Emotional Stress and Instructional Quality among Elementary School Teachers of Getafe 1 District: Basis for an Action Plan

Razelle T. Peñaredondo

Bohol Island State University, Clarin Campus Poblacion Norte, Clarin, Bohol

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ABSTRACT

This study examined the emotional stress and instructional quality of elementary school teachers in the Getafe I District and explored the relationship between these variables using survey questionnaires and Individual Performance Commitment and Review Form (IPCRF) ratings. Findings emphasized the importance of teachers' profiles—such as age, gender, educational attainment, financial status, and assigned responsibilities—as these may influence both stress experiences and instructional performance. Most teachers are young, predominantly female, and manage multiple responsibilities while pursuing professional growth. Despite these demands, teachers generally experience low levels of emotional stress, although moderate exhaustion was observed. Among the stress domains, exhaustion ranked the highest (mean = 2.25, SD = 0.61), followed by psychological distress (mean = 1.93, SD = 0.39), emotional impairment (mean = 1.92, SD = 0.36), mental distance (mean = 1.90, SD = 0.57), and cognitive impairment (mean = 1.89, SD = 0.42), while psychosomatic complaints had the lowest mean (1.75, SD = 0.50). Instructional quality remained consistently high, with 99.06% of teachers receiving a Very Satisfactory rating and only 0.94% achieving an Outstanding rating. The results showed that workload, educational attainment, and financial status significantly influence both emotional stress and instructional quality, while age and gender do not. Notably, emotional stress has no significant relationship with instructional quality, indicating that teachers can maintain effective teaching despite stress. Overall, the study highlights teachers' resilience and recommends that school administrators implement targeted support programs focusing on workload management, professional development, and wellness initiatives to sustain teacher well-being and instructional quality.

Keywords: Emotional Stress, Instructional Quality, Teacher's Profile

INTRODUCTION

Teaching at the elementary level is widely recognized as both meaningful and demanding. Teachers are expected not only to deliver quality instruction but also to respond to the academic, emotional, and behavioral needs of young learners on a daily basis. As these expectations continue to expand, many teachers experience increasing levels of emotional stress that may influence how they plan lessons, manage classrooms, and engage students. Studies have consistently shown that when teachers are emotionally strained, their capacity to sustain high-quality instruction is affected (OECD, 2020; Day & Gu, 2019).

Emotional stress among teachers often stems from heavy workloads, classroom management challenges, accountability demands, and limited institutional support. At the elementary level, these pressures may differ depending on teaching assignment. Teachers handling lower grade levels often deal with learners who require close supervision and emotional guidance, while those in upper grades face growing academic expectations and assessment demands. When emotional stress remains unmanaged, it may lead to fatigue, reduced motivation, and inconsistencies in instructional delivery, ultimately affecting students' learning experiences.

In the local context of Getafe, preliminary benchmarking was conducted through informal interviews with elementary school teachers. These conversations revealed shared concerns about emotional exhaustion, pressure to meet instructional standards, and challenges in maintaining instructional quality amid daily

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demands. Teachers from different grade levels expressed that emotional stress influences their classroom practices, interactions with learners, and overall teaching effectiveness.

This gap between teachers lived experiences and the absence of empirical local research underscores the need for a focused investigation. Understanding how emotional stress varies among teachers and how it relates to instructional quality can provide school leaders and policymakers with evidence-based insights. Such information is crucial for designing appropriate support mechanisms that respond to the actual needs of teachers in the district.

Thus, this study aims to conduct a comparative analysis of emotional stress and instructional quality among elementary school teachers of Getafe. By grounding the research in teachers' real experiences and using systematic data collection, the study seeks to generate findings that will serve as a basis for an action plan. Ultimately, the research intends to contribute to improving teacher well-being, strengthening instructional practices, and fostering a more supportive teaching and learning environment in the Getafe1 district.

LITERATURE REVIEW

Legal Foundations, Theoretical Perspectives, and Empirical Studies on Teacher Emotional Stress and Instructional Quality

Fundamentally, the Philippine Constitution places strong emphasis on the provision of quality education, recognizing it as a basic right of every citizen. Article XIV, Section 1 of the 1987 Philippine Constitution mandates that the State shall protect and promote the right of all citizens to quality education at all levels (1987 Philippine Constitution, Art. XIV, Sec. 1). This provision highlights the responsibility of the State to ensure that educational processes are effective, inclusive, and responsive to learners' needs. Central to fulfilling this mandate is the role of teachers, whose well-being and instructional practices directly shape the quality of education delivered in schools.

Moreover, Article XIV, Section 5 (4) of the Constitution further strengthens this mandate by emphasizing the State's responsibility to enhance teachers' rights to professional advancement (1987 Philippine Constitution, Art. XIV, Sec. 5[4]). This provision reflects the recognition that teacher effectiveness is influenced not only by skills and competencies but also by the conditions under which teachers work. Professional growth, emotional well-being, and supportive environments are essential in enabling teachers to perform their roles effectively. Within this framework, examining emotional stress becomes particularly relevant, as unmanaged stress may undermine both professional development and instructional quality.

Alongside these constitutional provisions, Republic Act No. 4670, otherwise known as the Magna Carta for Public School Teachers, provides a more specific legal foundation for protecting teachers' welfare and professional rights. This law affirms the importance of reasonable working conditions, opportunities for professional development, and safeguards against factors that may negatively affect teachers' health and performance (Republic Act No. 4670). By acknowledging the impact of work demands and emotional pressures on teachers, the Magna Carta reinforces the need to promote teacher well-being as a means of sustaining instructional quality. The present study aligns with the intent of this law by examining how emotional stress experienced by teachers relates to the quality of instruction they provide.

Consistent with these legal frameworks, the Philippine Professional Standards for Teachers (PPST) further support the relevance of this study by offering a clear structure for defining teacher quality and effectiveness. The PPST emphasizes that effective teaching is grounded not only in content knowledge and pedagogy but also in continuous professional growth and reflective practice (Department of Education [DepEd], 2017). Domains such as Content Knowledge and Pedagogy, Diversity of Learners, and Planning, Assessing, and Reporting reflect the complex demands placed on teachers. Emotional stress may influence how teachers respond to these demands, affecting their ability to implement sound instructional strategies and address learners' diverse needs.

Furthermore, Republic Act No. 5447, also known as the Special Education Fund Act, supports the State's efforts to improve educational quality by providing financial resources for school operations, facilities, and

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teacher-related support (Republic Act No. 5447). Although primarily focused on funding, this law indirectly contributes to teacher well-being by enabling improvements in school conditions and instructional resources. Adequate support systems and learning environments can help lessen stressors in the teaching profession, thereby supporting teachers in delivering quality instruction.

One of the foundational frameworks is the Transactional Model of Stress and Coping proposed by Lazarus and Folkman (1984). This model views stress arising from interactions between individuals and their environment, emphasizing how individuals evaluate and respond to potentially stressful situations. Central to the model are primary appraisal, which involves determining whether an event is stressful, positive, or irrelevant, and secondary appraisal, which assesses available resources and options for coping. Lazarus and Folkman (as cited in Sun et al., 2023) describe two main coping strategies: emotion-focused coping, which regulates emotional reactions to stressors, and problem-focused coping, which seeks to change the stressor or the situation. By applying this framework to teachers, it becomes evident that strategies to manage emotional stress such as training in emotion regulation or self-compassion can directly influence their ability to sustain high-quality instruction. Supporting this, a recent study on mixed-reality teacher training found that educators with higher self-compassion exhibited lower physiological stress responses and better control in emotionally challenging teaching scenarios (Arxiv, 2025).

Building on the emotional dimension of teaching, Emotional Labor Theory (Hochschild, 1983) explains how professionals manage their emotions to meet job expectations. Teachers often engage in surface acting, masking their true feelings, or deep acting, attempting to align internal emotions with required professional displays. Persistent emotional dissonance, where internal feelings conflict with professional expectations, can lead to stress and burnout (Brotheridge & Grandey, 2002). Recent research during the COVID-19 pandemic in China demonstrated that high-stress situations increased emotional labor demands on teachers, particularly for female educators, resulting in heightened emotional strain (Huang et al., 2024). These findings underscore the hidden emotional demands of teaching and highlight the importance of systemic support, including professional development in emotion regulation and emotionally intelligent leadership in schools.

Further, Conservation of Resources (COR) Theory (Hobfoll, 1989) provides a complementary perspective by emphasizing that stress occurs when individuals perceive a threat to their resources or experience resource depletion. For teachers, high workloads, challenging student behaviors, or lack of support can drain essential emotional and professional resources, increasing susceptibility to burnout and reducing instructional quality (Hobfoll et al., 2018). Importantly, COR theory also emphasizes the significance of resource replenishment. Access to social support, professional development, and autonomy can mitigate the negative effects of stress and foster teacher resilience (Hobfoll, 2001).

Additionally, Self-Determination Theory (SDT), proposed by Deci and Ryan (2000), highlights the role of three basic psychological needs autonomy, competence, and relatedness in promoting motivation, well-being, and performance. When teachers perceive that their work environment supports these needs, they experience greater intrinsic motivation, job satisfaction, and emotional stability. Conversely, unmet needs can exacerbate stress and reduce instructional effectiveness. SDT suggests that schools can enhance teacher well-being by providing supportive structures, professional growth opportunities, and collaborative environments that promote autonomy and connectedness (Deci & Ryan, 1985; 2000).

Teacher Self-Efficacy Theory, derived from Bandura's (1997) concept of self-efficacy, further emphasizes the role of belief in one's capabilities in shaping instructional quality. Teachers who feel confident in managing classrooms, delivering content, and adapting instruction to meet diverse learners' needs are more likely to implement effective teaching strategies. Empirical studies indicate that teacher self-efficacy positively predicts dimensions of instructional quality, including classroom management, cognitive activation, and learner support (Burić & Kim, 2020). Longitudinal research also demonstrates that teacher self-efficacy and instructional quality are mutually reinforcing over time, highlighting the dynamic nature of teaching effectiveness (Bönke, Kunter, & Voss, 2025).

Meanwhile, Temporal Motivation Theory (TMT) by Piers Steel and Cornelius J. König (2006) explains motivation in a simple but realistic way: people are more likely to act when they believe they can succeed

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(expectancy) and when the task feels important or rewarding (value), but motivation tends to drop if the reward is far in the future (delay) or if a person is easily distracted (impulsiveness). In real life, this is why many people procrastinate—tasks with distant deadlines feel less urgent, so we put them off until the pressure builds up. As the deadline gets closer, motivation suddenly increases because the delay becomes shorter, making the task feel more important and urgent. In short, TMT shows that motivation is not just about willpower; it is shaped by how we see the task, how soon the reward comes, and how well we manage distractions, especially when time pressure is involved.

Finally, constructivist beliefs in education provide a theoretical lens for understanding instructional quality. Constructivist-oriented teachers view learners as active participants in knowledge construction, shaping lessons that encourage inquiry, problem-solving, and meaningful engagement. During challenging circumstances such as distance learning in the COVID-19 pandemic, teachers with strong constructivist beliefs maintained higher levels of cognitive activation and learner engagement, demonstrating the importance of these beliefs in sustaining instructional quality even under stress (Bönke, Kunter, & Voss, 2025).

Taken together, these theories collectively underscore the interconnectedness of teacher emotional well-being and instructional quality. They suggest that addressing emotional stress, supporting self-efficacy, and fostering intrinsic motivation are central to enhancing teacher effectiveness. By grounding this study in these frameworks, it becomes clear that interventions aimed at supporting teachers' emotional and professional needs are critical not only for teacher welfare but also for ensuring high-quality education in the Getafe Districts. Ultimately, prioritizing teacher well-being emerges as both a professional and ethical imperative for sustaining instructional excellence.

Teacher emotional stress and its impact on instructional quality have become pressing concerns in education worldwide, especially as educators navigate increasingly demanding classroom environments. Research shows that teacher stress not only affects psychological well-being but also influences teaching practices, instructional engagement, and ultimately student outcomes (Padmanabhanunni & Pretorius, 2023).

A seminal study by Padmanabhanunni and Pretorius (2023) examined the antecedents and psychological consequences of teacher burnout during the COVID-19 pandemic. In their investigation involving 355 South African schoolteachers, higher stress and depression symptoms were significantly associated with psychological strain and lower subjective well-being, illustrating how emotional stress can impair educators' capacity to deliver quality instruction.

Extending these findings, Li and Zhang (2025) conducted an international study that analyzed teacher appraisals of stress vulnerability and instructional support in the aftermath of the pandemic. Their large-scale data revealed that educators who reported higher stress vulnerability also perceived less instructional support and reduced job satisfaction, suggesting that emotional strain directly relates to how teachers engage with instructional practices and sustain classroom quality.

Similarly, Nguyen, Tran, and Lee (2025) explored interventions to support teacher well-being across 15 countries, identifying evidence-based programs that reduced burnout and enhanced psychological resilience. They found that psychological support initiatives, such as counseling and peer support groups, led to improvements in teachers' emotional health and professional functioning. These results underscore the importance of targeted well-being strategies for maintaining instructional effectiveness.

Closer to the Philippine context, Cailo, Perez, and Santos (2025) investigated burnout and instructional adjustments among primary teachers working with diverse learners in Inclusive Education settings. Their descriptive study found that teachers who implemented differentiated instructional strategies while coping with emotional stress reported higher resilience and sustained instructional quality, highlighting how emotional coping relates to teaching practices in real classrooms.

Adding another layer, Bergman and Gillanders (2025) reviewed contemporary perspectives on teacher stressors, noting that classroom behavior challenges, technology demands, and evolving pedagogical expectations contribute to emotional fatigue among educators. Teachers experiencing persistent emotional

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stress reported lower motivational engagement and instructional clarity, which can compromise the overall learning environment.

In addition, Happiness Training research by Chen and Liu (2025) explored the effects of positive psychological interventions on primary school teachers' burnout and teaching effectiveness. Their study demonstrated that primary educators who participated in structured well-being programs reported reduced emotional burnout and higher self-reported teaching effectiveness, further supporting the notion that mental health interventions can have a positive influence on instructional quality.

Parallel research by Kim and Park (2025) investigated teacher occupational stress and burnout among nearly 4,400 primary and secondary school teachers using diary methods. They found a robust positive relationship between emotional stress and burnout indicators across day-to-day teaching contexts, suggesting that stress accumulation undermines sustained instructional engagement.

Beyond burnout prevalence, empirical evidence also emphasizes protective factors. For instance, Nguyen and Foster (2024) examined the role of social support, gratitude, and hope in teacher burnout and found that stronger interpersonal support networks were associated with lower emotional exhaustion and higher professional satisfaction. Their findings highlight that emotional well-being is shaped not only by stressors but also by relational and psychological resources that support teacher resilience.

Furthermore, Ahmed and Cruz (2025) focused explicitly on the link between emotional regulation and instructional quality in culturally diverse classrooms. They found that teachers who engaged in effective emotion regulation strategies such as cognitive reappraisal exhibited stronger classroom management, clearer instruction, and more positive student interactions. Conversely, those who relied on suppressive emotional responses were rated lower in instructional quality by both observers and students, illustrating how emotional competence directly correlates with the teaching process.

Finally, recent research by Lee and Mateo (2025) examined the influence of teacher self-compassion on stress and job engagement. Their study revealed that higher self-compassion was associated with lower levels of stress and increased commitment to teaching, indicating that internal emotional resources contribute to teachers' capacity to sustain instructional effort and quality.

Importantly, teacher demographic profiles such as age, gender, designation, years of experience, educational attainment, and school location and financial status can influence both emotional stress and instructional quality. For instance, younger teachers or those with less experience often report higher levels due to classroom management challenges, whereas more experienced educators may demonstrate stronger coping mechanisms and resilience (Bojos, Dayon, Maranga, & Trinidad, 2025; Villareal & Homillano, 2024). Similarly, teachers in rural or under-resourced schools frequently face added emotional strain, which can reduce instructional effectiveness compared to their urban counterparts who may have more access to support and resources (Kusin College of Teacher Education, 2025). Gender and educational background also play roles in shaping stress perception and teaching strategies, highlighting the complex interplay between teacher characteristics and professional performance. Understanding these demographic influences provides critical insights for designing targeted support programs that address both well-being and instructional quality.

Taken together, these studies reveal a consistent pattern: emotional stress among teachers is intricately linked to instructional practices and quality, with higher stress levels often corresponding to compromised teaching effectiveness. However, targeted well-being interventions including psychological support, emotional regulation training, and resilience building show promise in enhancing both teachers' wellbeing and instructional quality. What remains underexplored, particularly in the Philippine elementary education context, is how these patterns manifest among teachers serving specific demographic segments, such as rural versus urban classrooms and varying experience levels. By addressing this gap, the present study contributes localized evidence to inform action plans that support teachers' emotional needs while strengthening instructional quality in Getafe Districts.

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Statement of the Problem

This study aims to determine the relationship between emotional and instructional quality to determine whether these variables differ when grouped according to demographic profile among elementary school teachers in one district of the municipality of Getafe, province of Bohol, 2025-2026.

Specifically, the study sought to address the following research questions:

1. What is the profile of teachers in terms of age, gender, number of designations/ancillary functions, educational attainment, and financial status?
2. What is the level of emotional stress of teachers in terms of: exhaustion; mental distance; cognitive impairment; emotional impairment; psychological distress and psychosomatic complaints?
3. What is the level of instructional quality of the teachers based on the latest Individual Performance Commitment and Review Form (IPCRF)?
4. Is there a significant difference in the level of emotional stress and instructional quality when the grouped according to their profiles?
5. Is there a significant relationship between emotional stress and the instructional quality of the teachers?
6. What action plan can be proposed from the results of the study?

Null Hypotheses

1. There is no significant difference in the level of emotional stress and instructional quality when grouped according to their profiles.
2. There is no significant relationship between emotional stress the instructional quality of the teachers.

METHODOLOGY

Design

The descriptive-correlational approach was used to describe teachers' demographic profiles, levels of emotional stress, and instructional quality, as well as to determine the relationship between these variables (Creswell & Poth, 2023). Meanwhile, the comparative approach enabled the analysis of differences in emotional stress and instructional quality when grouped according to selected demographic characteristics.

Data were collected using a structured survey questionnaire with indicators of emotional stress and instructional quality (Laerd Statistics, 2021).Environment and Respondents

The study was conducted in the 12 public elementary schools of the Getafe I District and for the school year 2025-2026. Getafe is located in the Northern part of Bohol. It consisted of mainland barangays and island barangays.

The respondents of this study were the 106 elementary teachers of the Getafe 1 district in the school year 2025-2026. Respondents were selected through stratified random sampling, ensuring proportional representation from each school while maintaining randomness within the strata. Data were collected using a survey questionnaire that gathered information on demographics, levels of psychological well-being, workplace adversities, and teaching effectiveness. The collected data will be analyzed to answer the research questions and achieve the objectives of the study.

Instrument

The study used a structured questionnaire to understand teachers' psychological and emotional experiences, capturing the frequency and impact of workplace stressors. This ensured the findings were meaningful and could inform strategies to improve teacher well-being and effectiveness.

The first part collected the personal and professional profiles of teachers, including age, gender, school, roles, educational attainment, and financial status, which helped provide context and validate IPCR ratings from

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district files with prior permission from the Public Schools District Supervisor. The second part measured teachers' stress and well-being using a 25-item questionnaire adapted from the Perceived Stress Scale, rated on a four-point frequency scale (Always, Often, Sometimes, Never), with high reliability (Cronbach's alpha = 0.87). The third part used teachers' IPCR ratings from district records to assess performance.

RESULTS

This section reviews related literature and studies that provide a foundation for understanding emotional stress and instructional quality among elementary school teachers. It highlights key concepts and findings on different dimensions of emotional stress such as exhaustion, mental distance, cognitive and emotional impairment, psychological distress, and psychosomatic complaints and their possible effects on teaching performance as reflected in the IPCRF. It also considers how teachers' demographic characteristics may influence both stress and instructional quality. The discussion of these sources helps establish the basis for examining the relationship between the study variables and in developing an appropriate action plan.

1. Profile of the learners

Understanding the profile of teachers is important in this study, as factors such as age, gender, educational attainment, financial status, and assigned responsibilities may influence their experiences of stress and their instructional performance. Looking into these characteristics helps provide a clearer picture of the respondents and allows for a better interpretation of the results.

Table 1 Profile of Teachers n = 106

Profile	Frequency	Percentage (%)
Age (IPCR Grouping)		
21–30	12	11.32
31–40	52	49.06
41–50	30	28.30
51–60	12	11.32
Gender		
Female	97	91.51
Male	9	8.49
Number of Designations		
1–2	66	62.26
3–4	28	26.42
5–6	10	9.43
7 and above	2	1.89
Educational Attainment		
College Graduate	24	22.64
Master's Units	70	66.04
Master's Graduate	9	8.49
Doctoral Graduate	3	2.83
Financial Status		
Above Average	29	27.36
Average	33	31.13
Below Average	44	41.51

Table 1 shows that most teachers fall under the 31–40 age group, with 52 or 49.06%. This means that a large portion of the respondents are in their early to mid-career stage. This stage is often associated with increasing responsibilities and adjustment to professional demands. As noted by Bojos et al. (2025) and Villareal and Homillano (2024), teachers at this stage may still be strengthening their coping strategies, which can influence both stress and performance.

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In terms of gender, the data shows that female teachers dominate the group, with 97 or 91.51%. This reflects the usual trend in elementary education. While both male and female teachers perform similar roles, studies such as Huang et al. (2024) suggest that emotional demands in teaching may be experienced differently, especially in terms of emotional regulation.

Looking at the number of designations, most teachers handle 1–2 roles (62.26%), followed by those with 3–4 roles (26.42%). This shows that while many teachers have manageable workloads, a number still carry multiple responsibilities. Based on the Conservation of Resources Theory (Hobfoll, 1989), having more roles may lead to stress due to the need to divide time and energy.

For educational attainment, most teachers have master's units (66.04%), showing that many are pursuing professional growth. This supports the standards set by the Philippine Professional Standards for Teachers (DepEd, 2017), which highlight continuous development. However, balancing studies and teaching may also add pressure, as explained in the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984).

In terms of financial status, the largest group (41.51%) reported being below average. This suggests that some teachers may be dealing with financial concerns, which can add to emotional stress. Even with government support like Republic Act No. 5447, personal financial challenges may still affect focus and well-being.

2. Level of Emotional Stress of Teachers

Understanding the level of emotional stress among teachers is essential in determining how various stress-related factors may affect their overall well-being and teaching performance. The data presents the extent to which teachers experience stress across different dimensions, providing a clearer picture of their emotional condition in relation to their professional responsibilities.

Table 2 Level of Emotional Stress of Teachers n = 106

Indicators	Composite Mean	SD	Interpretation
Exhaustion	**2.25**	**0.61**	**Moderate level**
Psychological Distress	**1.93**	**0.39**	**Low level**
Emotional Impairment	**1.92**	**0.36**	**Low level**
Mental Distance	**1.90**	**0.57**	**Low level**
Cognitive Impairment	**1.89**	**0.42**	**Low level**
Psychosomatic Complaints	**1.75**	**0.50**	**Low level**
Overall Composite Mean	**1.95**	**0.49**	**Low level**

Table 2 shows the mean and standard deviation of teachers' responses in terms of exhaustion, mental distance, cognitive impairment, emotional impairment, psychological distress, and psychosomatic complaints. The indicators in each domain are arranged from highest to lowest mean to clearly identify which experiences are more common among teachers.

Among all domains, exhaustion ranked the highest, with a mean of 2.25 (SD = 0.61), indicating that this is the most felt form of stress among teachers. The highest indicator is "At work, I feel mentally exhausted" with a mean of 2.47 (SD = 0.66), followed by "Everything I do at work requires a great deal of effort" with a mean of 2.45 (SD = 0.73), and "I want to be active at work, but somehow, I am unable to manage" with a mean of 2.28 (SD = 0.60).

This pattern shows that while teachers continue to function, their energy is being stretched. It is not total burnout, but there is already a sign of strain. This supports the Conservation of Resources Theory (Hobfoll, 1989), which explains that continuous demands slowly drain a person's energy. Studies such as Padmanabhanunni and Pretorius (2023) also point out that even moderate exhaustion, when repeated daily, can affect teaching engagement over time.

Next is psychological distress, with a mean of 1.93 (SD = 0.39). The highest indicator is "Noise and crowds disturb me" with a mean of 2.08 (SD = 0.53), followed by "I feel tense and stressed" mean = 1.92 (SD = 0.28), and "I feel anxious" mean = 1.92 (SD = 0.34).

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Even if the level is generally low, the result suggests that the environment still affects teachers, especially classroom noise and pressure. This connects with Bergman and Gillanders (2025), who explained that environmental demands can increase stress even if teachers are still functioning well.

For emotional impairment, the mean is 1.92 (SD = 0.36). The highest indicator is "I feel unable to control my emotions" with a mean of 1.96 (SD = 0.34), followed closely by other items.

This shows that teachers sometimes struggle emotionally, but not to a severe level. They are still able to manage themselves. This reflects Emotional Labor Theory (Hochschild, 1983), where teachers control their emotions as part of their role. Even if they feel stress, they try to remain professional in front of learners.

Mental distance has a mean of 1.90 (SD = 0.57). The highest indicator is "I function on autopilot" with a mean of 2.08 (SD = 0.61), followed by "I struggle to find enthusiasm" mean = 1.99 (SD = 0.49).

This suggests that some teachers experience moments of disengagement, but it is not very strong. They still show commitment to their work. This aligns with Self-Determination Theory (Deci & Ryan, 2000), which explains that motivation and sense of purpose help teachers stay engaged despite challenges.

Cognitive impairment has a mean of 1.89 (SD = 0.42). The highest indicator is "I make mistakes because my mind is on other things" with a mean of 1.96 (SD = 0.24), followed by "I'm forgetful and distracted" mean = 1.94 (SD = 0.43).

This means that teachers sometimes experience minor difficulty in focus, but it is still manageable. Based on the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984), this suggests that teachers are still able to cope with stress and continue functioning effectively.

The lowest domain is psychosomatic complaints, with a mean of 1.75 (SD = 0.50). The highest indicator is "I often get sick" mean = 1.95 (SD = 0.50).

This indicates that physical symptoms are not yet highly evident. However, it should not be ignored because, as Kim and Park (2025) explained, stress can build up over time and eventually affect physical health.

The overall composite mean of 1.95 (SD = 0.49) shows that teachers generally experience low emotional stress. However, this should not be taken at face value as "no problem." A closer look at the domains reveals that exhaustion is already at a moderate level, which means that teachers are starting to feel the demands of their work.

3. Level of Instructional Quality of the Teachers Based on the Latest Individual Performance Commitment and Review Form (IPCRF)

This section presents the level of instructional quality of the teachers based on their latest Individual Performance Commitment and Review Form (IPCRF) ratings. The IPCRF serves as an official measure of teachers' performance, reflecting their effectiveness in delivering instruction, managing the classroom, and fulfilling professional responsibilities. Examining these results provides a clearer understanding of how well teachers perform in relation to expected standards and helps relate their instructional quality to their experiences of emotional stress.

Table 3 Level of Instructional Quality of the Teachers Based on the Latest Individual Performance Commitment and Review Form (IPCRF) n = 106

Descriptor	Rating Scale	Frequency (f)	Percentage (%)
Outstanding	4.500-5.000	1	0.94
Very Satisfactory	3.500-4.499	105	99.06

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Table 3 shows that almost all teachers (105 or 99.06%) obtained a rating within the Very Satisfactory range, while only one teacher (0.94%) achieved an Outstanding rating. No teacher fell under the lower categories. This clearly shows that instructional performance is consistently high among the respondents.

4. Difference in the Level of Emotional Stress and Instructional Quality when the Respondents are Grouped According to their Profiles

This section presents the differences in the level of emotional stress and instructional quality when the respondents are grouped according to their profiles. It aims to determine whether factors such as age, gender, or other personal characteristics have a meaningful influence on how respondents experience stress and perceive the quality of instruction. By examining these differences, the study seeks to provide a clearer understanding of how individual backgrounds may shape both emotional and educational experiences.

Table 4 Difference in the Level of Emotional Stress and Instructional Quality when the Respondents are Grouped According to their Profiles

Variable	**df1**	**df2**	***α***	***F-value***	**Pr(>F)**	**Interpretation**	**Decision**
Level of emotional stress/age	6	27.3	.05	1.03	.426	Not significant	Do not reject H_0
Level of emotional stress/number of designation	6	15.5	.05	23.7	<.001	Significant	Reject H_0
Level of emotional stress/educational attainment residuals	3	8.07	.05	0.59	.637	Not significant	Do not reject H_0
Level of emotional stress/financial status residuals	2	67.5	.05	0.28	.753	Not Significant	Do not reject H_0
Instructional quality/age	6	27.7	.05	0.55	.768	Not significant	Do not reject H_0
Instructional quality/number of designation	6	12.0	.05	6.46	.003	Significant	Reject H_0
Instructional quality/educational attainment	3	9.34	.05	3.93	.046	Significant	Reject H_0
Instructional quality/financial status	2	64.2	.05	4.56	.014	Significant	Reject H_0

n = 106

One-way Anova

Variables	**Mean**	**SD**	**N**	**df**	***t***	***p-value***	**Interpretation**	**Decision**
Level of emotional stress and female and male	1.95 2.05	0.20 0.15	97 9	104	-1.52	.132	Not Significant	Do not Reject H_0
Instructional quality and female and male	4.38 4.35	0.12 0.12	97 9	104	0.79	.430	Not Significant	Do not Reject H_0

Independent Sample T-test

Table 4 examines whether emotional stress and instructional quality differ when teachers are grouped according to their profile.

Looking first at emotional stress, the results show that age does not make a significant difference, $F(6, 27.3) = 1.03$, $p = .426$. This means that teachers, regardless of age group, tend to experience similar levels of stress. This suggests that stress is more related to the nature of the work rather than age. This supports the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984), which explains that stress depends on how individuals deal with situations, not simply their age.

In contrast, the number of designations shows a strong effect, $F(6, 15.5) = 23.70$, $p < .001$. This clearly indicates that teachers with more responsibilities experience different, and possibly higher, levels of stress.

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This result is expected because handling multiple roles requires more time and energy. This is explained by the Conservation of Resources Theory (Hobfoll, 1989), where increased demands can lead to resource depletion.

On the other hand, educational attainment (p = .637) and financial status (p = .753) do not show significant differences in emotional stress. This means that stress is experienced across teachers regardless of their education level or financial condition. This suggests that stress may be a common experience in teaching, shared by many regardless of background.

For instructional quality, age again shows no significant difference, F(6, 27.7) = 0.55, p = .768. This indicates that teaching performance is consistent across age groups. This supports the idea that instructional quality depends more on skills and standards rather than age, as emphasized in the Philippine Professional Standards for Teachers (DepEd, 2017).

However, number of designations significantly affects instructional quality, F(6, 12.0) = 6.46, p = .003. This suggests that workload does not only affect stress but also teaching performance. When teachers handle too many roles, their focus on instruction may be affected.

Similarly, educational attainment (F = 3.93, p = .046) shows a significant difference. This means that teachers with higher qualifications tend to show differences in instructional quality. This supports the idea that professional development improves teaching competence.

In addition, financial status (F = 4.56, p = .014) also shows a significant difference. This implies that teachers' economic condition may influence how they perform in the classroom. When financial concerns are present, it may affect focus and overall performance.

When grouped according to gender, both emotional stress (p = .132) and instructional quality (p = .430) show no significant difference. This means that male and female teachers experience similar stress levels and perform similarly in teaching. This supports findings from Padmanabhanunni and Pretorius (2023) and Li and Zhang (2025), which suggest that stress is more influenced by work demands than gender.

5. Relationship Between Emotional Stress and the Instructional Quality of the Teachers

This section examines the relationship between teachers' level of emotional stress and their instructional quality. It aims to determine whether the emotional pressures experienced by teachers are associated with how effectively they deliver instruction in the classroom. By analyzing the responses of the 106 participants, this part of the study seeks to provide a clearer picture of how teachers' emotional well-being may influence their teaching practices and overall instructional performance.

Table 5 Relationship Between Emotional Stress and the Instructional Quality of the Teachers n = 106

Variables	**Df**	***α***	***r***	***p*-value**	**Interpretation**	**Decision**
Emotional Stress and the Instructional Quality of the Teachers	104	.05	-.08	.399	Not significant	Do not reject H_0

Table 5 presents the correlation between emotional stress and instructional quality using the Pearson Product-Moment Correlation Coefficient.

The results show that emotional stress and instructional quality have a correlation value of r(104) = -0.08, p = 0.399, which is greater than the significance level of α = 0.05. This indicates that there is no significant relationship between the two variables. Although the correlation is negative, the value is very weak, meaning that any decrease in instructional quality as stress increases is very minimal and not statistically meaningful.

This suggests that even if teachers experience emotional stress, it does not automatically affect how they teach. In other words, teachers are still able to maintain their instructional quality despite the presence of stress. This

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may be explained by their ability to adjust, stay committed to their work, and apply coping strategies in handling daily challenges.

This finding supports the Transactional Model of Stress and Coping (Lazarus & Folkman, 1984), which explains that stress does not always lead to negative outcomes because individuals can manage it depending on their coping resources. In the same way, Cailo, Perez, and Santos (2025) found that teachers who use adaptive strategies are able to remain effective in their teaching even under pressure. Ahmed and Cruz (2025) also emphasized that emotional regulation plays a key role in maintaining classroom effectiveness, showing that it is not stress itself but how it is handled that matters.

At the same time, this result does not mean that stress has no effect at all. Other studies show that stress can still influence teaching, but not in a direct or consistent way. For example, Padmanabhanunni and Pretorius (2023) explained that stress is linked to reduced well-being, which may affect teaching over time. Similarly, Li and Zhang (2025) noted that higher stress can lower instructional support and job satisfaction, but the effect depends on how teachers respond to it.

The absence of a significant relationship in this study may be explained by the presence of protective factors. Teachers may be receiving support from colleagues, developing resilience, or finding ways to manage their workload. Nguyen and Foster (2024) highlighted that strong support systems help reduce emotional exhaustion, while Chen and Liu (2025) showed that well-being programs improve teaching effectiveness even when stress is present.

DISCUSSION

The following were the findings of the study

1. Most respondents are young (31–35 years old), female, handle fewer designations (1–2), have master's units, and belong to a below-average financial status.
2. Teachers generally experience a low level of emotional stress (composite mean = 1.95, SD = 0.49), with exhaustion as the highest and psychosomatic complaints as the lowest among the domains.
3. Instructional quality is consistently high, with 99.06% of teachers rated Very Satisfactory based on their IPCRF results.
4. The number of designations significantly affects both emotional stress and instructional quality, while educational attainment and financial status influence instructional quality; age and gender show no significant differences.
5. There is no significant relationship between emotional stress and instructional quality ($r = -0.08$, $p = 0.399$), indicating that stress does not directly affect teaching performance.
6. An action plan should focus on managing teachers' workload, strengthening professional development, and providing support systems to maintain both well-being and instructional quality.

CONCLUSION

The study concludes that elementary school teachers in the Getafe districts generally experience low emotional stress, with exhaustion as the most evident aspect, while still maintaining a consistently high level of instructional quality. Emotional stress does not have a significant relationship with instructional quality, indicating that teachers are still able to perform effectively despite experiencing stress. However, differences in number of designations, educational attainment, and financial status show that workload and socio-economic conditions can still influence either stress levels or teaching performance, while age and gender do not have a significant effect. These findings imply that teachers' effectiveness is sustained not only by their coping abilities but also by professional commitment and existing support systems, although continued exposure to exhaustion may pose long-term risks if not properly addressed. The study is limited by its reliance on self-reported data and IPCRF ratings, a relatively small and localized sample, and the exclusion of other possible influencing factors, which may affect the broader applicability of the results.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are hereby offered:

1. School administrators should provide targeted support programs and ensure equitable distribution of designations, since number of assignments significantly affects both emotional stress and instructional quality.
2. Schools should implement regular wellness and stress management programs to help teachers manage exhaustion and maintain overall well-being.
3. Continuous professional development programs such as training, mentoring, and coaching should be strengthened to sustain and further improve instructional quality.
4. Administrators should consider teachers' educational attainment and financial status when assigning workloads and formulating school policies to promote fairness and balance.
5. Emotional support systems should still be strengthened even if no significant relationship was found between emotional stress and instructional quality, to help maintain teacher stability and motivation.
6. Future researchers are encouraged to conduct similar studies in wider or different settings to improve generalizations.
7. A mixed-methods approach is recommended for future research to capture both quantitative results and the lived experiences of teachers.
8. The proposed action plan focusing on workload management, professional development, and wellness programs is recommended for implementation to sustain both teacher well-being and instructional quality.

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APPENDIX

The Proposed Action Plan

Republic of the Philippines

Department of Education

REGION VII, CENTRAL VISAYAS

SCHOOLS DIVISION OF BOHOL

Workplace Application Plan

I. Proponent's Profile

PROPONENTS NAME:		**POSITION:**	
SCHOOL		**SCHOOL ID:**	
SDO AND REGION:	**BOHOL, RO7**	**PD PROGRAM ATTENDED:**	
COACH/MENTOR:		**POSITION:**	
ASSISTANT SCHOOLS DIVISION SUPERINTENDENT	**NIEL MICHAEL G. OLAIVAR, PHD**	**SCHOOLS DIVISION SUPERINTENDENT**	**FAY C. LUAREZ EDD, PHD-TM, CESO VI**

II. Program/Project Profile

Title	***Strengthening Teacher Well-being and Instructional Quality through Data-Informed Assessment and Workload Management***	**Type of Intervention**	***Special Project / Job-Embedded Learning (JEL) Activities with CE/LAC Integration***
Rationale	*This Workplace Application Plan is anchored on the findings of the study, which show that teachers experience generally low emotional stress but moderate exhaustion, while maintaining high instructional quality. However, differences in workload, educational attainment, and financial status were found to influence both stress levels and teaching performance. In response, this plan aims to strengthen teacher well-being and sustain instructional quality by focusing on workload management, collaborative assessment practices, and data-informed instruction.* *This initiative is grounded in key legal frameworks such as the 1987 Philippine Constitution (Article XIV, Section 1), which emphasizes the State's responsibility to ensure quality education, and Republic Act No. 4670 (Magna Carta for Public School Teachers), which promotes the welfare, professional growth, and working conditions of teachers. It also aligns with Republic Act No. 9155, which supports school-based management and continuous improvement of teaching practices through shared accountability.* *In terms of professional standards, this plan is aligned with the Philippine Professional Standards for Teachers (PPST), particularly Domain 4: Planning and Assessment, Domain 5: Assessment and Reporting, and Domain 7: Personal Growth and Professional Development. These domains highlight the importance of designing appropriate assessments, using assessment data to improve instruction, and continuously developing teachers' professional competencies. By anchoring the program on these standards, the plan ensures that teachers are supported not only in improving instructional practices but also in maintaining their well-being while fulfilling their professional responsibilities.*		

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Program/Project Description	*This program is designed to strengthen teachers' instructional quality while supporting their well-being through structured, collaborative, and data-driven practices. It primarily focuses on improving assessment literacy, enhancing the design and validation of classroom assessment tools, and promoting the effective use of assessment data to inform instruction. Through a series of guided activities such as CE/LAC sessions, peer review, classroom observations, and mentoring, teachers will be engaged in reflective and collaborative professional learning.* *The program emphasizes the development of competencies aligned with the Philippine Professional Standards for Teachers (PPST), particularly in Domain 4 (Planning and Assessment), Domain 5 (Assessment and Reporting), and Domain 7 (Personal Growth and Professional Development). Teachers will be guided in constructing valid and reliable assessment tasks, analyzing learner performance, and using assessment results to improve teaching strategies and address learner needs. In addition, the program promotes reflective practice and collaboration among teachers, allowing them to share best practices and support one another in improving instructional delivery.* *Overall, the program aims to build a culture of continuous improvement within the school by equipping teachers with the necessary knowledge, skills, and attitudes to manage their workload effectively, reduce unnecessary stress, and sustain high instructional quality. The expected outcome is a group of teachers who are more confident in assessment design, more responsive to learner data, and better supported in maintaining both their professional performance and well-being.*
Program/Project Objectives (Application Objectives)	*Knowledge:* Understand principles of assessment, PPST-aligned teaching practices, and data-informed instruction. *Skills:* Design valid assessment tools, conduct item analysis, interpret data, and apply results to improve instruction. *Attitude:* Demonstrate collaboration, reflective practice, and commitment to teacher well-being and learner-centered instruction.
Delivery Platform	Face-to-face with blended CE/LAC sessions and mentoring support
Timeline	6 months

III. Funding Details

Amount Needed:	Php.10 000.00	Provide details on how the fund will be allocated in the conduct of the program/project.)
Funding Source:	MOOE/SEF	

IV. ACTION PLAN

Milestone	Activities	Timeline	Resources Needed	Expected Output/ Outcome	Mentoring Schedule
Milestone 1: Classroom Practice	Design and construct assessment tools aligned with curriculum standards; conduct self/peer review of items	1.5 months	Curriculum guides, assessment frameworks, item-writing guidelines, peer review forms	Validated classroom assessment tools; improved assessment design	
Milestone 2: Supervising Team Design and Validation	Conduct CE/LAC sessions; provide instructional supervision and technical assistance;	1.5 months	COT forms, PMCF forms, CE/LAC documentation, item review checklists	Improved collaboration, refined assessment tools, documented	

	classroom observations focusing on assessment practices			COT and PMCF results	
Milestone 3: Monitoring Data-Informed Instructional Adjustment	Analyze assessment results; conduct item analysis; provide TA on using data for instruction; follow-up classroom observations	1 month	Item analysis reports, learner performance data, TA reports	Improved use of assessment data and better learner outcomes	
Milestone 4: Consolidation, Reporting and Development Planning	Compile evaluation results; analyze PMCF/COT summaries; conduct development planning and reporting	2 months	Evaluation forms, PMCF/COT summaries, development plans, reports	Consolidated reports, documented development plans, improved teacher performance indicators	

V. RISKS AND MITIGATION STRATEGIES

Identified Risk	**Mitigation Measure**
Teachers' resistance to additional tasks and changes in assessment practices	Conduct orientation, emphasize benefits, and integrate activities into existing school routines
Workload overload due to multiple designations	Implement balanced task distribution and prioritize essential activities
Limited time for CE/LAC sessions	Schedule sessions strategically and align with school calendar
Lack of resources for assessment development	Utilize available school materials and encourage collaborative sharing of resources

VI. Monitoring and Evaluation Plan

Milestone	**Monitoring Tool / Method**	**Timeline**	**Responsible Person**
Milestone 1	Review of assessment tools and peer review forms	1.5 months	Proponent, Mentor, School Head
Milestone 2	Review of PMCF, COT reports, and CE/LAC documentation	1.5 months	School Head, Mentor, Instructional Supervisor
Milestone 3	Review of item analysis reports and learner performance data	1 month	Proponent, School Head, Mentor, Instructional Supervisor
Milestone 4	Review of consolidated evaluation results and development plans	2 months	School Head, SDS, Proponent

Declaration:

I hereby declare the information provided in this application is true and correct to the best of my knowledge.

I agree that the Department of Education (DepEd) to be the co-owner of all the data gathered and the copyright of any publication of the use of this data.

Prepared by:	Signature:	Date:

Reviewed by:		
Recommending Approval:		

Approved by:		