

Relationship between stress response modulation and its influence on teaching performance

Joann Rose R. Salutan*¹, Dr. Jocelyn S. Castro²^{1,2} Eastern Samar State University Guiuan Campus*Corresponding Author email: joannrosersalutan18@gmail.com

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Abstract

Aim: This study examined the relationship between teachers' stress response modulation and their teaching performance during the School Year 2024–2025. Specifically, it identified the stress response modulation strategies employed by teachers in terms of mindfulness and meditation, time management and classroom organization, and seeking social support, and determined their relationship to teaching performance.

Methodology: A descriptive–correlational research design was utilized. The study involved 252 elementary school teachers from the Second District of the Division of Eastern Samar selected through simple random sampling. Data were collected using a validated survey questionnaire adapted from Bontilao (2024) to measure stress response modulation strategies, while teaching performance was assessed using the Department of Education (2019) PPST-based Classroom Observation Tool (COT) together with the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2024–2025. Descriptive statistics and Pearson's correlation coefficient were employed to analyze the data.

Results: Findings revealed that teachers consistently practiced mindfulness and meditation (grand mean = 4.23, Always), and often utilized time management and classroom organization (grand mean = 4.07, Oftentimes) and seeking social support (grand mean = 4.06, Oftentimes). Teaching performance was rated Outstanding (grand mean = 4.99). Statistical analysis indicated a significant but negligible correlation between stress response modulation and teaching performance ($r = .144$, $p = .022$).

Conclusion: Although a statistically significant relationship exists between stress response modulation and teaching performance, its practical influence is minimal. The findings suggest that teaching performance is influenced by multiple factors beyond stress management strategies alone. A holistic approach integrating teacher well-being, professional development, and institutional support is therefore recommended to sustain and enhance teaching effectiveness.

Keywords: *mindfulness, social support, stress response modulation, teaching performance, time management*

INTRODUCTION

Teaching is a critically influential yet highly demanding profession, significantly impacted by stress that affects teacher turnover, health, and student outcomes. The COVID-19 pandemic intensified these challenges, and teachers are now nearly twice as likely to report difficulty coping with job-related stress. Despite this, district-level mental health support is often limited, prompting many emotionally exhausted educators to leave the profession, which creates instability for schools and communities and increases the cost of teacher training nationwide (Will, 2023). In the Philippine context, employed professional teachers likewise reported notable pandemic-related stress, with evidence showing that more than half experienced moderate COVID-19 perceived stress, underscoring the relevance of stress concerns among Filipino educators (Oducado et al., 2021).

Teaching has become increasingly stressful, with the pandemic causing 46% of educator's daily distress. This stress leads to health issues, burnout, and job dissatisfaction, which negatively affects students. Contributing factors include high job demands and poor working conditions. School administrators are urged to support educators by implementing wellness programs like yoga and mindfulness, fostering open communication, and providing technology training to help teachers adapt to demanding instructional environments such as hybrid learning (Weis, 2024).

According to Osuba (2023), teachers can manage stress using the "Four A's": Avoid, Alter, Accept, and Adapt. This involves planning ahead, setting boundaries, altering approaches proactively, and adjusting expectations. To navigate career challenges, teachers should regulate emotions, embrace feedback, and reflect on experiences. Building confidence through positive self-assessment, recognizing strengths, and focusing on their positive impact on students can enhance professional satisfaction and improve classroom management, making the profession more sustainable.

Research on stress and teacher performance shows varied results. Bontilao (2024) found that while teachers consistently practiced stress management, no significant relationship with teaching performance was found, suggesting other factors influence effectiveness. Conversely, Anton and Van Ryzin (2024) found that the specific intervention of Cooperative Learning, supported by PeerLearning.net, successfully reduced teacher stress and improved self-efficacy, indicating that targeted support systems can positively influence teacher well-being.

Although considerable research has explored teacher stress, significant gaps remain in understanding the nuanced factors and outcomes related to stress response modulation. Much of the existing literature focuses on general stress levels and coping mechanisms but lacks comprehensive insight into specific strategies tailored to educational settings and their direct effects on teaching effectiveness. Few studies have examined the efficacy of distinct stress response modulation techniques such as mindfulness, social support systems, or professional development programs designed to alleviate stressors unique to teaching. Furthermore, the long-term effects of sustained stress modulation practices on teacher well-being, instructional quality, student engagement, and overall school climate require further exploration. Addressing these gaps is crucial to developing targeted interventions that enhance teachers' capacity to manage stress effectively and improve performance—ultimately benefiting both educators and students.

Review of Related Literature and Studies

Stress Response Modulation and Teaching Performance

Stress affects both cognitive and physiological functioning. While manageable levels of stress may enhance alertness and task performance, prolonged or excessive stress can impair mental health, physical well-being, and occupational effectiveness. Recognizing this, the World Health Organization (WHO, 2023) emphasizes practical stress management strategies such as maintaining structured routines, ensuring adequate sleep, fostering social connections, engaging in physical activity, and limiting exposure to distressing information. These practices collectively support resilience and emotional regulation, which are essential for sustained professional functioning. As a trusted global health authority, the WHO's guidance offers a solid starting point for understanding practical stress-management habits that are also relevant to teaching.

Teaching is widely acknowledged as one of the most demanding professions due to its multifaceted responsibilities, including instructional delivery, classroom management, administrative tasks, and stakeholder engagement. For K-12 educators in particular, increasing workloads and accountability pressures heighten vulnerability to stress and burnout. As noted by Strobel Education (2023), effective stress response modulation through mindfulness practices, time management, and self-care strategies is crucial for maintaining focus, emotional balance, and work-life harmony. Mindfulness techniques such as meditation and deep breathing have been shown to enhance attention and emotional regulation, while structured time management supports organization and reduces cognitive overload. Even when these sources are practice-based rather than strictly research-driven, they still help describe how stress-management strategies are commonly understood and used in school settings.

Empirical studies consistently demonstrate that inadequate stress regulation negatively affects teaching performance. Acacia University (2024) highlights that chronic stress contributes to burnout, diminished motivation, and reduced instructional quality. Teachers who establish boundaries, engage in wellness activities, and seek social or professional support tend to demonstrate improved focus and resilience. The prioritization and time management are essential skills for managing professional demands and sustaining teaching effectiveness. Taken together, these sources suggest that managing stress supports not only teachers' well-being but also the everyday focus and stability needed for effective teaching.

A growing body of intervention-based research further supports the role of stress response modulation in enhancing teacher well-being and performance. A scoping review by Agpayong et al. (2023) identified multiple evidence-based interventions—most notably Mindfulness-Based Interventions (MBI), Mindfulness-Based Stress Reduction (MBSR), and Rational Emotive Behavioral Therapy (REBT)—as effective in reducing teacher stress and emotional exhaustion. These interventions not only improved teachers' well-being but also positively influenced classroom engagement and instructional delivery. The study emphasized the need for institutionalized school-based wellness programs to mitigate burnout risks. Overall, this suggests that stress-modulation strategies can make a real difference—especially when schools support them through organized, structured programs.

The importance of organizational support is further reinforced by Skaalvik and Skaalvik (2021), who found that teachers often experience limited control over their work environment, leading them to rely on adaptive (secondary) coping strategies rather than problem-focused (primary) control. This lack of systemic support can undermine stress management efforts and negatively impact performance. Similarly, Hepburn et al. (2021) argue that teacher well-being should not rest solely on individual responsibility; educational institutions must actively promote workplace health through structured programs and supportive policies. These findings help explain why the same stress-management strategy may work well in some schools but less effectively in others, depending on working conditions and available support.

Correlational studies also reveal meaningful links between stress management strategies and teaching performance. Austin and Shah (2020) found significant relationships between teachers' stress levels and their coping mechanisms, noting that exercise emerged as a consistently effective positive strategy. Ogan (2023) likewise reported a positive relationship between stress management strategies—particularly social support, leisure activities, and flexible work arrangements—and teacher productivity. In contrast, Sarabia and Collantes (2020) observed that high job demands were associated with lower teaching performance, even though participation in stress management seminars showed beneficial effects. International evidence from Catherine et al. (2024) further confirms that teacher stress leads to reduced productivity, poor classroom delivery, and diminished concentration, underscoring the urgency of targeted interventions. In general, these studies point to a link between stress management and performance, but the strength of that link often depends on workload, context, and the support teachers receive.

Collectively, these studies establish that stress response modulation—particularly through mindfulness, time management, and social support—plays a vital role in maintaining teacher well-being and sustaining teaching performance. While existing literature strongly supports the negative impact of stress on educators and the potential benefits of stress management strategies, most studies focus either on stress reduction or performance outcomes in isolation. Moreover, there remains limited localized and integrative evidence examining how specific stress response modulation strategies relate directly to teaching performance within a single empirical framework. This concern becomes even more important in local settings—such as provincial school divisions—where resources and support systems may look very different from those in better-resourced contexts.

This gap underscores the need for the present study, which seeks to systematically examine the stress response modulation strategies employed by teachers and determine their relationship with teaching performance. By addressing this gap, the study aims to provide context-specific evidence that can inform data-driven wellness programs and institutional support mechanisms to enhance both teacher well-being and instructional effectiveness.

Theoretical Framework

This study was anchored on three complementary frameworks: Cognitive-Behavioral Theory (CBT), Social Support Theory, and the Job Demand-Resource (JD-R) Model. Together, these frameworks explain how teachers regulate stress and how such regulation may relate to teaching performance.

Cognitive-Behavioral Theory (CBT) posits that individuals' thoughts, beliefs, and appraisals shape emotional responses and behaviors. In the teaching context, CBT helps explain how teachers' interpretations of work-related stressors influence their emotional regulation, motivation, and classroom behavior. Teachers who apply cognitive-behavioral strategies—such as mindfulness, self-regulation, and cognitive reframing—may manage stress more effectively, maintain focus, and respond to classroom challenges with greater emotional control, which can support instructional delivery and classroom management.

Social Support Theory emphasizes that interpersonal relationships protect individuals from the negative effects of stress. Applied to this study, the theory explains how emotional, informational, and instrumental support from colleagues, administrators, mentors, and personal networks can reduce strain and strengthen coping capacity. Teachers who seek and receive social support may experience greater psychological stability and job satisfaction, and they may benefit from collaborative problem-solving that supports professional functioning and performance.

The Job Demand-Resource (JD-R) Model provides an integrative explanation of how work demands and available resources jointly influence outcomes. The model holds that high job demands (e.g., workload, time pressure, emotional labor) increase stress and burnout risk when resources are insufficient. In this study, stress response modulation strategies—mindfulness and meditation, time management and classroom organization, and seeking social support—were conceptualized as key personal and social resources that can buffer job demands. When these resources are effectively utilized, they may support teachers' motivation, engagement, and well-being, thereby helping sustain teaching performance.

In summary, CBT explains stress response modulation at the individual cognitive level, Social Support Theory highlights relational buffering mechanisms, and the JD-R Model links these resources to workplace demands and outcomes.

Conceptual Framework of the Study

Guided by the frameworks stated above, the study examined the relationship between teachers’ stress response modulation strategies (mindfulness and meditation; time management and classroom organization; seeking social support) and teaching performance, as illustrated in Figure 1.

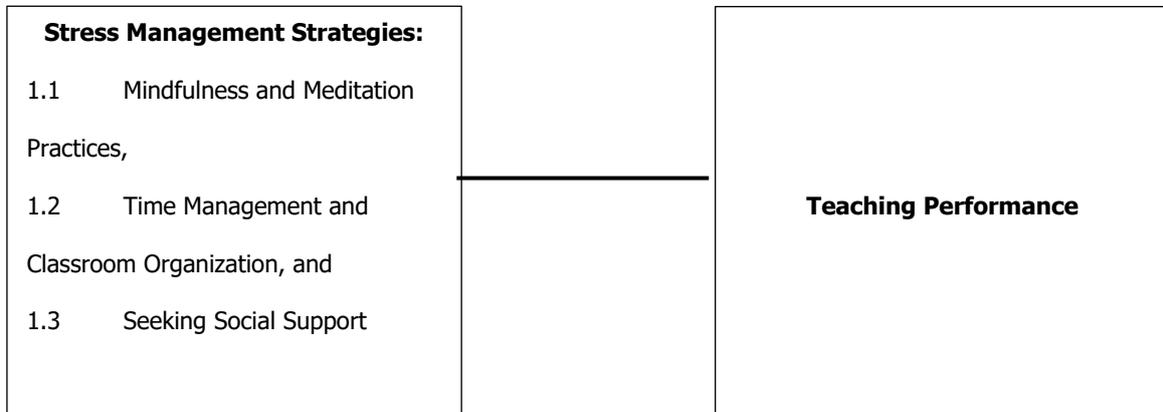


Figure 1: Conceptual Framework of the Study

Statement of the Problem

Teaching is widely recognized as a highly demanding profession characterized by persistent workloads, emotional labor, and performance pressures that adversely affect teachers’ well-being and instructional effectiveness. Although stress is an inherent aspect of the profession, educators are expected to employ stress response modulation strategies—such as mindfulness and meditation, effective time management and classroom organization, and seeking social support—to sustain both personal well-being and professional competence. Despite the increasing emphasis on teacher wellness initiatives, there remains limited empirical evidence, particularly at the local level, regarding the specific stress response modulation strategies teachers actually employ and how these strategies relate to their teaching performance.

Moreover, teaching performance within this context has not been systematically examined alongside teachers’ stress response modulation practices. Many existing studies have focused on teacher stress or teaching performance in isolation, resulting in an incomplete understanding of how stress response modulation influences instructional effectiveness. Consequently, it remains unclear whether the utilization of these stress modulation strategies meaningfully contributes to teachers’ teaching performance.

This lack of integrated and context-specific evidence poses a challenge for school administrators and policymakers in designing data-driven interventions and institutional support programs aimed at enhancing teacher well-being and sustaining high levels of teaching performance. Addressing these gaps is essential to inform evidence-based initiatives that promote effective stress management, professional competence, and overall educational quality.

Revised Research Objectives

General Objective

To determine the stress response modulation strategies employed by teachers and examine their relationship with teaching performance.

Specific Objectives

Specifically, this study aimed:

1. To identify and describe the stress response modulation strategies utilized by teachers in terms of:
 - 1.1 mindfulness and meditation practices;
 - 1.2 time management and classroom organization techniques; and
 - 1.3 behaviors related to seeking social support.
2. To assess the level of teaching performance of the respondent teachers.

3. To determine whether a significant relationship exists between teachers' stress response modulation strategies and their teaching performance.

Revised Research Questions

This study sought to answer the following questions:

1. What stress response modulation strategies are employed by the respondents in terms of:
 - 1.1 mindfulness and meditation;
 - 1.2 time management and classroom organization; and
 - 1.3 seeking social support?
2. What is the level of teaching performance of the respondents?
3. Is there a significant relationship between stress response modulation strategies and teaching performance among the respondents?

Research Hypothesis

There is no significant relationship between stress response modulation strategies and teaching performance among teachers.

METHODS

Research Design

A descriptive–correlational quantitative research design was employed to examine the relationship between stress response modulation strategies and teaching performance among teachers. This design was used to systematically describe the extent to which teachers utilize specific stress response modulation strategies—namely mindfulness and meditation, time management and classroom organization, and seeking social support—while simultaneously determining the nature and degree of their relationship with teaching performance.

The design was applied through the collection of quantitative data using survey instruments that measured teachers' stress response modulation strategies, alongside standardized teaching performance indicators obtained from institutional or departmental records. By analyzing these variables concurrently, the study was able to identify patterns, levels, and associations without manipulating any conditions or introducing interventions.

The descriptive–correlational design was most suitable for this study because it allows for the examination of naturally occurring variables and their relationships within a real educational setting. Since the study aimed to determine whether a significant relationship exists between stress response modulation strategies and teaching performance rather than to establish causality, this design provided an appropriate and methodologically sound approach. The relationship between the independent and dependent variables was examined through correlational analysis using Pearson's correlation coefficient (r). Consistent with the descriptive–correlational approach, the study focused on identifying statistically significant associations rather than establishing causality.

Population and Sampling

The respondents of this study consisted of 252 elementary school teachers from the central elementary schools in the Second District of the Division of Eastern Samar. The total population of elementary teachers in the identified schools during the conduct of the study was $N = 677$. The respondents were selected because they were directly engaged in classroom instruction and routinely experienced professional demands that required stress response modulation, making them appropriate participants for examining the relationship between stress response modulation strategies and teaching performance.

A simple random sampling technique was employed to select participants from the population list obtained through the school heads (or authorized personnel). To operationalize random selection, each eligible teacher was assigned a unique number, and the final sample was generated using a random number generator (or lottery method) to ensure that every teacher had an equal chance of being included. Teachers whose numbers were selected were invited to participate until the target sample size of 252 respondents was reached.

The sample size of $n = 252$ was considered adequate for correlational analysis because it exceeds common minimum recommendations for detecting small associations in educational research and supports stable estimation of Pearson's correlation coefficient. In addition, the sample size provided sufficient representation of the teacher population in the district and improved the reliability of descriptive estimates and statistical results.

Instruments

This study adapted the survey questionnaire developed by Bontilao (2024) titled "Stress Management and Teachers' Performance in the Teresian Daughters of Mary-Managed Schools, EPRA International Journal of Multidisciplinary Research".

Permission to use the instrument was obtained from the original author through email communication. The instrument was adapted to suit the context of the present study, and minor contextual modifications were made to several items. Prior to administration, the instrument underwent content validation to ensure its appropriateness for the study participants.

The first part of the instrument focused on Stress Response Modulation employed by the respondents, specifically on Mindfulness and Meditation Practices, Time Management and Classroom Organization, and Seeking Social Support.

For the dependent variable, Teaching Performance was assessed using the Department of Education (2019) PPST-based Classroom Observation Tool (COT) together with the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2024–2025.

Data Collection

The study was conducted over five months, from July to November 2024, in the Second District of the Eastern Samar Division. Data collection began after securing official permission from the Schools Division Superintendent and coordinating with school heads for scheduling and distribution procedures. The selected teachers were contacted through their respective school heads and were informed of the purpose of the study and the schedule for questionnaire administration.

The structured survey questionnaires were reproduced in printed form and distributed to the randomly selected respondents during work breaks or designated non-instructional time to avoid disrupting classes. The questionnaires were self-administered, and the researcher(s) were present to provide brief instructions and respond to clarifications. Each respondent typically completed the questionnaire within approximately 15–20 minutes, after which all accomplished forms were immediately collected and checked for completeness. Completed questionnaires were then securely stored for data coding, encoding, and analysis.

Teaching performance data were obtained through the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2024–2025. With the approval of the school head and in coordination with the authorized personnel handling performance records, the researcher retrieved the IPCRF ratings and recorded them using a coding system (without names or identifying information) to ensure confidentiality. These performance ratings were used solely for the purposes of analysis and reporting.

Treatment of Data

The collected data were tallied and analyzed using specific statistical treatments. Frequency counts were used to record response rates and demographic profiles. The weighted mean was applied to determine the average responses for each variable. Finally, Pearson's correlation coefficient (r) was employed to measure the strength and direction of the relationship between the independent and dependent variables, in this study, stress response modulation and teaching performance.

Statistical analyses were conducted using SPSS version 28 at a significance level of $\alpha = .05$.

Ethical Considerations

This study adhered to strict ethical standards throughout its implementation. Official permission was first secured from the relevant school division authority before any data collection commenced. The respondents were asked to read and understand the informed consent form before signing, and participation was voluntary; respondents could refuse to answer any item and withdraw at any time without penalty. Confidentiality was rigorously maintained, and anonymity was ensured by using codes instead of names or identifying information. All data were stored securely (locked storage for hard copies and password-protected files for electronic data), used only for academic purposes, reported in aggregate form, and disposed of securely after the required retention period.

RESULTS AND DISCUSSION

This chapter presents the results and discussion based on the data collected from the respondents. Specifically, it discusses the relationship between stress response modulation and teaching performance.

Stress Response Modulation

In this study, stress response modulation is examined through three key sub-indicators: mindfulness and meditation, time management and classroom organization, and seeking social support.

Mindfulness and Meditation Practices

Table 1 presents the mindfulness and meditation practices of the respondents. As shown in the table, the item stating, "As a teacher, meditation gives me the mental space to reflect and reset, which leads to better

decision-making and more effective classroom management," obtained the highest mean of 4.60, which is interpreted as "Always." Meanwhile, the item stating, "As a teacher, practicing mindfulness and meditation helps me stay focused and calm during hectic classroom activities," received the lowest mean of 3.70, interpreted as "Oftentimes."

Teachers find meditation highly effective for mental clarity and emotional balance, though its benefits vary during chaotic classroom moments. Integrating mindfulness into daily routines is recommended to enhance well-being and teaching performance.

Table 1. Mindfulness and Meditation Practices

Mindfulness and Meditation Practices	Mean	Interpretation
1. As a teacher, practicing mindfulness and meditation helps me stay focused and calm during hectic classroom activities.	3.70	Oftentimes
2. As a teacher, incorporating mindfulness into my daily routine allows me to manage my stress more effectively and stay balanced.	4.44	Always
3. As a teacher, meditation helps me start the day with clarity and a peaceful mindset, improving my overall performance.	4.35	Always
4. As a teacher, I use mindfulness techniques to handle stressful situations with a clear mind, preventing emotional burnout.	3.73	Oftentimes
5. As a teacher, practicing meditation provides me with a much-needed break from the pressures of deadlines and lesson planning.	4.58	Always
6. As a teacher, mindfulness allows me to remain present with my students, improving both my attention and their engagement in lessons.	4.55	Always
7. As a teacher, meditation supports my emotional well-being, helping me maintain a calm demeanor even during difficult interactions with students or colleagues.	3.82	Oftentimes
8. As a teacher, practicing mindfulness daily fosters resilience and helps me manage the challenges of the profession without becoming overwhelmed.	4.59	Always
9. As a teacher, meditation gives me the mental space to reflect and reset, which leads to better decision-making and more effective classroom management.	4.60	Always
10. As a teacher, employing mindfulness practices helps me create a positive and stress-free learning environment for both myself and my students.	3.90	Oftentimes
GRAND MEAN	4.23	Always

With a grand mean of 4.23, teachers reported consistently practicing mindfulness and meditation. This pattern may reflect the role of CBT, which emphasizes that cognitive appraisal and self-regulation shape emotional responses and behavior. Mindfulness and meditation can function as cognitive-behavioral regulation strategies that help teachers reframe stressors, sustain attention, and manage emotional reactions during classroom demands. Under the JD-R Model, these practices may also be viewed as personal resources that buffer job demands by supporting psychological recovery and emotional balance.

The finding aligns with Hettinga and Shawn (2022), whose qualitative results indicated that mindfulness practices can provide meaningful emotional relief even when statistical differences are limited, suggesting that benefits may be more experiential and functional than strongly reflected in group-level comparisons.

Time Management and Classroom Organization

Table 2 presents the time management and organization practices of the respondents. As shown in the table, the item stating, "As a teacher, effective time management helps me prioritize tasks, reducing the stress of last-minute deadlines," obtained the highest mean of 4.44, which is interpreted as "Always." Meanwhile, the item stating, "As a teacher, time management helps me allocate time for self-care and relaxation, helping prevent burnout from work demands," received the lowest mean of 3.75, which is interpreted as "Oftentimes."

The results indicate that teachers consistently view effective time management as crucial for prioritizing tasks and reducing work-related stress. It is also recognized for supporting self-care and preventing burnout. While its role in task efficiency is slightly more prominent, both functions are valued for promoting a healthier work-life balance.

Table 2. Time Management and Classroom Organization

Time Management and Organization	Mean	Interpretation
1. As a teacher, effective time management helps me prioritize tasks, reducing the stress of last-minute deadlines.	4.44	Always
2. As a teacher, staying organized allows me to manage my workload efficiently, making it easier to balance lesson planning and grading.	4.35	Always
3. As a teacher, planning my day and organizing my materials helps me stay focused and calm, even during busy periods.	4.07	Oftentimes
4. As a teacher, using time management strategies ensures I have enough time for both teaching and professional development without feeling overwhelmed.	3.90	Oftentimes
5. As a teacher, organizing my classroom and resources ahead of time reduces stress and allows me to focus on engaging with my students.	4.00	Oftentimes
6. As a teacher, creating a structured schedule helps me stay on top of my responsibilities and manage stress more effectively.	4.04	Oftentimes
7. As a teacher, time management helps me allocate time for self-care and relaxation, helping prevent burnout from work demands.	3.75	Oftentimes
8. As a teacher, being organized helps me avoid the chaos of misplaced materials or unfinished tasks, keeping me more productive and less stressed.	3.98	Oftentimes
9. As a teacher, managing my time wisely allows me to stay on track with lesson plans and gives me peace of mind knowing I'm prepared for each day.	4.07	Oftentimes
10. As a teacher, having an organized system for tracking student progress and assignments helps me reduce stress and maintain a balanced workload.	4.10	Oftentimes
GRAND MEAN	4.07	Oftentimes

The grand mean of 4.07 indicates that teachers often relied on time management and classroom organization as stress response modulation strategies. From a JD-R perspective, these practices may operate as resources that reduce role strain by improving task structure, predictability, and control—factors that can lessen perceived overload even when job demands remain high. The relatively lower mean for allocating time for self-care may suggest that teachers prioritize managing instructional responsibilities over recovery practices, which may reflect workload constraints.

This interpretation is consistent with Lukic (2023), who emphasized that effective time management supports productivity and helps prevent burnout by allowing teachers to balance multiple responsibilities. Overall, this pattern suggests that time management is used primarily as a functional coping strategy for meeting work demands rather than as a consistent mechanism for protecting teacher well-being.

Seeking Social Support

Table 3 presents the seeking of social support of the respondents. As shown in the table, the item stating, "As a teacher, seeking social support from colleagues helps me share challenges and find solutions, reducing feelings of isolation," obtained the highest mean of 4.53, which is interpreted as "Always." Meanwhile, the item stating, "As a teacher, seeking support from mentors helps me navigate difficult situations with guidance and reassurance," received the lowest mean of 3.73, interpreted as "Oftentimes."

Teachers highly value social support, frequently relying on colleagues to address challenges and reduce isolation. While mentor guidance is also beneficial, peer collaboration is the more predominant and relied-upon form of support, underscoring the critical role of strong collegial relationships in the profession.

Table 3. Seeking Social Support

	Seeking Social Support	Mean	Interpretation
1.	As a teacher, seeking social support from colleagues helps me share challenges and find solutions, reducing feelings of isolation.	4.53	Always
2.	As a teacher, talking to fellow educators allows me to gain new perspectives and advice on managing classroom stress.	4.04	Oftentimes
3.	As a teacher, connecting with my peers provides emotional support during stressful times, helping me feel more balanced.	4.05	Oftentimes
4.	As a teacher, seeking support from mentors helps me navigate difficult situations with guidance and reassurance.	3.73	Oftentimes
5.	As a teacher, sharing experiences with others fosters a sense of community, which helps me manage work-related stress more effectively.	4.02	Oftentimes
6.	As a teacher, discussing my concerns with colleagues or supervisors helps me find practical strategies to improve my work-life balance.	3.98	Oftentimes
7.	As a teacher, seeking social support creates opportunities to collaborate on projects, which can reduce my individual workload and stress.	4.03	Oftentimes
8.	As a teacher, reaching out to fellow educators for advice helps me handle challenging situations with greater confidence and less stress.	4.10	Oftentimes
9.	As a teacher, seeking support from friends and family helps me maintain a healthy mindset and cope with the demands of teaching.	4.08	Oftentimes
10.	As a teacher, engaging in social support networks within the school helps me build stronger relationships, reducing stress through shared understanding and collaboration.	4.06	Oftentimes
GRAND MEAN		4.06	Oftentimes

With a grand mean of 4.06, teachers often sought social support, particularly from colleagues. This finding aligns strongly with Social Support Theory, which posits that emotional and informational support reduces stress and strengthens coping capacity. The higher value placed on collegial support may reflect accessibility and immediacy: peers are often the most available source of practical advice and shared problem-solving in daily school routines. Under the JD-R Model, social support also functions as a job resource that can buffer job demands by reducing isolation and facilitating collaborative task-sharing.

This pattern is consistent with Baria and Avelino (2025), who highlighted that strong social support can enhance teacher performance, suggesting that support systems may contribute to professional functioning even when stress levels persist.

Teaching Performance

Table 4 presents the teaching performance of the respondents based on their Individual Performance Commitment and Review (IPCR) ratings. As shown in the table, the majority of teachers, 146 or 58%, were rated **Outstanding**, indicating that more than half of the respondents consistently demonstrated exemplary teaching performance and exceeded set expectations. Meanwhile, 104 teachers, representing **41%**, received a **Very Satisfactory** rating, suggesting that they effectively met the required performance standards and often performed beyond the minimum expectations. Only 2 teachers, or **1%**, were rated **Satisfactory**, which implies that their performance met the basic requirements but showed room for improvement. Notably, none of the respondents received ratings of **Unsatisfactory** or **Poor**, which highlights the generally high level of professional competence and effectiveness among the teachers in the second district of the Division of Eastern Samar.

Table 4. Teaching Performance Based on IPCR Ratings

Category	Frequency	Percentage
Outstanding	146	58%
Very Satisfactory	104	41%
Satisfactory	2	1%
Unsatisfactory Poor		
TOTAL	252	100%

Overall, the data suggest that the majority of teachers maintain strong teaching performance, reflecting commitment, effective classroom management, and adherence to professional standards.

Teachers' teaching commitment is associated with stronger professional functioning and may contribute to sustained teaching performance. Werang et al. (2024) reported that teachers' commitment and performance are important factors in educational outcomes, suggesting that consistent professional engagement can support instructional effectiveness. In this context, high performance ratings may reflect not only individual effort but also established professional practices and expectations within the school system.

Underlying factors—such as institutional support, intrinsic motivation, or unmeasured variables—may play a more critical role in sustaining high performance. The results imply that stress management and teaching skills alone do not directly dictate performance, prompting further investigation into what truly drives teacher effectiveness in this context. Schools and policymakers may need to explore holistic support systems beyond skill development and stress reduction to maintain and enhance teacher performance.

Relationship between Stress Response Modulation and Teaching Performance

The findings reveal a statistically significant yet minimal correlation ($r = .144$) between stress management and teaching performance, indicating that while the relationship is measurable, its practical impact appears limited. The results led to the rejection of the null hypothesis, indicating a statistically significant relationship between stress response modulation and teaching performance. However, the correlation coefficient ($r = .144$) reflects a negligible effect size, suggesting that although the relationship exists, its practical influence on teaching performance is limited.

The negligible correlation may be interpreted in light of the Job Demand–Resource (JD–R) Model, which posits that while personal resources such as stress response modulation contribute to work outcomes, performance is also shaped by broader organizational and structural factors. The consistently high teaching performance ratings observed in this study may indicate the presence of strong institutional support systems or professional competence that buffer the effects of stress, thereby reducing the magnitude of correlation between stress modulation and performance outcomes.

Table 5. Relationship between Stress Response Modulation and Teaching Performance

Variable 1	Variable 2	Correlation Coefficient	Interpretation	p-value	Interpretation
Stress Response Modulation	Teaching Performance	.144	Negligible Correlation	.022	Significant

These findings encourage schools to adopt a multifaceted approach to teacher development, recognizing that while stress response modulation plays a limited but meaningful role, combining it with other support strategies can collectively enhance overall teaching performance. Moreover, the study of Obrero and Serviñas (2024) concluded that although teachers in the urbanized Central Philippines district demonstrated outstanding performance, they also experienced significant occupational stress, particularly related to instructional management and work environment. The observed relationship between stress and performance indicates that stress factors—shaped by variables such as educational attainment, position, and civil status—can influence teaching effectiveness without necessarily hindering outcomes. These results indicate that stress should not be viewed merely as a barrier but as a dynamic factor that, when addressed through targeted interventions like coping strategy enhancement and classroom management training, can further improve performance. Therefore, schools and policymakers should prioritize systemic support mechanisms such as mentoring programs, workload adjustments, and wellness initiatives to maintain high performance while alleviating stress. Ultimately, a balanced approach that integrates stress reduction with professional growth can lead to more sustainable and effective teaching practices.

Conclusion

The findings demonstrated that teachers consistently practiced stress response modulation strategies and exhibited outstanding teaching performance. However, the exceptionally high performance ratings may indicate a potential ceiling effect and possible social desirability or evaluation-related influences, which could limit score variability and affect the interpretability of the results. Although a statistically significant relationship between stress response modulation and teaching performance was identified, the negligible effect size indicates that stress management strategies alone do not substantially determine instructional effectiveness. Teaching performance appears to be influenced by multiple interacting factors, including professional competence, institutional support, and motivational elements. These findings contribute context-specific evidence to the literature on teacher well-being and performance and highlight the value of multidimensional approaches to teacher development.

Recommendation

Based on the findings of this study, several actions may be considered. School leaders may develop structured mentorship programs that integrate stress-management training—such as mindfulness, time management, and seeking social support—with instructional coaching to reinforce both well-being and pedagogical competence. Policymakers and educational authorities may allocate resources for professional development initiatives that address teacher wellness alongside instructional improvement. To strengthen interpretation of performance outcomes, future studies may triangulate teaching performance measures such as multi-rater assessments, classroom observation tools, or additional evidence of practice, to minimize the effects of ceiling ratings and socially desirable responding. Future research may also employ mixed-method approaches to further explore how school culture, administrative leadership, and organizational climate interact with stress response modulation strategies in influencing teaching performance.

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