having MA units is very important to every teacher as part of the requirement for the renewal of license identification cards in PRC if they do not have any training attended.

It was also found out that Master's Degree and Master's Degree with Doctorate units got the same result as the lowest. As a teacher, it is quite hard and challenging, for it takes time, financial, effort, sacrifice, and determination to finish a master's degree and even have doctorate units. The biggest factor that affects teachers' educational growth is the financial aspect. Since most of the teachers are married, they are expected to spend money for the needs and wants of their families and sacrifice their own interest in finishing their education. But there are some teachers who are blessed financially and are able to continue and finish their education. Teacher's educational development is very important in the teaching profession because, in the 21st century, teachers should be equipped with knowledge of different strategies, techniques and skills to cater to diverse learners.

According to Prain (2018), teacher strategies to support personalized learning assume a progression of learner capabilities in that teaching practices fall into a continuum from teacher-regulated control to co-regulation/negotiation between teachers and students through to increased learner independence.

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Table 5. *Distribution of the Respondents' Profile in terms of Teaching Experience*

Years of Teaching Experience	Frequency	Percentage
20 years and above	41	27.30
11-19 years	12	8.00
7-10 years	12	8.00
3-6 years	70	46.70
Less than 3 years	15	10.00
Overall	150	100%

Table 5 discloses the length of the teaching experience of the teacher-respondent. It can be gleaned from the above table that 85 (56.70%) had been teaching from 3 to 6 years, 41 (27.30%) are teaching 20 years and above, 15 (10%) are teaching less than 3 years, 12 (8%), are teaching between 11-19 years, and 12(8%) are teaching 7 to 10 years already. This means that many of the respondents are teaching for more than 3 years but less than 6 years.

In the result, most of the teacher respondents have 3-6 years in service. Since the Department of Education implemented the K to12 curriculum in the School Year 2012-2013, there were new additional teachers assigned in Malitbog districts. It was the year 2018 when the Department of Education Bukidnon hired thousands of qualified teacher applicants and equally distributed them to different areas within Bukidnon where their capabilities and expertise and highly needed.

On the other hand, teaching 7-10 years and 11-19 years got the same as the lowest. Before the K-12 curriculum was implemented, the slots for new teacher applicants in the Department of Education Bukidnon were very low. There will be new teachers hired in replacement of a retired teacher or deceased teacher, or if a teacher will transfer to another station, and if the enrollment is high. That is why this number of years in service both shows the lowest result.

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The Philippines is the last country in Asia, the adoption of K–12 programs aims to produce better proficient pupils with the fundamentals needed for job and lifetime learning. This program promoted the mutual recognition of Filipino learners and professionals in other countries because they were able to master the skills and learn the core competencies that were necessary to meet the demands of the global market (Abueva, 2019).

Another study by Caup and Buda (2017) cited that teachers believed that the K to 12 program provides a balanced approach to learning, promotes mastery of competencies needed in job markets, and the graduates will be equipped with skills and competencies recognized as equivalent to the two-year college degree. Additionally, the program is less expensive for the parents, and the teachers only "agreed" to one assertion.

Table 6. *Distribution of the Respondents' Profile in terms of Designation*

Designation	Frequency	Percentage
Teacher I	73	48.70
Teacher II	46	30.70
Teacher III	18	12.00
Master Teacher I	13	8.70
Overall	150	100%

Table 6 presents the current plantilla position in which the teacher-respondents are holding in the government service. Results show that out of 150 respondents, 73 (48.70%) of the teacher-respondents are still in Teacher I position, 46 (30.70%) are Teacher II, 18 (12%) are Teacher III, 13 (8.70%) are Master Teacher I. This means that the majority of the teacher-respondents are yet to be promoted in a higher position because they are still in the Teacher 1 position and this is consistent because the majority of the teachers are only Bachelor's degree

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holders and are teaching 3-6 years. Most of the teachers are still in the Teachers 1 position because most of them are newly hired teachers because of the K to 12 implementation.

Abarro (2018) revealed that most of the teachers were in the Teacher I position, had 1 to 5 years of teaching experience, had no units at the master level and no pieces of training attended relevant to the subjects they were handling. Regarding their work as teachers, it was discovered that they did a Very Satisfactory job, demonstrating their competence and ability to instruct effectively in their profession. However, analysis shows that the amount of training completed and educational attainment were important variables influencing instructional effectiveness. Nonetheless, it was found that teaching experience and position were unimportant determinants. One could argue that teachers who have completed more education often do a better job instructing. Teachers are expected to perform successfully if they are knowledgeable about their subject matter and have a thorough understanding of it. In a similar vein, teachers perform better the more trainings they have attended.

On the other hand, master teachers have the lowest frequency because being a master teacher needs to pass the qualification basis given by the department. The slot of master teacher position also depends on the school size. Medium schools basically have 1-2 master teachers, while big schools can have two or more master teachers, which is why the master teacher position ranks the lowest among other teaching positions.

Stanulis (2018) says that with the support and guidance from master teachers, beginning teachers will be supported throughout their first years of teaching and will be less likely to leave the teaching profession. Studies have shown that mentoring programs that consist of mentor teachers can assist in the development of novice teachers.

Problem 2: What is the teachers' stress tolerance level based on the following areas:

2.1. Curriculum Demands;

2.2. Working Environment;

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2.3. Compensation and Appreciation;

2.4. Time Pressures; and

2.5. Managing Styles?

Table 7. Summary of the Respondents' Level of Stress Tolerance

Indicators	Mean	SD	Description
Curriculum Demands	3.15	0.670	Tolerant
Working Environment	3.25	0.657	Tolerant
Compensation and Appreciation	3.04	0.768	Tolerant
Time Pressures	3.07	0.616	Tolerant
Managing Styles	3.26	0.638	Tolerant
Overall	3.15	0.670	Tolerant

Legend: 1.00- 1.49 = No Tolerance/ Extreme Stress 1.50-2.49 =Less Tolerant/ Moderate Stress
2.50-3.49 =Tolerant / Mild Stress 3.50-4.00=Highly Tolerant / No Stress

Table 12 shows the summary of the teacher-respondent's level of stress tolerance with an overall mean of **3.15 (SD=0.670)** described as **Tolerant**. This means that teachers faced mild stress in all the indicators. This indicates that teachers are working harder to balance things in school, complying with the given workloads, ensuring the teaching and learning process and making ways to sustain the daily needs of their families. Teachers are good at creating things lighter. Instead of stressing themselves in fulfilling tasks, they help one another to finish reports without hesitation, even if they feel slightly stressed because it is part of their obligations. According to Ingersoll and Collins (2018), nobility is something that in itself has value such that

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its service to the community and humanity as a whole cannot be ignored. It therefore bestows a superior quality on the human agents who create or carry it because of its worth as a human act. Furthermore, if teaching is a noble profession, then teachers who act as the representatives of that noble profession ought to be granted their honorable standing as well. Put another way, the dignity of teaching as a profession elevates teachers' status on a personal level because all other professions owe instructors thanks.

Based on the overall result, **managing styles** obtained the highest overall mean rating of **3.26 (SD=0.638)** described as **Tolerant**. As a teacher in a classroom, it is necessary to know what the students need. Every teacher's success is measured by the success of the learners. For learners to succeed, the classroom environment must be organized, well-managed, and conducive for learning. A class environment that allows positive interactions. Managing the classroom as well as managing the different obligations like having extracurricular activities in school is slightly heavy yet teachers were able to handle it and continue giving quality education. Managing styles also requires varied strategies and techniques. This implies that the managing styles of the teachers are effective because they were able to experience the highest stress tolerance and were able to produce competitive learners.

On the other hand, the stressor **compensation and appreciation** got the lowest overall mean rating of **3.04 (SD=0.768)**, described as **Tolerant**. This means that although teachers experienced mild stress in the compensation and appreciation, they could still maintain and tolerate stress, especially in the strong support and appreciation given by the parents. Teachers experienced mild stress in receiving enough salary every month, receiving income which is adequate to provide the family with nutritious foods, providing basic needs to the family all the time, receiving a salary which compensates for given work, giving extra effort for classroom evaluations, receiving appreciation through speakership, receiving certificates from training, and getting high scores in classroom demonstrations. On the teacher's part, it is very important to

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uphold stress management and have the obligation to act ethically, promoting positive values and maintaining professional standards of behavior.

According to Muhammad (2021), teaching and learning take place in a social context shaped by school culture, the principal's leadership, and their connections with their co-workers, and supported by school resources, or planning time, and some other physical facilities. Students' character development is aided by school environments that are clean, healthy, disciplined, honest, and religious. Understanding the characteristics of the workplace that are favorable and toxic hence has various consequences. First and foremost, teachers have the single biggest impact on kids' academic success in schools, especially for underprivileged pupils who usually receive less learning support elsewhere.

Thus, keeping qualified teachers on staff guarantees that underprivileged pupils advance in their academic endeavors. Second, the circumstances in which instructors teach and their students learn are what appear to be driving the relationship between student demographics and teacher turnover, not the teachers' responses to their pupils. Therefore, learning will be improved by understanding what makes a good working environment amazing. Third, pupils' academic progress is predicted by good working situations. A diverse work environment teaches students how to contribute with their unique abilities and perspectives by studying and cooperating with people from a range of backgrounds and cultures, even when comparing institutions serving student groups that are demographically dissimilar. Fourth, students have the opportunity to gain a deeper understanding of the subject matter from the subject experts because schools can draw and retain talented teachers by giving them the tools and resources they need to succeed with their students, regardless of their socioeconomic background.

Lastly, in a supportive work atmosphere that supports their self-actualizing tendencies, teachers who are careless or uncommitted to teaching can grow to be more accountable and dedicated to their employment.

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Teachers are duly licensed professionals with high moral standards, dignity, and reputation who possess both technical and professional competence in the practice of their noble profession. They strictly adhere to, observe, and uphold this set of moral and ethical principles, standards, and values, as stated in the professional teachers' code of ethics.

Problem 3: What is the teachers' Individual Performance Commitment and Review (IPCRF) rating as shown in the areas of:

3.1. Content Knowledge and Pedagogy;

3.2. Learning Environment;

3.3. Diversity of Learners, curriculum and Planning and Assessment and Reporting; and

3.4. Community Linkages and Professional Engagement and Personal Growth and Professional Development?

Table 8. *Summary of the Respondents' Level of Individual Performance Commitment and Review (IPCR) Rating*

Indicators	Mean	SD	Description
Content Knowledge and Pedagogy	4.16	0.600	Very Satisfactory
Learning Environment	4.27	0.614	Very Satisfactory
Diversity of Learners, Curriculum and Planning, and Assessment and Reporting	4.12	0.559	Very Satisfactory

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carrying out adaptive learning and assessment. Good learning is done by seeing the situation in children, which can be combined with learning resources in any form without exception. It is expected that, even in limited conditions, teachers can still carry out learning because they already understand their students' situation and can take advantage of various things that exist in their environment.

On the other hand, the indicator **Diversity of Learners, Curriculum and Planning, and Assessment and Reporting** got the lowest overall mean rating of **4.12 (SD=0.559)** described as **Very Satisfactory**. This means that the teacher-respondents had a very satisfactory IPCRF rating, which indicates that there is still room for improvement to reach excellent performance. The IPCRF rating is crucial because it offers a forum for consensus on performance standards and teacher conduct, which promotes both professional and individual development within the department. Ed Reform, also known as Senate Bill 7 Public Act 97-0008, expanded on the ways in which performance evaluation categories affect educators, school systems, and the government. Section 24-1.5 further stressed the new relevance of the performance ratings.

In the study of Ramdani et al. (2022), the identification of the diversity of students is often an important point that teachers rarely consider before the learning is carried out. Teachers may surely conduct assessments and adaptive learning that are appropriate for the circumstances of their pupils if they have a thorough comprehension of this variability. The findings demonstrated that a student's diversity might be observed in their learning styles, interests, abilities, and experiences in addition to their cognitive and no cognitively preparedness. These elements are necessary to implement adaptive assessment and learning. Observing children's circumstances is a good way to learn, and it may be paired with any kind of learning resource. Since teachers are already familiar with their pupils' circumstances and can make use of a variety of resources in their surroundings, it is expected that they will be able to carry out instruction even in very restricted settings.

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Furthermore, according to the research review, children with special educational challenges benefit academically and develop cognitive skills better in interactive learning environments. However, more investigation is required into this matter. A few research highlight the significance of putting interaction-based learning environments into practice. Their benefits have been evidenced for developing language, literacy, and communication skills for SEN pupils (Ferguson et al., 2020), for the acquisition of mathematical competence and science learning (Lambert et al., 2020), and for enhancing engagement in learning (Carter et al., 2017). All the physical objects that aid teaching and learning are termed as physical environments, while students and teachers in the classroom are considered as human environments.

Problem 4: Is there a significant relationship between the teachers' stress tolerance and their Individual Performance Commitment and Review (IPCRF) rating in terms of:

- 4.1. Content Knowledge and Pedagogy;**
- 4.2. Learning Environment;**
- 4.3. Diversity of Learners, curriculum and Planning and Assessment and Reporting; and**
- 4.4. Community Linkages and Professional Engagement and Personal Growth and Professional Development?**

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0.00 – 0.09	No Linear Relationship (NLR)	0.10 – 0.49	Weak Positive Relationship (WPR)
0.50 – 0.69	Moderately Positive Relationship (MPR)	0.70 – 0.99	Strong Positive Relationship (SPR)
1.00	Perfect Linear Relationship (PLR)		

Table 18 shows the relationship between the respondents' stress tolerance and their individual performance commitment and review rating. Results reveal that the between teachers stress tolerance based on curriculum demands and IPCRF showed **significant relationship**. This means that if the teachers managed the stress in this indicator, it is expected that the IPCRF rating would be high.

Furthermore, the working environment is significantly related to the teacher's performance indicators, which led to the rejection of the null hypothesis. This implies that when the level of teachers' stress tolerance in the working environment is managed, it would directly imply that the IPCRF rating is also high. Next, respondents' compensation and appreciation are also significantly related to the IPCRF rating, which led to the rejection of the null hypothesis. This entails that when teachers' stress tolerance in compensation and appreciation is managed and they experienced only mild stress, it would indicate that the IPCRF rating is very satisfactory or high. This implies that the respondents were proud of their jobs despite the low salary level. True enough, as it aligns with the study of Bozkurt quoted by Cotiangco (2018), who found out that educators reach the highest job satisfaction level in their job's content and the lowest job satisfaction level by their salaries.

Moreover, respondents' indicator time pressures are also significantly related to the IPCRF rating, which led to the rejection of the null hypothesis. This implies that when teachers' stress tolerance in time pressures experienced only mild stress, it would indicate that the IPCRF rating is very satisfactory or high also. However, respondents' indicator managing styles showed a weak positive relationship to the IPCRF rating but still led to the rejection of the null hypothesis. This implies that when teachers' stress tolerance in managing styles is related to the teacher's

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performance but not significant because when the teachers' managing style changes, there is a possibility the teachers' performance will also change.

The correlation r-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis, overall demonstrated a weak but significant relationship between the teachers' stress tolerance and their IPCR rating performance based on curriculum demands, working environment, compensation and appreciation, and time pressures. This implies that the teacher-respondents' stress tolerance based on curriculum demands, working environment, compensation and appreciation and time pressures was directly related to their IPCR rating performance.

Furthermore, the teachers' stress tolerance based on managing styles showed a weak but significant relationship on their IPCR rating performance considering the diversity of learners, curriculum and planning, and assessment and reporting as indicated by the correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis. This suggests that the teacher-respondent's IPCR rating performance, taking into account the diversity of learners, curriculum and planning, assessment and reporting, was directly correlated with their stress tolerance-based managing approaches.

Moreover, people's distinctive thought, feeling, and behavior patterns are reflected in their personality traits. Personality qualities suggest stability and consistency. Someone who scores high on a specific trait like extraversion is expected to be sociable in different situations over time. According to Gepila Jr. (2020), teachers are catalysts of national development. With them, the country can create and nurture students who could propel it forward and lead to development. Maintaining high standards for instruction and improving the caliber of teachers should be the top priorities for long-term, sustainable nation-building.

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Problem 5: Is there a significant difference in the teachers' Individual Performance Commitment and Review (IPCRF) rating when grouped according to:

- 5.1. Age;**
- 5.2. Sex;**
- 5.3. Status;**
- 5.4. Highest Educational Qualification;**
- 5.5. Teaching Experience; and**
- 5.6. Designation?**

Table 10. Comparison of Teachers' Individual Performance Commitment and Review (IPCRF) Rating When Grouped According to their Profile

Respondents' Profile	Teachers' Performance Indicators				Overall F-value p-value
	Content Knowledge and Pedagogy F-value p-value	Learning Environment F-value p-value	Diversity of Learners, Curriculum and Planning, & Assessment and Reporting F-value p-value	Community Linkages and Professional Engagement & Personal Growth and Professional Development F-value p-value	
Age	2.131 0.081 NS	0.53 0.712 NS	0.71 0.584 NS	2.53 0.044* S	1.36 0.254 NS
Sex	8.01 0.005* S	2.14 0.146 NS	1.67 0.198 NS	0.93 0.337 NS	1.26 0.265 NS
Status	1.93 0.149 NS	6.41 0.002* S	0.54 0.587 NS	2.01 0.139 NS	4.70 0.011* NS
Highest Educational Attainment	4.67 0.033* S	0.11 0.742 NS	1.73 0.190 NS	0.11 0.739 NS	0.59 0.445 NS
Teaching Experience	0.75 0.387 NS	1.69 0.196 NS	0.46 0.498 NS	4.29 0.040* S	2.11 0.149 NS
Designation	2.77 0.045* S	1.77 0.157 NS	1.18 0.321 NS	2.95 0.036* S	1.52 0.212 NS

Legend: *significant at p<0.05 alpha level S – significant NS – not significant

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Table 19 shows the comparison of respondents' individual performance commitment and review (IPCR) ratings when grouped according to their profiles. Results reveal that their age and teaching experience have **significant differences in the teachers' performance**, specifically in the indicator community linkages and professional engagement and personal growth and professional development, which led to the **rejection of the null hypothesis at 0.05 level of significance**. This implies that teachers' performance in professional and community participation, as well as their own personal and professional development, will increase as they get older and have more teaching experience. However, the other teachers' performance indicator has no significant difference when grouped according to age and teaching experience. This implies that no matter what the respondent's age and teaching experience bracket do not significantly affect their scores in terms of pedagogy and content understanding, learning environment, learner diversity, curriculum and preparation, assessment, or reporting indicators.

Moreover, based on the comparison of respondents' IPCR ratings when grouped according to their profile. Outcomes reveal that their sex and highest educational attainment has a significant difference to the teachers' performance, specifically in the content knowledge and pedagogy indicator, which led to the **rejection of the null hypothesis at 0.05 level of significance**. Since most of the respondents are female with bachelor's degree and MA units, this implies that the respondents' sex and education contributes a big factor to their IPCRF rating. While on the other hand, teachers' IPCRF rating in the other teachers' performance indicators such as learning environment, diversity of learners, curriculum and planning, and assessment and reporting community linkages and professional engagement and personal growth and professional development, has no significant difference when grouped according to sex and highest educational attainment. This means that it does not affect their teaching performance.

Furthermore, the respondents' IPCR rating was significantly different when grouped according to their status as indicated by the F-value and probability value less than 0.05 alpha

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level, which led to the **rejection of the null hypothesis**. This implies that the teacher-respondent's IPCR rating was different according to their status.

Finally, the respondents' IPCR rating based on content knowledge and pedagogy, and community linkages and professional engagement and personal growth and professional development was significantly different when grouped according to their designation as indicated by the F-value and probability value less than 0.05 alpha level which led to the **rejection of the null hypothesis**. This implies that ratings of the teachers' performance differ based on the positions they have. Nevertheless, learning environment diversity of learners, curriculum and planning, & assessment and reporting indicators shows no significance difference grouped according to their designation whether the respondents is in Teacher I, Teacher II, Teacher III, and Master Teacher I positions.

The null hypothesis was rejected since, overall, the teacher-respondents' IPCR ratings differed considerably when categorized based on their status, as shown by the F-value and probability value less than 0.05 alpha level. This implies that the teacher-respondents IPCR rating was different according to their status.

The findings of the study by Tran et al. (2018) showed the positive effects of high-quality workplace relationships on working manners, including higher commitment, lower levels of reported job stress, and increased perception of social impact. It has long been established that an employee's performance evaluations at work and general well-being are directly correlated with their working connections. Notably, the findings also showed that the quality of workplace connections and teachers' performance is significantly influenced by interactions between leaders and their workforce.

Moreover, Green (2019) said that effective classroom management calls for careful planning but also the ability to shift gears and deviate from the plan when necessary; it also calls for firm control but also the ability to give up that control to seize a teaching opportunity; and it

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calls for leadership but also empathy for and understanding of your students. Thus, classroom management for teachers might be at the lower level, but its importance is highly recognized.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

Stress tolerance is very significant to all educators because the ability to handle personal and professional behaviors makes a big contribution to their teaching performance. The respondents made sure the standards set by the Department of Education were achieved. Thus, teachers are organized, use varied teaching strategies to engage learners, develop strong and positive relationships with the learners, and consider diverse learners by controlling and managing their stress.

The respondents' stress tolerance is considerably vital in performing their best in their commitments and responsibilities and in realizing the departments' mission and vision. The analysis results showed that five independent variables, curriculum demands, working environment, compensation and appreciation and time pressures, influenced teaching performance.

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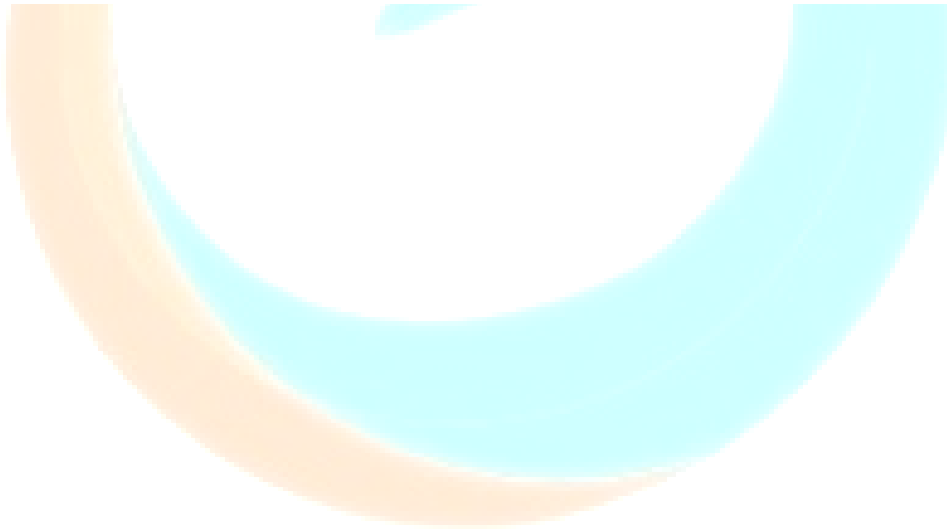
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