Attitudes in the Teaching Profession, Stress, and Teaching Performance among Public Elementary School Teachers in Davao De Oro: Basis for an Intervention Plan

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ABSTRACT

This study determined the significance of the influence of attitudes in the teaching profession and stress on teaching performance among elementary school teachers in the selected public elementary schools in Davao de Oro Division. This quantitative study employed particularly descriptive correlational design. Three adapted and validated survey instruments were used to determine the levels of attitudes in the teaching profession, stress, and teaching performance. Data gathered were then analyzed and interpreted. Mean, Standard Deviation, Pearson r, and multiple regression analysis were the statistical tools used for the data treatment. The results revealed that the level of attitudes in the teaching profession was rated very high. The level of stress was rated moderate and the level of teaching performance was rated very high. Further, attitudes in the teaching profession had a strongly positive relationship with teaching performance, and stress had a weak negative relationship with teaching performance. Furthermore, in a singular capacity, the result also showed that attitudes in the teaching profession was a significant predictor on teaching perfomance. Importantly, the combined influence of the two independent variables, attitudes in the teaching profession and stress on teaching performance was significant. An intervention plan was formulated to address attitudes in the teaching profession and stress affecting teaching performance.

Keywords: Education, attitudes in the teaching profession, stress, teaching performance, descriptive correlational, Philippines

INTRODUCTION

Background of the Study

The teaching performance is the observable actions, attitudes, and behaviors of teachers in the classroom that contribute to achieving educational goals for students. This encompasses their mastery of content knowledge, pedagogical skills, classroom management, and ability to create a conducive learning environment, all assessed through the Philippine Professional Standards for Teachers or PPST. It is essential in achieving educational outcomes. Improving the academic quality of education should start with the teacher. The study identified two key issues hindering teaching performance: the struggle to effectively integrate Information and Communication Technology or ICT and provide differentiated instruction, and the burden of excessive administrative workload and documentation.

In the United States, a study by Falcon et al. (2023) highlights the digital divide, where some well-funded suburban schools have state-of-the-art technology and robust internet access, while many schools in low-income urban and rural areas lack reliable internet, modern devices, and adequate technical support. This disparity directly hinders teachers' ability to effectively use ICT in their lessons. Consequently, teachers in under-resourced schools may be forced to rely on traditional teaching methods, even when interactive software or online research could offer a more engaging and effective approach. Furthermore, a study of Johnson et. al. (2022) revealed that teachers are overwhelmed by a high workload of tasks not directly related to instruction, such as managing school forms, preparing reports, and handling various ancillary duties. Because performance evaluations typically focus on classroom instruction, student outcomes, and professional development, a teacher's extensive time and energy spent on these unrated administrative tasks can directly and negatively impact the areas that are

measured. As a result, teachers may receive lower ratings in categories like instructional delivery or professional growth not due to a lack of ability or effort, but because their time and resources are diverted to unrewarded and unrecognized work, leading to a decline in their overall performance rating and contributing to burnout and job dissatisfaction.

In Asia, specifically in China's educational system, despite its advancements, it also faces significant hurdles with excessive administrative workload and documentation, often stemming from a highly centralized and bureaucratic structure. Teachers are frequently burdened with a myriad of non-teaching responsibilities, including extensive reporting, data collection, and participation in numerous school-wide campaigns or extracurricular activities that consume valuable planning and instructional time. This ultimately leads to a lower overall rating to teaching performance (Zhang, 2022). Consequently, a study also found that teachers in rural schools frequently lack access to reliable internet, modern computers, or even basic digital equipment. The available technology is often outdated and poorly maintained. A survey of schools in western China, for instance, found that while some policies promoted ICT, their implementation was crippled by a lack of sound infrastructure and a shortage of digital content appropriate for the local context. This resulted in teachers receiving needs improvement and satisfactory ratings in key areas (Fan, 2024).

In the Philippines, a study of Tarraya (2023) found out that teachers were still burdened with duties typically assigned to school heads, such as managing school forms, supervising school programs, and even consolidating personal daily time records. These administrative responsibilities often led to a decrease in instructional quality and teacher morale. Because teachers spent a significant amount of their time on these unrated ancillary tasks, they were unable to focus on the key result areas measured in their individual performance commitment and review form. As a result, teachers frequently received unsatisfactory or needs improvement remarks in categories like instructional planning and delivery, and curriculum and program management. A study also of Jacoba et. al. (2022) revealed that the low scores on ICT integration among teachers are a result of a two-fold problem: a significant lack of professional development and a pervasive digital divide. Many teachers, especially those in rural and underserved areas, have not received sufficient training in using a variety of computer programs and educational software, leaving them without the necessary skills to effectively integrate technology into their lessons. This issue is compounded by the severe lack of available resources, as thousands of schools, particularly in remote regions, have limited or no access to reliable internet, functional computers, or enough devices for both teachers and students. Consequently, even teachers who are eager and capable of using technology are often forced to revert to traditional, non-digital teaching methods due to these systemic barriers.

In Davao de Oro, a study found that teachers face significant challenges in ICT integration and differentiated instruction, primarily due to the region's geographical landscape. Many schools in remote and rural areas have poor or no access to reliable internet, modern computer labs, or even basic electricity. This lack of infrastructure makes integrating technology into lessons extremely difficult. As a result, teachers, such as those in multi-grade classrooms in New Bataan, are often forced to rely on traditional teaching methods. Without access to online resources, interactive simulations, or educational videos, these educators struggle to engage digitally native students and received an unsatisfactory remark on ICT integration (Naquila & Israel, 2022). A study also showed that an additional factor contributing to their performance ratings is the heavy burden of ancillary tasks. These duties, which include administrative paperwork, community projects, and extracurricular activities, often prevent teachers from focusing on their core pedagogical responsibilities. This contributes to a decline in overall performance ratings, with many teachers in the province receiving a very satisfactory remark instead of an outstanding one (Quimpan & Bauyot, 2024).

Research of Kahveci (2023) stated that positive attitude significantly predicts teaching performance, as evidenced by result from a regression analysis examining the relationship between positive attitude and teaching performance might show a standardized beta coefficient of 0.45, with a p-value of <0.01. Teachers who demonstrate enthusiasm, care, and an optimistic perspective are more likely to foster a supportive and effective learning environment, which in turn leads to improved student engagement, motivation, and academic outcomes. This positive correlation highlights the critical role of a teacher's disposition as a non-cognitive factor that can have a profound impact on the overall quality of education. A study of Lagat (2021) also mentioned that prolonged teacher stress has a significant negative impact on teaching performance, as shown in the multiple regression analysis, indicating a standardized beta coefficient of -0.32, with a p-value of <0. 05. A high level of

stress can lead to burnout, decreased motivation, and a decline in instructional effectiveness, ultimately harming student outcomes. Stressed teachers may struggle with classroom management, lose enthusiasm for their work, and have difficulty building positive relationships with students. This creates a less supportive learning environment and can result in lower student engagement and academic achievement. The link between stress and poor teaching performance underscores the importance of addressing teacher well-being as a critical factor in educational quality.

On one hand, a positive attitude in teaching is defined as a combination of enthusiasm and a deep-seated belief in the honor and value of the profession. This disposition involves a blend of cognitive or thoughts, affective or feelings, and behavioral components or actions, all of which reflect a teacher's overall sentiment towards their work. This positive outlook directly influences their job performance and commitment. A negative attitude, conversely, can lead to a decline in performance and an increased likelihood of leaving the profession (Alemu, 2024).

On the other hand, a study of Shahsavarani et. al. (2023) described stress as mental strain. While mild stress can be beneficial, high levels can lead to significant health and social problems. Notably, teachers experience higher burnout rates compared to other professions, with occupational stress increasing over the last decade. Shahsavarani et. al. (2023) also indicated that average teachers reported very high daily stress, and this stress increases as their years of experience increase.

Despite the comprehensive review of existing literature, this study is subject to limitations that should be acknowledged. A lack of geographical diversity since most existing research is concentrated in Luzon and Visayas, making generalization difficult in the national context. The majority of studies also overlook elementary and pre-school teachers, focusing instead on high school and college levels. Finally, there is a limited number of studies that use advanced statistical analysis like multiple regression to explore the complex, interacting effects of multiple variables like attitude and stress on teaching performance, which this current study uniquely addresses by examining three.

With the cited views, the researcher finds the need to set forth this study focusing on the relationship among attitudes in the teaching profession, stress, and teaching performance. Probing into the context and the real challenges of attitudes in the teaching profession and stress affecting teaching performance is worthy of venture, hence this study. The results of this study will be extremely beneficial to the schools, especially to the teachers and administrators. Institutions will be able to improve job performance of teachers by utilizing recommendations on relationships between attitudes in the teaching profession and stress. It will also influence management because improved teaching performance will resonate to all stakeholders, including the students that the teachers cater. Additionally, the findings will serve as a foundation for schools to establish policies that will improve teaching performance and provide thorough training for attitudes in the teaching profession and stress.

In addition, to ensure that the output from the research informs practice and thereby maximize the benefit to teachers and the policy makers, the following dissemination strategy will be developed. This will be presented during School Learning Action Cell or SLAC Sessions. The findings of the study will also be presented by the researcher through research forums at national and international research conferences, and it will be published in a reputable academic publication.

Statement of the Problem

This study determined the relationship of attitudes in the teaching profession and stress on teaching performance among public elementary school teachers in Davao de Oro Division.

Specifically, it sought answers to the following questions:

1. What is the level of attitudes in the teaching profession in terms of:

1.1 confidence in teaching;

1.2 motivation in teaching;

1.3 value of teaching;

1.4 recognition for a work done & social acceptance; and,

1.5 working environment?

2.   What is the level of stress in terms of:

2.1 time management;

2.2 work-related stressors;

2.3 professional distress;

2.4 discipline and motivation;

2.5 professional investment;

2.6 emotional manifestations;

2.7 fatigue manifestations;

2.8 cardiovascular manifestations;

2.9 gastronomical manifestations; and,

2.10   behavioral manifestations?

3.   What is the level of teaching performance of public elementary school teachers:

3.1 content knowledge and pedagogy;

3.2 learning environment;

3.3 diversity of learners, curriculum and planning, & assessment and reporting;

3.4 community linkages and professional engagement & personal growth and professional development

3.5 plus factor

4.   Is there a significant relationship between

4.1 attitudes in the teaching profession and teaching performance?

4.2 stress and teaching performance?

5.   Do the attitudes in the teaching profession and stress significantly predicts the teaching performance?

6.   Based on the findings, what intervention plan can be formulated?

Conceptual Framework

It is depicted in Figure 1 the study's conceptual structure. It exposes the study's variable, the independent variable, and the dependent variable. The first independent variable is attitudes in the teaching profession. It comprises the following indicators: confidence in teaching, motivation in teaching, value of teaching, recognition for work done and social acceptance, and working environment.

Confidence in teaching is a teacher's conviction that they can positively impact student success, even when overcoming significant difficulties. It's a fundamental, deep-seated belief in their own capacity to influence learning. Motivation in teaching refers to the intrinsic reasons why an individual chooses to become and remain a teacher. It is primarily driven by a person's core values, like the desire to help others or contribute to society. The value of teaching means the profound belief that it is the noblest and most respected profession—a vocation held in the highest esteem for its irreplaceable role in shaping individuals and society. Recognition for work and social acceptance are powerful motivational techniques for teachers, focused on acknowledging their professional achievements through positive reinforcement to validate their efforts and contributions. The working environment is a dynamic mix of interactions between employees and employers, combined with the physical, social, and organizational aspects of the workplace.

The second independent variable is stress. It contains domains: time management, work-related stressors, professional distress, discipline and motivation, professional investment, emotional manifestations, fatigue manifestations, cardiovascular manifestations, gastronomical manifestations, and behavioral manifestations.

Time management is the process of organizing and exercising conscious oversight over time spent on specific activities, with the goal of increasing effectiveness, efficiency, and productivity. Work-related stressors are work demands and pressures that put one's ability to survive and perform to the test. Professional distress is defined as negative reactions related with the initiation of a traumatic or extremely stressful setting or event, resulting in despair and worry. Discipline and motivation are the challenging and essential acts of maintaining order in the classroom and inspiring students to learn. Professional Investment is the commitment of personal time, energy, and resources into professional growth and the success of students. Emotional manifestation is the feeling of persistent irritation, anxiety, or sadness related to job demands. Fatigue manifestation is experiencing chronic exhaustion, low energy, and a lack of recovery after rest. Cardiovascular Manifestations: are physical reactions like elevated heart rate or high blood pressure linked to job stress. Gastronomical manifestations are developing stomach aches, indigestion, or other digestive issues when facing work pressure, and behavioral manifestations are in a state of stress, these are the observable coping actions such as taking prescribed drugs, sleeping longer hours (or excessively), and increased engagement in habits like drinking and smoking.

The dependent variable is teaching performance. The following are its indicators: content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and engagement, personal growth and development and plus factor.

Content knowledge is the set of knowledge and abilities related to a certain topic, whereas pedagogy refers to specific teaching procedures and strategies that facilitate student learning. The term learning environment is used to describe a classroom or other educational setting where pupils not only feel comfortable learning but also are motivated to do so by their surroundings. Learners from different racial, ethnic, cultural, and linguistic origins make up what is called diversity of learners. In education, curriculum and planning refers to the steps taken to determine what will be taught, why it will be taught, and how it will be taught in light of the current curriculum standards and the available resources. Definition of assessment and reporting is a plan for conducting an assessment that takes into account the larger context in which it will be carried out. Community linkages and engagement are having professional connections with relevant stakeholders and cultivating a learning environment that is sensitive to the requirements of the local community. Personal growth and development are to assess one's strengths and weaknesses, to think about one's long-term objectives, and to make plans to achieve those objectives. The Plus factor indicates that a teacher must do a variety of linked tasks or activities that contribute to the teaching-learning process
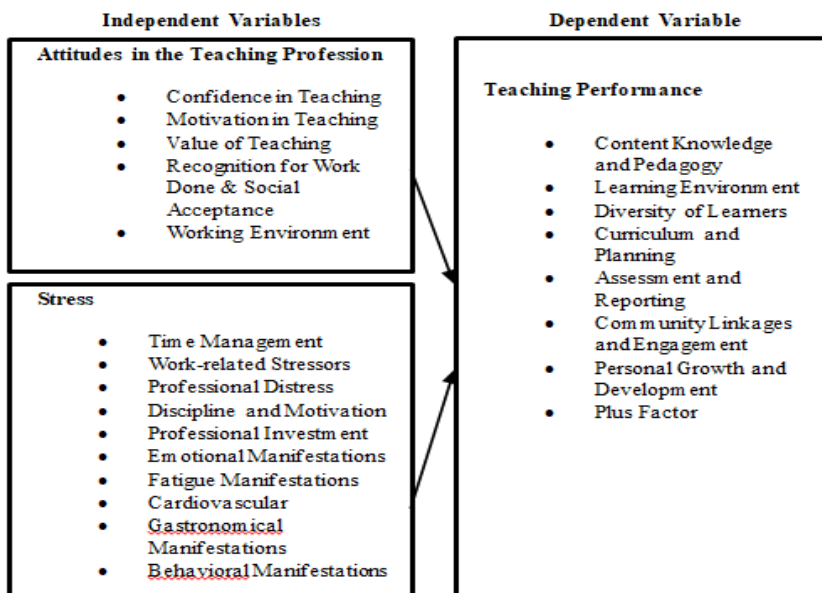
Fig. 1 Conceptual Framework of the Study

METHODOLOGY

Presented in this chapter are the research design, research locale, research respondents, research instrument, data gathering procedure, statistical tools and ethical considerations of the data.

Research Design

This study employed quantitative research specifically a descriptive correlational design.

Quantitative research is a systematic approach to investigating phenomena by employing numerical data and statistical analysis (Creswell & Creswell, 2023). This methodology relies on the collection of quantifiable data to test objective theories by examining the relationship among variables. The fundamental goal is to establish generalizable facts about a larger population by analyzing representative sample, which requires structured data collection instruments to ensure the results can be replicated and validated (Stockemer, 2019). The emphasis on measurement and statistical inference allows researchers to draw conclusions regarding cause-and-effect or correlational relationships with a high degree of confidence.

The bedrock of a quantitative study involves defining research questions that can be addressed through numerical evidence, specifying variables, and establishing a detailed plan for measurement and analysis (Brown, 2023). Typically, data are collected from a large number of subjects, and the analysis is performed using mathematical models to identify patterns and determine the statistical significance of observed relationships. Furthermore, Osborne (2018) posits that the rigorous application of statistical techniques is essential for making objective interpretations and presenting findings in a clear, measurable format, thereby maximizing the study's scientific credibility.

Descriptive research is a type of quantitative inquiry designed to systematically describe the characteristics, features, or behaviors of a given population or phenomenon (Creswell & Creswell, 2023). This method focuses on answering what is rather than why or how, providing a detailed snapshot of the variables as they naturally exist. The primary objective is to accurately and thoroughly portray the distribution of variables, without manipulating them or establishing causal links. Researchers often utilize surveys, observation, and interviews to gather the data necessary to provide this comprehensive description (Stockemer, 2020).

Descriptive-correlational research is a hybrid quantitative design that aims not only to describe the characteristics of a population but also to measure the degree and direction of relationship between two or more variables (Brown, 2023). While this method does not establish a cause-and-effect relationship, it provides crucial insights into how changes in one variable tend to co-occur with changes in another. Stockemer (2020) notes that this

design is highly useful for identifying potential predictors and mapping out complex relationships within real-world settings, which often serves as the groundwork for future experimental studies. The statistics used include correlation coefficients, which quantify the strength of the linear association between the variables of interest.

The descriptive-correlational design is the most appropriate research type for this study because the objective is to describe the current levels of a specific teaching factor like professional confidence and simultaneously examine its relationship with various outcome measures such as work-related stressors and professional investment. This approach effectively addresses both descriptive questions about the current state of the variables and relational questions regarding their associations, without the ethical or logistical necessity of manipulating the variables (Osborne, 2020). Furthermore, the study is not intended to establish a causal link, which would require a more complex and intrusive experimental design. The descriptive-correlational method provides the most efficient and robust means of gathering the necessary numerical evidence to analyze the complex interplay of factors influencing teacher well-being (Creswell & Creswell, 2023).

Research Locale

This study was conducted in Davao de Oro, Region XI.

Region XI, or the Davao Region, is the primary administrative and economic hub in the southeastern part of Mindanao, Philippines, comprising five provinces and the highly urbanized Davao City which serves as its regional center. The region's economy is structurally diverse, moving from its historical strength in agribusiness to a predominantly services-based economy led by trade, commerce, and finance, concentrated in Davao City. Its significance as a key growth area is also tied to its geographic features, including the fertile plains and valleys surrounding the Davao Gulf and the presence of Mount Apo, all of which influence population distribution, infrastructure development, and environmental considerations vital for any large-scale social or educational study.

Davao de Oro is a province within Region XI, notable for its rugged, mountainous terrain and a mixed economy heavily reliant on agriculture and its rich mineral resources, particularly gold, which earned it the moniker, Golden Province. Formerly known as Compostela Valley, the province's physical geography presents challenges and opportunities for service delivery, with the concentration of educational and health facilities centered in municipalities like Nabunturan, the capital. Demographic studies in Davao de Oro often account for the presence of various Lumad indigenous groups like the Mansaka and Mandaya and the socio-economic conditions tied to both large-scale banana plantations and smaller-scale mining activities, providing a complex and localized context for social research.

Identified Schools for the conduct of research are located in the Municipality of Pantukan. School A is a public institution which has complete elementary education (Kindergarten and Grades 1-6). It is categorized as a mega elementary school with more than 70 teachers. School B is also a public elementary school and a large sized category school since it has more than 50 teachers. School C is located in the northern part of the municipality. It has a complete elementary education and has more than 25 teachers. School D also offers complete elementary education. It is categorized as small-sized since it has less than 10 teachers only.
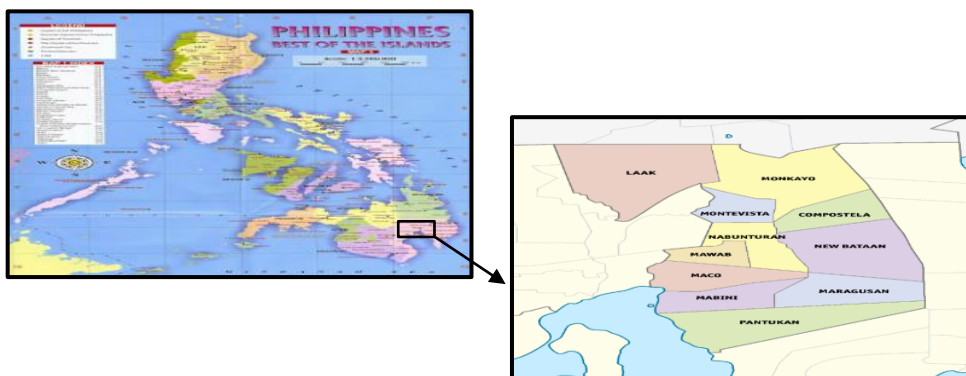

Fig. 2 Maps of the Philippines and Davao de Oro

The schools mentioned above were the institutions who qualify the criteria since they are all public schools of Davao de Oro and with sufficient number of necessary teacher respondents. Similarly, the four schools indicated above have representation in every school size category and authors of research agree that even three would suffice. So, sufficiency of number of participants is not a question. Moreover, the researcher is stationed at one of the qualified schools to conduct research.

Research Respondents

The respondents of this study were 200 public elementary school teachers selected from various schools in Davao de Oro using stratified random sampling. This technique was employed to divide the heterogeneous teacher population into homogeneous subgroups, the strata based on school sizes: mega, large, medium, and small, thus ensuring that each subgroup was proportionally represented in the final sample. The total sample size of 200 was determined using the Raosoft Calculator Application, set at a 95% confidence level, a 5% margin of error, and a 50% answer distribution, a methodology supported by literature (Saunders et al., 2023). This number is considered sufficient for research employing Pearson-Product Moment Correlation (Memon et al., 2020). The proportional distribution of the sample across the strata was: 60 teachers from the 1 mega school, 30 teachers from each of the 4 large schools, 7 teachers from each of the 2 medium schools, and 25 teachers from each of the 3 small schools.

The respondents were chosen for consistency for purposive sampling design, the sampling method employed in this research. Purposive sampling as explained by Campbell et. al. (2020) is a non-probability sampling technique where researchers deliberately select participants based on specific characteristics or criteria relevant to the study's objectives. In this case, the selection of participants ensured representation from different school sizes within the division. Purposive sampling was deemed appropriate for this study's specific aims. Given the focus on teachers with particular characteristics relevant to the research variables (attitudes, stress, and RPMS), purposive sampling allowed for the targeted selection of knowledgeable individuals within the specific context of Pantukan, Davao Region public elementary schools.

The inclusion criteria for participation involved were full-time public elementary teachers from the selected schools with at least two years of teaching experience and hold the position of Teachers I-III.

The exclusion criteria for participation comprised Master Teachers, teachers assigned to Special Sections such as Special Needs Education (SNED), Alternative Learning System (ALS) Teachers and Junior and Senior High School Teachers. Furthermore, the study specifically focused on the variables of attitudes in the teaching profession, stress, and the results-based performance management system. Finally, all participants were informed that their participation was voluntary and that they had the right to discontinue at any time.

Research Instrument

This study used the adapted questionnaires from published studies and Department of Education Memorandum. The questionnaires will be divided into three parts, namely: Attitudes in the Teaching Profession Questionnaire, Stress and Teaching Performance Questionnaire.

Part I focuses on Attitudes in the Teaching Profession questionnaire taken from the study of Atnafu, et. al. (2014). This tool is a 36-item construct from 5-point Likert Scale, 5-Strongly Agree to 1-Strongly Disagree. The questionnaire assesses five key indicators of attitudes in the teaching profession: confidence in teaching (7 items), motivation in teaching (7 items), value of teaching (7 items), recognition for work done and social acceptance (7 items), and working environment (8 items). The Cronbach's alpha for confidence in teaching is 0.740, motivation in teaching is 0.738, value teaching is 0.734, recognition of a work done and social acceptance is 0.748, working environment in teaching is 0.764 with an overall Cronbach's alpha of 0.882 or reliable. The numerical equivalent and descriptive interpretation of the attitudes in the teaching profession questionnaires are indicated below.

Mean Range	Description	Interpretation
4.20-5.00	Very High	Positive attitude in the teaching profession is always manifested.
3.40-4.19	High	Positive attitude in the teaching profession is oftentimes manifested.
2.60-3.39	Moderate	Positive attitude in the teaching profession is sometimes manifested.
1.80-2.59	Low	Positive attitude in the teaching profession is seldom manifested.
1.00-1.79	Very Low	Positive attitude in the teaching profession is never manifested.

Part II focuses on the Stress questionnaire taken from the study of (Rich, 2020). This tool is a 49-item survey with a 5-point Likert Scale of 5-Strongly Agree to 1-Strongly Disagree. The questionnaire assesses 10 key indicators of stress: time management (8 items), work-related stressors (6 items), professional distress (5 items), discipline and motivation (6 items), professional investment (4 items), emotional manifestations (5 items), fatigue manifestations (5 items), cardiovascular manifestations (3 items), gastronomical manifestations (3 items), and behavioral manifestations (4 items). It assesses the level of occupational stress experienced by Filipino teachers in public schools with 0.93 of reliability coefficient alpha value. The numerical equivalent and descriptive interpretation of the stress questionnaires are indicated below.

Mean Range	Description	Interpretation
4.20-5.00	Very High	Stress indicator is always evident.
3.40-4.19	High	Stress indicator is oftentimes evident.
2.60-3.39	Moderate	Stress indicator is sometimes evident.
1.80-2.59	Low	Stress indicator is seldom evident
1.00-1.79	Very Low	Stress indicator is never evident

Part III focuses on the Teaching Performance questionnaire from the DepEd Memorandum 004, s. 2020 (Briones, 2022). This tool is a 19-item construct from 5-Outstanding to 1-Poor. The questionnaire assesses 5 key indicators of Teaching Performance: content knowledge and pedagogy (4 items), learning environment (4 items), diversity of learners, curriculum and planning, & assessment and reporting (4 items), community linkages and professional engagement & personal growth and professional development (6 items), and plus factor (1 item). The questionnaire is a standardized tool for rating teaching performance. As such, it does not need Cronbach's alpha results. The numerical equivalent and descriptive interpretation of the teaching performance questionnaires are indicated below.

Mean Range	Description	Interpretation
4.500-5.00	Very High	Teaching performance is outstanding.
3.500-4.499	High	Teaching performance is very satisfactory.
2.500-3.499	Moderate	Teaching performance is satisfactory.
1.500-2.499	Low	Teaching performance is unsatisfactory.
1.000-1.499	Very Low	Teaching performance is poor.

The three sets of questionnaires underwent validation by a panel of experts and were subsequently pilot tested. The reliability analysis of these instruments yielded the following Cronbach's alpha values: .883 for the Attitudes in the Teaching Profession questionnaire (indicating good reliability), .942 for the Stress questionnaire (indicating excellent reliability), and .879 for the Teaching Performance (indicating good reliability). Prior to final administration, the questionnaires were further refined based on the feedback and recommendations provided by the expert panel.

Data Gathering Procedure

In this study, the researcher employed the following procedures. First, the researcher requested permission to conduct the study by sending a letter to the Dean of the Graduate School of The University of the Immaculate Conception. Ethical clearance was secured from UIC-REC.

Once ethical clearance had been received, the researcher sought permission from the DepEd Officials: the Regional Director of DepEd Davao Region, the Schools Division Superintendent of Davao de Oro Division, the District Heads of Pantukan Districts, and the School Heads. This was done by means of letters of intent requesting permission and recommendation for the study's conduct. After receiving approval from the various DepEd Offices, the researcher personally sent the Informed Consent Form (ICF) to the potential respondents, confirming their participation. Respondents were informed about the study's approach, techniques, and design, as well as their rights as research participants. Once the ICF and consent form were signed, the researcher informed the respondents about the study and the complete survey and carefully retrieved the forms. They were also instructed that to maintain the confidentiality of their responses and anonymity, they would not put their names on the questionnaire. The researcher personally retrieved the forms with utmost security and confidentiality.

The researcher also obtained the respondents' consent to participate in the study by answering the survey questions, which were administered face-to-face. To be eligible, respondents had to be proficient teachers (Teacher I-III) at the school. The respondents were given ample time to complete the survey. The replies of the respondents were recorded and recovered by the researcher with the highest secrecy and confidentiality. Finally, a statistician tallied the scale's results, which were presented using descriptive statistics and evaluated using correlation and multiple regression analysis.

Statistical Tools

The following statistical tools were used in analyzing the data gathered in this study.

Mean. It is used to determine the level of attitudes in the teaching profession, stress and teaching performance.

Standard Deviation. This is used to measure the absolute variability of a distribution; the higher the dispersion or variability, the greater is the standard deviation and greater will be the magnitude of the deviation of the value from their mean.

Pearson Product-Moment Correlation Coefficient or Pearson r. This is used to determine if there is correlation between variables. It is used to measure the significance of the relationship between attitudes in the teaching profession, stress and teaching performance.

Multiple Regression Analysis. It is used to determine the significance of the influence of attitudes in the teaching profession and stress on teaching performance.

RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data according to the sequence of the statement of the specific questions in chapter 1.

Level of Attitudes in Teaching Profession

It is shown on Table 1, the level of attitudes in the teaching profession. The data reveals an overall mean of 4.56, which is described as very high, indicating that a positive attitude in the teaching profession is always manifested. In addition, the overall standard deviation is 0.31, which is less than one, denoting that the respondents have ratings that are clustered around the mean.

It implies that the public-school teachers surveyed consistently exhibit a very high level of positive attitudes toward their profession across all measured dimensions. This strong agreement around the high mean suggests that the majority of teachers feel confident in teaching their subjects and handling classroom situations, are strongly motivated towards teaching as a vocation, and deeply value teaching as a meaningful and impactful career. Furthermore, the findings reflect a pervasive sense among teachers of being recognized for their work done and feeling socially accepted within their communities and schools, which contributes to their professional satisfaction. Crucially, the highly clustered data points suggest that the positive outlook is not confined to a specific subgroup but is a shared reality, likely stemming from the presence of a conducive working environment that supports, respects, and enables their professional efficacy and well-being. This collective and consistent high positive attitude is a strong indicator of a healthy, motivated, and stable teaching workforce.

Table 1 Level of Attitudes in the Teaching Profession

	Mean	SD	Description
Confidence in Teaching			
1. feeling confident in their ability to teach	4.68	.49	Very High
2. being confident about the approaches that they employ in teaching.	4.54	.57	Very High
3. using the language in teaching with confidence	4.53	.58	Very High
4. having the confidence to improve their teaching ability	4.77	.42	Very High
5. using sources other than the textbook confidently	4.58	.57	Very High
6. being sure about what to do when teaching	4.62	.50	Very High
7. willing to improve their teaching	4.80	.40	Very High
Category Mean	4.65	.36	Very High
Motivation towards Teaching			
1. teaching is their hobby.	4.40	.67	Very High
2. enjoying the challenge of teaching a new and difficult concept.	4.48	.57	Very High
3. finding joy in teaching children and meeting many people	4.71	.49	Very High
4. dispensing knowledge to others with joy.	4.64	.53	Very High
5. being satisfied with their profession.	4.55	.62	Very High
6. considering teaching as enjoyable and stimulating for them	4.58	.59	Very High
7. liking to teach every day.	4.60	.56	Very High

Category Mean	4.57	.45	Very High
Value of Teaching			
1. educating others develops their mind.	4.79	.42	Very High
2. dealing with youth keeps a teacher young, alert, and active.	4.59	.55	Very High
3. having the belief that teachers are the molders of society.	4.83	.42	Very High
4. considering teaching as one of the best means of serving humanity.	4.83	.39	Very High
5. believing that teaching is one of the greatest stimulants to mental activity.	4.71	.50	High
6. considering teaching as a noble profession.	4.89	.36	Very High
7. valuing teaching which is worth their time and effort.	4.81	.43	Very High
Category Mean	4.78	.32	Very High
Recognition for the Work Done and Social Acceptance			
1. having high social value for teachers	4.72	.55	Very High
2. being respected and valued by others as teachers.	4.63	.52	Very High
3. performing more actual good for mankind in teaching than any other professions.	4.60	.63	Very High
10. 4. choosing teaching as a profession because they find it fulfilling as a career.	4.46	.63	Very High
11. 5. considering teaching as the most prestigious professions in society.	4.59	.61	Very High
12. 6. granting teachers' welfare with high regard by the authorities	4.25	.76	Very High
13. 7. liking the school pupils to recognize them as exemplary teachers.	4.58	.53	Very High
14. Category Mean	4.78	.32	Very High
Working Environment being encouraged in their teaching because …			
15. 1. relevant teaching aids are available	4.17	.60	High
16. 2. resources are accessible.	4.11	.64	High
17. 3. offices and stationary materials are available	4.08	.66	High
18. 4. staff recreational areas are available.	3.94	.74	High
19. 5. internet to search for suitable teaching materials is accessible	3.97	.86	High
20. 6. students have good behavior	3.83	.78	High

21. 7. students have interest in learning.	4.08	.82	High
22. 8. class size and teaching loads assigned to them are manageable.	4.07	.79	High
Category Mean	4.03	.55	High
Overall Mean	4.56	.31	Very High

Further, the results of the study, which show an overall mean of 4.56 described as very high and a positive attitude in the teaching profession that is always manifested, are in congruence with the findings of Valde (2024). This cited study on high school teachers reported a mean score of 4.60, which also falls within the very high range. Both sets of data, therefore, establish a consistent context where the majority of educators exhibit overwhelmingly strong and positive attitudes toward their professional roles.

Furthermore, the high manifestation of positive attitudes in the present study, revealed by an overall mean of 4.56, corroborated the study of Ebuenga (2023). Ebuenga (2023) examined attitudes among public elementary school teachers and found a mean score of 3.80, placing it in the high range. While the mean score in the cited literature is lower than the present study's very high score, both results confirm a generally positive outlook and dedication among teachers, though the degree of manifestation is higher in the current research.

Moreover, the current finding of a very high positive attitude, with an overall mean of 4.56, contrasts with the results presented by Borres (2022). In the study, it was found that, a mean score of 2.89 among newly hired teachers, which is in the moderate range. This suggests that a positive attitude is only sometimes manifested among newer professionals. This disparity highlights the potential influence of experience and tenure on professional outlook, indicating that the stability and consistent attitude found in the current study may be an accrued benefit of time in the profession.

In addition, the consistency and strength of the positive attitude observed in the present study, indicated by an overall mean of 4.56 and low standard deviation, contrasted the outcome documented by Salvan (2021). The cited research on teachers in a challenging urban environment resulted in a mean score of 1.65, which is classified as very low, describing a scenario where a positive attitude is rarely or never manifested. This comparison strongly suggests that the conducive working environment cited in the current findings is a crucial factor that differentiates the very high level of professional attitude from the severely low levels found in challenging contexts.

Besides, the implication of the present study, that teachers are strongly motivated towards teaching as a vocation and find deep satisfaction in their work, supported the findings of Fteiha and Al Bustami (2023). The cited research finds that many teachers report being satisfied with their work, citing intrinsic motivators such as the desire to make a difference in students' lives and deriving a sense of purpose and achievement. Both sets of findings agree that the personal fulfillment generated from successful teaching acts as a fundamental component of a positive professional attitude.

Likewise, while the present study indicates a healthy, motivated, and stable workforce due to the very high positive attitude, this finding goes against with the study of Deupa (2023). This cited research indicates that teachers in some countries are among the most burned-out professionals due to heavy workloads, insufficient pay, and a lack of administrative support. This juxtaposition suggests that although the teachers in the current study exhibit high resilience, the universal factors that cause declining satisfaction and burnout in other contexts remain valid concerns for maintaining the observed high level of positive professional attitude.

Moreso, the current study, focusing on Davao de Oro, Mindanao contrasted the works of Haramain (2021) and Nayad (2021). The finding of a very high overall mean attitude of 4.56 coupled with the highly clustered data with a Standard Deviation of 0.31, suggests a strong, pervasive professional commitment at this foundational educational level, a demographic whose specific positive outlook has been previously underrepresented the discourse of the northern part of the country.

Level of Stress

It is presented in Table 2 the level of stress of teachers. The data reveals an overall mean of 2.85, which is described as moderate, indicating that stress among teachers is sometimes evident. In addition, the overall standard deviation is 0.71, which is less than one, indicating that respondents' ratings are relatively close to the mean.

Moreover, it implies that while stress is not constantly overwhelming, it poses a recurring and significant challenge for the majority of the teaching staff. The clustered ratings around a moderate mean suggest a shared experience where educators often struggle with time management, finding it difficult to balance instructional, administrative, and personal demands. This consistent level of stress further suggests that challenges with work-related stress, stemming from workload and accountability, are common, alongside difficulties managing student discipline and motivation, which can be emotionally draining. Moreover, this moderate and shared stress level has tangible negative consequences, as it suggests teachers may experience slow professional growth due to a lack of time or energy for development, and are susceptible to negative reactions manifesting as physical ailments like fatigue, cardiovascular issues, and gastrointestinal problems, as well as behavioral challenges such as increased irritability or difficulty maintaining work-life balance

Table 2 Level of Stress

	Mean	SD	Description
Time Management			
1. over-committing themselves easily	3.86	.87	High
2. becoming impatient if others do things too slowly.	3.36	.84	Moderate
3. doing more than one thing at a time.	3.83	.94	High
4. having a little time to relax/enjoy the time in a day.	3.77	1.04	High
5. thinking about unrelated matters during conversations.	3.25	1.09	Moderate
6. feeling uncomfortable wasting time.	3.69	1.06	High
7. having no enough time to get things done.	3.70	.98	High
8. rushing in their speech.	3.24	1.03	Moderate
Category Mean	3.59	.76	High
Work-related Stressors			
1. having little time to prepare for their lessons/responsibilities.	3.72	1.03	High
2. doing too much work	4.06	.95	High
3. too fast pacing of the school day	3.91	.89	High
4. handling too big caseload/class	3.28	1.06	Moderate
5. shortchanging their personal priorities due to time demands.	3.64	1.08	High
6. being given with too much administrative paperwork in their job.	3.61	1.20	High

Category Mean	3.70	.84	High
Professional Distress			
1. lacking promotion and/or advancement opportunities.	3.07	1.06	Moderate
2. not progressing in their job as rapidly as they would like.	2.97	1.00	Moderate
3. needing more status and respect on their job.	3.07	1.11	Moderate
4. receiving inadequate salary for the work they do.	2.87	1.16	Moderate
5. lacking in recognition for the extra work and/ or good teaching they do.	2.69	1.05	Moderate
Category Mean	2.94	.91	Moderate
Discipline and Motivation feeling frustrated because of …			
1. discipline problems in their classroom.	3.50	1.02	High
2. monitoring pupil behavior.	3.42	1.10	High
3. having some students who would have performed better if only they tried.	3.58	1.01	High
4. teaching students who are poorly motivated.	3.50	1.09	High
5. considering inadequate/poorly defined discipline problems.	3.53	1.04	High
6. being rejected of their authority by pupils/administration.	3.43	1.05	High
Category Mean	3.49	.90	High
Professional Investment			
1. not sufficiently airing their personal opinions.	2.89	1.04	Moderate
2. lacking control over decisions made about classroom/school matters.	2.80	1.10	Moderate
3. being not emotionally/intellectually stimulated on the job.	2.45	1.07	Low
4. lacking opportunities for professional improvement.	2.55	1.16	Low
Category Mean	2.67	1.01	Moderate
Emotional Manifestation responding to stress by being …			
1. insecure.	2.28	1.09	Low
2. vulnerable.	2.54	1.19	Low
3. unable to cope.	2.41	1.14	Low

4. depressed.	2.25	1.13	Low
5. anxious.	2.37	1.15	Low
Category Mean	2.37	1.05	Low
Fatigue Manifestations responding to stress by			
1. sleeping more than usual.	3.18	1.20	Moderate
2. procrastinating.	2.76	1.11	Moderate
3. becoming fatigued in a very short time.	2.79	1.13	Moderate
4. physical exhaustion.	2.98	1.19	Moderate
5. physical weakness.	2.99	1.16	Moderate
Category Mean	2.94	1.00	Moderate
Cardiovascular Manifestation responding to stress with …			
1. increased blood pressure.	2.58	1.15	Low
2. heart pounding or racing.	2.60	1.12	Moderate
3. rapid and/or shallow breath.	2.44	1.07	Low
Category Mean	2.54	1.04	Low
Behavioral Manifestations responding to stress by …			
1. taking of over-the-counter drugs.	1.82	1.09	Low
2. using prescription drugs.	2.14	1.28	Low
3. drinking alcohol.	1.60	.94	Very Low
4. calling in sick.	1.89	1.08	Low
Category Mean	1.86	.92	Low
Overall Mean	2.85	.71	Moderate

In addition, the results of the study, which reveal an overall mean of 2.85 described as moderate for the level of stress of teachers, indicating that stress is sometimes evident, are in congruence with the findings of Jahara et al. (2022). This cited research, validating stress in a large sample of educators, found that overall stress scores centered around the 2.7 to 2.8 mark on a 5-point scale. Both sets of data statistically confirm that the average teacher experiences a consistent and palpable level of professional stress that qualifies as moderate and warrants intervention.

Besides, the overall mean of 2.85, described as moderate in the present study, further supported the study of Elliot et al. (2021). The cited research found that the vast majority of surveyed teachers reported moderate to severe stress. This high percentage confirms that an elevated stress level is the norm, not the exception, in the educational environment, aligning with the current finding that most teachers are managing chronic demands that deplete their psychological resources.

Likewise, the implication of the present study that educators often struggle with time management and challenges with work-related stress, stemming from workload and accountability, corroborated with the findings of Jomuad et al. (2021). The cited research suggests that teachers routinely operate under a significant degree of pressure, showing moderate difficulty in dealing with volume of non-teaching and administrative duties and the difficulty of finding sufficient time for both professional preparation and personal needs, which leads to a feeling of being continually pressed and overwhelmed.

Similarly, the implication of the present study that a moderate level of stress results from difficulties managing student discipline and motivation and compromises professional investment, leading to slow professional growth, supported the findings of Salvador and Nebria (2023). The cited research indicates that teachers are moderately suffering from managing disruptive student behaviors and the emotional toll of dealing with unmotivated learners. Additionally, the study noted that teachers are moderately coping with efficacy and connection to the job, feeling that they have compromised professional investment.

Moreover, studies from other regions, such as those focusing on Senior High School teachers in Cebu, Visayas, as mentioned by Jahara et. al. (2022), have also reported a moderate level of work-related stress, aligning with this study's overall mean of 2.85, described as moderate and clustered ratings of 0.71. However, the Mindanao context offers a vital lens into how this stress manifests at the elementary level.

Correspondingly, the implication of the present study that the moderate and shared stress level has tangible negative consequences, manifesting as physical ailments like fatigue, cardiovascular issues, and gastrointestinal problems, as well as behavioral challenges such as increased irritability, reinforced the findings of Metrailer and Clark (2024). The cited literature mentioned that teachers moderately experienced feelings of tension, irritability, and anxiety and reported persistent exhaustion. Furthermore, the body registers the strain through stomach upset, other digestive issues, heart palpitations, and tension headaches, along with changes in habits as the teacher attempts to cope with the moderate but taxing pressures.

Level of Teaching Performance

It is shown in Table 3 the level of teaching performance of public elementary school teachers. The data reveals an overall mean of 4.48, which is described as very high, indicating that the teaching performance of public elementary school teachers is outstanding. In addition, the overall standard deviation is 0.38, denoting that the responses of the respondents are closer to the mean.

Correspondingly, it implies that the elementary school teachers surveyed are consistently operating at a level of professional excellence, having successfully accomplished the demands of multifaceted expertise. This high and shared level of performance suggests that the teachers have uniformly demonstrated deep subject mastery, ensuring accurate and comprehensive content delivery, alongside high pedagogical proficiency, which allows them to effectively apply teaching methods. The outstanding performance further indicates their ability to consistently create a conducive learning environment that is positive and supportive, and to skillfully differentiate instruction to meet the diverse needs of all students. The strong clustering of ratings confirms that this excellence is widespread, resulting in teachers who consistently exceed learning outcomes and employ rigorous, holistic assessment practices to accurately measure student progress. Beyond these foundational skills, it implies that their excellence is sustained by strong community engagement, where they actively involve stakeholders, active professional involvement in school initiatives, and a dedicated commitment to personal and professional growth, collectively solidifying their consistent professional excellence

Table 3 Level of Teaching Performance

	Mean	SD	Description
Content Knowledge and Pedagogy			
1. applying knowledge of content within and across curriculum teaching areas.	4.56	.56	Very High

2. using researched-based knowledge and principles of teaching and learning to enhance professional practice	4.44	.57	Very High
3. displaying proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning	4.62	.57	Very High
4. using effective verbal and non-verbal classroom communication strategies to support learner understanding, participation, engagement and achievement.	4.62	.56	Very High
Category Mean	4.56	.46	Very High
Learning Environment			
1. establishing safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	4.65	.49	Very High
2. maintaining learning environments that promote fairness, respect and care to encourage learning.	4.68	.52	Very High
3. maintaining learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	4.57	.63	Very High
4. applying a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.44	.63	Very High
Category Mean	4.58	.45	Very High
Diversity of Learners, Curriculum and Planning, and Assessment and Reporting			
1. designing, adapting and implementing teaching strategies that are responsive to learners with disabilities, giftedness and talents.	4.33	.76	Very High
2. adapting and using culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	4.32	.74	Very High
3. adapting and implementing learning programs that ensure relevance and responsiveness to the needs of all learners	4.14	.86	High
4. utilizing assessment data to inform the modification of teaching and learning practices and programs	4.15	.76	High
Category Mean	4.24	.61	Very High
Community Linkages and Professional Engagement and Personal Growth and Professional Development			
1. maintaining learning environments that are responsive to community contexts	4.17	.88	High
2. reviewing regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers	4.21	.73	Very High

3. complying with and implementing school policies and procedures consistently to foster harmonious relationships with learners, parents and other stakeholders	4.45	.64	Very High
4. applying a personal philosophy of teaching that is learner-centered	4.50	.60	Very High
5. adopting practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity	4.45	.67	Very High
6. setting professional development goals based on the Philippine Professional Standards for Teachers	4.38	.70	Very High
Category Mean	4.36	.51	Very High
Plus Factor			
1. performing various related works/activities that contribute to the teaching-learning process	4.65	.51	Very High
Category Mean	4.65	.51	Very High
Over-all Mean	4.48	.38	Very High

In addition, this finding powerfully refutes the results of Gresula (2024), which suggest that performance outcomes in the southern regions might also be lower or at the elementary level, as seen in Luzon. Instead, the data confirms a widespread culture of professional excellence, marked by deep subject mastery, pedagogical proficiency, and effective community engagement, thereby providing a crucial, high-impact benchmark for educational quality in Mindanao.

Further, the results of the study, which reveal an overall mean of 4.48 for teaching performance, described as very high and indicating that the performance is outstanding, are in congruence with the findings of Calansingin et al. (2022) and Cuellar-Quispe et al. (2023). The cited studies reported impressively high mean scores of 4.41 and 4.47, respectively. This statistical consistency confirms that, on average, teachers are operating at a level that far exceeds basic competence, placing performance firmly in the highest tiers of the rating scale, which means they are almost always demonstrating a high level of expertise in their daily practice.

Furthermore, the strong implication of the present study that the teachers have uniformly demonstrated deep subject mastery and high pedagogical proficiency supported the research of Parcon et al. (2025). The cited study showed that teachers demonstrate exceptional mastery in both their pedagogical knowledge like the science of teaching and their deep knowledge of the subject matter to be taught. This dual competency is the root of the high-performance ratings found in both sets of data.

Moreover, the implication of the present study that teachers consistently create a conducive learning environment that is positive and supportive and skillfully differentiate instruction to meet the diverse needs of all students reinforced the findings of Morales-Romero (2021). The cited research revealed that educators consistently exhibit the skills needed to manage diverse learners, employing differentiated instruction and responsive strategies to ensure that all students, regardless of background or learning style, are supported in their pursuit of academic success.

In addition, the finding in the present study that teacher excellence is sustained by strong community engagement, active professional involvement in school initiatives, and a dedicated commitment to personal and professional growth corroborated the conclusions of Cadag et al. (2024). The cited results revealed that high-performing teachers are characterized by a capacity to almost always connect with the wider community, successfully engage in professional activities, and pursue sustained personal growth and professional development, ensuring their practice remains current and effective over time.
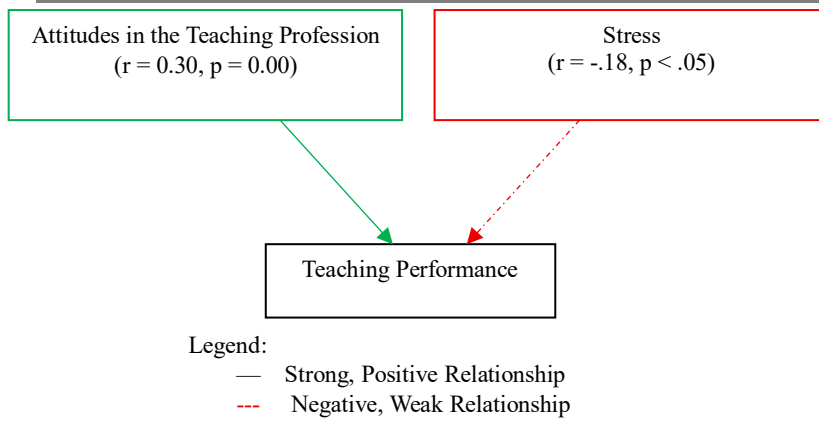
Fig. 3 Relationship of Attitudes in the Teaching Profession, Stress and Teaching Performance

Significance of the Relationship of Attitudes in the Teaching Profession, Stress and Teaching Performance

It is shown in Table 4 the significance of the relationship of attitudes in the teaching profession, stress and teaching. Attitudes in the teaching profession has a positive moderate relationship to teaching performance with R-value of .30. Also, it reflects a p-value of .00 which is less than the alpha set at .05 (two-tailed) supporting a significant relationship. It means that as the level of attitudes in the teaching profession increases, the level of the teaching performance of public-school teachers also significantly increases.

Table 4 Significance of the Relationship of Attitudes in the Teaching Profession, Stress and Teaching Performance

	Teaching Performance		
	r	p-value	Remarks
Attitudes in the Teaching Profession	.30	.00	Significant
Stress	-.18	.01	Significant
**. Correlation is significant at the 0.01 level (2-tailed)			

In contrast, stress reveals a significant negative relationship with the teaching performance although it is weak in strength (r = -.18, p < .05). It means that as the level of stress decreases, the level of teaching performance of public-school teachers significantly increases.

Besides, it implies that there is a clear correlation between attitudes in teaching profession and teaching performance. Positive attitudes like motivation, confidence, and a sense of recognition directly fuel a teacher's performance. When educators feel valued and empowered, they are more likely to engage students, create stimulating lessons, and achieve better educational outcomes. Conversely, the presence of work-related stressors and the physical toll of stress erode a teacher's ability to perform effectively. Essentially, the statement underscores the importance of a supportive and healthy work environment for teachers. Prioritizing teacher well-being, fostering a sense of value, and mitigating stressors are crucial for maximizing teaching performance and, ultimately, enhancing student learning. It suggests that investing in teachers' emotional and mental health is an investment in the quality of education itself.

Likewise, multiple studies consistently demonstrate a link between positive teacher attitudes and improved performance. The findings correlated with Hermogeno and Dulos (2022), stating that a significant correlation with a p-value of 0.02 between teaching attitudes and performance, emphasizing the importance of fostering positive workplace relationships to enhance job quality and reduce staff stress.

Similarly, the findings further supported the results of Lorenzo (2022), revealing a substantial positive association between work attitudes and performance, further reinforcing this connection. The results also correlated with the findings of Huang and Shih (2020) showing that, positive attitudes toward teacher evaluation for professional development significantly correlate higher teaching performance with a p-value of 0.015. Collectively, these findings underscore that teachers with positive professional attitudes exhibit greater motivation, punctuality, and engagement, leading to enhanced classroom performance and respectful interactions with students, parents, and colleagues.

More than that, the findings of this study, aligning with Gonzales (2024), reveal a significant negative correlation between work-related stress and teaching performance with a Pearson correlation coefficient of -0.304 and a p-value of 0.032, indicating that lower stress levels are associated with improved teaching effectiveness. This underscores the subtle need to address teacher workload, as work-related stress acts as a silent saboteur, impairing cognitive functions vital for effective instruction.

In a similar vein, the findings confirmed the claim made by Cruzos (2022). The interplay between a teacher's outlook on their profession and their performance reveals a significant connection. A positive disposition towards teaching, encompassing feelings of motivation, confidence, and value, appears to act as a catalyst for improved performance. Alave (2022) also mentioned that when educators hold favorable attitudes, they are more likely to be engaged, creative, and effective in their roles, ultimately leading to better outcomes in the classroom. This suggests that cultivating a positive professional environment is crucial for fostering a high level of teacher performance and, by extension, enhancing the quality of education students receive.

Conversely, the study's findings affirmed the argument of Murwaningsih and Fauziah (2023). The presence of stress exerts a negative influence on teaching performance, even if that influence is initially subtle. As the levels of stress experienced by teachers increase, their performance tends to decrease. This highlights the detrimental impact of work-related pressures and the physical and emotional toll they can take on an educator's ability to function optimally. A supportive and healthy work environment that prioritizes teacher well-being and mitigates stressors is therefore essential for safeguarding and maximizing teaching performance, ultimately benefiting student learning

On top of that, these findings also supported the argument of Özgenel et. al. (2025). It underscores the interconnectedness of a teacher's professional attitude, their stress levels, and their overall performance. Fostering positive attitudes within the teaching profession appears to create fertile ground for improved performance, while unmanaged stress acts as a significant impediment. Therefore, investing in strategies that promote positive teacher morale and actively address sources of stress are not merely acts of support for educators but are critical investments in the effectiveness of the teaching workforce and the educational success of students.

Significance of Attitudes in the Teaching Profession and Stress as Predictors of Teaching Performance

It is shown in the Table 5 the results of the multiple regression analysis. In singular capacity, the attitudes in the teaching profession show p-value of .00 which is less than .05 level of significance (2-tailed) with a positive standardized beta value of .31. It means that for every unit increase in the value of the level of attitudes in the teaching profession, there is a corresponding increase of .31 in the teaching performance of the public schoolteachers.

Table 5 Significance of Attitudes in Teaching Profession, and Stress as Predictors of Teaching Performance

		Teaching Performance			
Singular Influence of the Predictors		Standardized Coefficients	t	p-value	Remarks
Attitudes in Teaching Profession		.31	4.51	.00	Significant

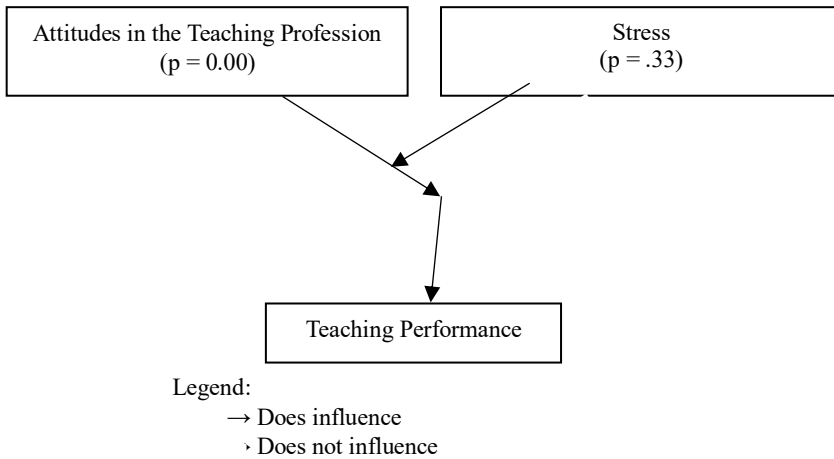| Stress		.07	.98	.33	Not Significant
R	.31				
R2	.08				
F	10.16				
P	.00				Significant

Fig. 4 Significance of Attitudes in Teaching Profession, and Stress as Predictors of Teaching Performance

However, stress reflects a p-value of .33 which is greater than the .05 level of significance (2-tailed). It means that in a singular capacity, the level of stress is not a significant predictor of the level of teaching performance of public-school teachers. Therefore, changes in a teachers' stress level are not reliably associated with changes in their level of teaching performance.

Incidentally, the combined influence of the two independent variables, attitudes in the teaching profession, and stress towards the teaching performance of schoolteachers is significant (F = 10.16, p< .05). Meanwhile, the model explains eight percent of the variance of teaching performance of schoolteachers based on the independent variables included in this study as indicated by R2= .08. This means that 92 percent of the variance in teaching performance of schoolteachers can be attributed to other factors aside from attitudes in the teaching profession, and stress.

Other than that, the study findings have supported the claims made by Anandasayanan and Subramaniam (2023). Teacher performance is significantly influenced by a constellation of factors, primarily attitudes towards the teaching profession. A teacher's overall attitude, encompassing their confidence, motivation, perceived value of their work, sense of recognition, and the quality of their working environment, collectively shapes their approach to the multifaceted demands of their role. A positive stance in these areas tends to foster greater engagement, creativity, and dedication, ultimately leading to improved performance across domains such as content knowledge application, creation of effective learning environments, and engagement with the wider school community.

However, the findings diverged from Pozas et al. (2023), whose work stated that stress negatively predicted teaching performance. Instead, the study suggested that teachers are capable of delivering a superior teaching performance output even when faced with significant stressors like heavy workloads and multiple tasks. This counterintuitive relationship suggests that stress, for some, operates as a motivational factor. Greater job demands appear to correlate with a higher likelihood of producing positive results.

Conversely, the outcome of the study further disagreed with the argument of Blazar and Kraft (2017); the experience of stress, manifested across various physical, emotional, and behavioral domains, does not present a

significant challenge to sustain high performance. Time management difficulties, work-related pressures, professional distress, and issues related to student discipline and motivation cannot erode a teacher's capacity to effectively manage their responsibilities. Physical manifestations as stated by Harris et al. (2018), like fatigue and gastrointestinal problems, alongside emotional and behavioral indicators of stress, cannot detract from their ability to deliver quality instruction, build positive relationships, and engage in continuous professional growth

Further, the study's results corroborated with the findings of Baluyos et al., (2019). The interplay between these factors suggests a critical need to cultivate positive attitudes and mitigate sources of stress within the teaching profession to optimize performance. When teachers feel confident, motivated, valued, and supported by their working environment, they are better equipped to excel across all aspects of their professional practice, as observed in the teaching performance. This also supported the arguments stated by Peláez-Fernández et al. (2021). This positive internal state acts as a buffer against the potential negative impacts of stress. This allows educators to more effectively address the diverse needs of learners, implement curriculum effectively, and contribute to the overall success of the school community even when challenged by stress.

Furthermore, the outcome of the study also achieved congruency with the argument of Linn and Tint (2021). Fostering a positive professional outlook and addressing the various sources of stress are not merely matters of teacher well-being but are fundamental to enhancing the quality of education. By prioritizing initiatives that bolster teacher morale and create supportive working conditions, schools and educational systems can cultivate a workforce that is more engaged, effective, and ultimately better positioned to foster the growth and development of their students across all indicators of the teaching performance.

The findings of the study are not consistent with both the Social Cognitive Theory (SCT) and the Job Demands-Resources (JD-R) Theory. The results show that high teaching performance is achieved despite significant stressors, which does not support the core mechanisms of both theories, specifically the interplay between a teacher's strong sense of self-efficacy and the environmental constraints of their job.

Additionally, the study supports the emphasis of Social Cognitive Theory on self-efficacy but contradicts with environmental inhibitors. The overall outstanding teaching performance, the very high content knowledge and pedagogy, and the dedication to a learner-centered philosophy confirm the SCT tenet that high efficacy increases effort and persistence, leading to successful behavioral outcomes. However, the study also disagreed with arguments of the theory in some areas. The study clearly identifies the environmental inhibitors in the form of moderate stress and high job demands, such as work-related stressors and time management difficulty. The fact that performance remains high while stress is moderate reflects the behavioral outcome of the reciprocal interaction, where teachers' inherent efficacy is currently strong enough to mitigate the chronic pressure from their environment.

Similarly, the results do not fully support the arguments of the job demands-resources theory, illustrating the simultaneous operation of the health impairment and motivational processes. The health impairment process is confirmed by the high job demands, such as doing too much work, which lead directly to stress and physical cost, evidenced by moderate fatigue manifestations. Concurrently, the motivational process is evidenced by the high performance, which is fueled by existing job resources such as a positive working environment and the high levels of professional engagement. However, the finding that teachers experience professional distress due to a lack of promotion and/or advancement opportunities but still managed to be productive further disagrees with the JD-R Model, suggesting that the lack of this specific resource, which is career growth and recognition, does not affect the high performance of teachers.

CONCLUSION AND RECOMMENDATION

It is presented in this chapter, the summary of conclusions, and recommendations of the study.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The level of attitudes in the teaching profession had an overall mean of 4.56, with a standard deviation of .31 indicating clustered ratings. The level of attitudes in the teaching profession was described as very high. It means that a positive attitude in teaching profession is always manifested. It implies that public school teachers are confident in teaching, motivated towards teaching, value teaching, recognized for work done and socially accepted, and have a conducive working environment.

2. The level of stress of teachers showed an overall mean of 2.85, with a standard deviation of 0.71. Time management had a category mean of 3.59. The level of stress of teachers was described as moderate which means that stress among teachers is sometimes evident. This indicates that these educators often struggle with time management, work-related stress, and student discipline and motivation. Additionally, they may experience slow professional growth and negative reactions to fatigue, cardiovascular issues, gastrointestinal problems, and behavioral challenges.

3. The level of teaching performance of public elementary school teachers recorded an overall mean of 4.48, with a standard deviation of .38. The level of teaching performance of public elementary school teachers was described as very high which means that the teaching performance of public elementary school teachers is outstanding. This implies that teachers have accomplished the demands of multifaceted expertise. Teachers have demonstrated deep subject mastery, pedagogical proficiency, and the ability to create a conducive learning environment. They skillfully differentiate instruction, consistently exceed learning outcomes, and employ rigorous, holistic assessment practices. In addition to foundational skills, they demonstrate strong community engagement, active professional involvement, and a commitment to personal and professional growth, culminating in consistent professional excellence.

4. The attitudes in the teaching profession have a positive moderate relationship to the teaching performance. Conversely, stress has a weak negative relationship with teaching performance. As the level of attitudes in the teaching profession increases, the level of the teaching performance of public-school teachers also significantly increases. On the contrary, as the stress level decreases, teaching performance of public-school teachers significantly increases.

5. The attitudes in the teaching profession do significantly predict teaching performance, while stress does not. Attitudes in the teaching profession significantly predict teaching performance. It means that for every unit increase in the value of the level of attitudes in the teaching profession, there is a corresponding increase of .31 in the teaching performance of the public-school teachers. While stress does not significantly predict teaching performance. Changes in a teachers' stress level are not reliably associated with changes in their level of teaching performance

Recommendations

1. The level of attitude in the teaching profession is very high. It is recommended that educational institutions and policymakers prioritize maintaining and reinforcing this positive environment. This could involve continued investment in professional development, such as School Learning Action Cell (SLAC) Sessions and the Career Progression Programs of the National Educators Academy of the Philippines (NEAP), which foster teacher well-being, recognition programs that celebrate dedication, and collaborative initiatives that strengthen collegiality. Further research should explore the specific factors contributing to these high attitudes to ensure their preservation and replication across diverse educational settings, ultimately benefiting student outcomes and the overall quality of education.

2. The level of stress is moderate. It is recommended that educational institutions prioritize creating supportive work environments that address potential stressors such as by implementing the Academic Ease Measures which reconsider deadlines for activities, streamline learning tasks, and prioritize instructional management over administrative burdens and by implementing Mental Health and Psychosocial Support Services (MHPSS) which equip teachers with skills for better mental health, emotional encouragement, and overall well-being through webinars and workshops.

3. The level of the teaching performance is outstanding. It is recommended that clear guidelines and platforms be developed so that teachers can share successful strategies for accomplishing the Individual Performance Commitment and Review Form (IPCRF) throughout the school year. Design training programs and learning action cell (LAC) sessions that explicitly focus on the documented effective strategies and insights gleaned from Datu Bangkas Award recipients to elevate overall teaching quality.

4. The relationship between attitudes in the teaching profession and results-based performance management system is positive and strongly significant, while the relationship between stress and results-based performance management system is negative and weakly significant. It is recommended that the school should foster positive working environments through School-Based Management (SBM) and Leadership Training (Aligned with NEAP Induction and Career Progression Programs) and expand Mental Health and Psychosocial Support Services which includes actively promoting the existing helpline system and establishment of Care Centers and Mental Health and Well-Being Offices.

5. Attitudes in the teaching profession significantly predict teaching performance, whereas stress levels do not significantly predict results-based performance management system scores. It is recommended to promote and facilitate teacher engagement in extracurricular activities and community involvement aligned with community linkages and engagement and promote peer learning and collaboration through expanded learning action cells (LACS) with a focus on positive practices.

6. Given that the study focused on Teachers I-III, it is recommended to design specific professional development pathways explicitly aligned with the advanced indicators and competencies expected of Master Teachers within the Philippine Professional Standards for Teachers (PPST). These pathways should go beyond the general career progression programs and delve into advanced pedagogical content knowledge, curriculum leadership, mentoring and coaching colleagues, leading school improvement initiatives, and conducting action research with wider impact.

7. It is also recommended to Implement the outlined targeted professional development program, focusing on advanced PPST competencies and mentorship, to strategically cultivate Master Teacher potential among proficient teachers in Pantukan, Davao de Oro.

Table 6 Strategic Intervention Plan for Teacher Performance and Well-being

A. Alleviating Job Demands and Bolstering Resources (The Well-being and Retention Focus)
Intervention Goal: Reduce Workload & Time Scarcity
Specific Strategies: 1. Administrative De-loading: Implement a school-wide cap on non-instructional, paper-based duties. 2. Shared Resource Banks: Create subject-specific, vetted repositories of lesson plans and assessment tools. 3. Protected Time: Schedule dedicated, uninterrupted time blocks during the workday for planning (e.g., one hour, two times per week).
Time Frame: Immediate (1 Month) for cap/protected time implementation; Short-Term

(3 Months) for resource bank creation
Rationale: Targets the highest demand factor: Doing too much work
Intervention Goal: Enhance Recognition & Professional Value
Specific Strategies: 1. Transparent Career Pathway: Formalize a clear, merit-based process for internal promotions and leadership roles. 2. Formalized Recognition Program: Introduce quarterly, peer-nominated awards that specifically recognize contributions to the Plus Factor. 3. Mentorship Credit: Provide extra preparation time or financial stipends for experienced teachers involved in mentoring.
Time Frame: Medium-Term (6 Months) for policy/pathway finalization; Ongoing (Quarterly) for recognition program.
Rationale: Directly addresses the resource gap of lacking promotion and/or advancement opportunities
Intervention Goal: Improve Coping & Mental Wellness
Specific Strategies: 1. Offer optional, recurring workshops on mindfulness or Cognitive Behavioral Therapy-based stress management techniques.
Time Frame: Ongoing (Monthly/Quarterly).
Rationale: Builds teacher resilience, mitigating Fatigue Manifestations
B. Targeted Improvement for Pedagogical Gaps (The Skill and Autonomy Focus)
Intervention Goal: Foster Student Autonomy

Specific Strategies:

1. Choice and Voice Training: Provide professional development focused on strategies for increasing student choice over content, process, or assessment method.

2. Student-Led Goal Setting: Implement processes for formalizing student self-assessment and goal setting

Time Frame:

Short-Term

(3 Months) for Professional

Development training; Ongoing (Semester-Based) for full classroom implementation.

Rationale:

Targets the lowest mean in Learning Environment: Motivating learners to work productively by assuming responsibility for their own learning

Intervention Goal:

Integrate Research-Based Practice

Specific Strategies:

1. Action Research Teams: Form small, voluntary Professional Learning Communities (PLCs) focused on integrating one research principle (e.g., retrieval practice, metacognition) per semester.

2. Research-to-Practice Micro-Credential: Offer professional credit for successful strategy integration.

Time Frame:

Medium-Term (6-12 Months) for PLC cycles; Ongoing for credential tracking.

Rationale:

Targets the lowest mean in Content Knowledge: Using researched-based knowledge and principles of teaching

C. Strengthening External Linkages (The Context and Relevance Focus)

Intervention Goal:

Increase Community Responsiveness

Specific Strategies:

1. Contextual Curriculum Audit: Mandate a brief, collaborative session where subject teams identify and adapt curriculum units to explicitly integrate local history, environment, or cultural issues.

2. Community Resource Library: Build a centralized, organized list of local professionals, businesses, and organizations available as guest speakers or field trip sites.

Time Frame:

Short-Term

(3-6 Months) for initial audit and resource list creation; Ongoing application in instruction.

Rationale:

Targets the lowest mean in Community Linkages: Maintaining learning environments that are responsive to community contexts

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