Effects of Stress Management Strategies to Public Elementary School Teachers' Job Performance in San Felipe District, Schools Division of Zambales

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A R T I C L E I N F O

A B S T R A C T

Stress management is essential for good physical health, and it is especially important right now as the whole world addresses the coronavirus disease 2019 (COVID-19) pandemic (Galea, et. al., 2020). When individuals are more pessimistic, depressed, or anxious, their immune system goes down and produces more stress hormones, reducing their immunity and increasing inflammation (Casarella, 2019). This study determined the effects of stress management to one hundred thirty-four (134) public elementary school teachers' job performance in San Felipe District, Schools Division of Zambales for School Year 2020-2021. There is significant difference on the dimensions towards dimension on effects of Stress Management Strategies. There is positively slight relationship between dimensions on the effects of Stress Management Strategies and Job Performance. It is recommended that Filipinos are noted and oriented to be "Family Centered" country. Continue practice the high value and love for the family; to maintain and continue to have a positive outlook in life and consider the problems as an awakening call and room for opportunity and improvement; that whenever feel severe stress, needs to consult medical experts.

INTRODUCTION

Every individual is employing different strategies in managing their stress. They prefer these strategies because of its convenience and effectiveness that help them break the hold stress in their lives that lead them to become happier, healthier, and productive (Ragland, 2021). While short-term pressures and stress are normal and can help individuals change in positive ways, chronic stress causes a huge deterioration in the quality of life on a physical level. When individuals are more pessimistic, depressed or anxious, their immune system goes down and produces more stress hormones, reducing their immunity and increasing inflammation (Casarella, 2019). Stress can also put a strain on the mental health, relationships, and productivity (Lindberg, 2019).

Without a doubt, School Year 2020-2021 was a challenging school year. Teleworking and imposed lockdown restrictions lead to stress and isolation for many. Not only the second rise in infections is taking a new toll on the mental health of everyone (Vyas & Butakhieo, 2020). A majority of the Department of Education (DepEd) employees are negatively affected by various stress especially in performing their work-related activities (Aperribai, et. al., 2020). At the start of the school year, they already experienced burnout in the performance of their work especially when they were required to prepare the contents of the learning modules of the learners, produce the hardcopies of the learning modules, and reaching the learners who failed to get their learning modules (Fleming, 2020). Aside from that, they were also the in-charge in producing the materials, supplies, and equipment needed in the performance of their work because the school funds were already insufficient to address their printing needs to satisfactory execute their assigned tasks. This led them to use their personal money to shoulder the expenses of the insufficient materials, supplies, and equipment they needed as part of their services (Dabrowski, 2020).

It was a tragic experience for them when they were exposed to other people who were carriers of COVID-19. The pressure of socially isolated, having protective equipment in the entire body, and the slow implementation of infection control really triggers the teachers. They already felt anxious and almost gave up with these extreme distress and sorrow (Wada, et. al., 2020). With the low self-esteem of the teachers, psychosocial trainings were provided to lift them up and make them stronger individuals to face the realities of lives. They were provided with encouraging and comforting words to make them feel alright (Jain, et. al., 2020).

Everyone is dealing with stress and uncertainty in different ways. But certain people can feel more stress, increased anxiety and heightened worry than others. Especially during the COVID-19 pandemic and its stay-at-home orders (Chandler, 2020). Recognizing and coping with stress in a positive, healthy way can help the individuals maintain calm, and recognizing the stress of others and lending support can make everyone stronger (Yurcaba, 2020). With this premise, it was proper to determine the effects of stress management strategies to public elementary school teachers' job performance in San Felipe District, Schools Division of Zambales. This study served as the basis to apply

the most appropriate strategies in managing one's stress to improve the job performance of the teachers amidst the new normal system of education. For its significance, this study determined the effects of stress management strategies to public elementary school teachers' job performance was particularly valuable and beneficial to educational planners, administrators, teachers, student-teachers, and future researchers.

Educational Planners

Findings of this study can provide the educational planners the baseline data needed for better planning and decision-making on the effects of stress management strategies to public elementary school teachers' job performance amidst the new normal system of education. By using the data gathered in this study, they can come up with the appropriate strategies that can be used as basis in managing stress of teachers.

Administrators

The administrators can benefit from the results of this study. Through these data, they can have better understanding on the effects of stress management strategies to public elementary school teachers' job performance amidst the new normal system of education. Likewise, they can focus their attention to those public elementary school teachers who already experienced burnout in the new normal system of education and appropriate actions can be offered to properly manage their stressors.

Teachers

The teachers can be informed on the importance of stress management strategies amidst the new normal system of education. They can be given a clear perspective on how to deal with the stressors they encountered along their way. Likewise, they can be expected to influence other teachers on how they manage their stressors amidst the new normal system of education.

Student-Teachers

Student-teachers can also benefit from the study. It can help them to be aware of the different strategies in stress management amidst the new normal system of education. Likewise, they can be expected to know how to deal with these stressors once they were already in the actual field of teaching.

Future Researchers

Future researchers can also benefit from the results of this study. It can help them to consider other factors and variables, including the strategies on how to manage the stress of public elementary school teachers amidst the new normal system of education. Likewise, they can think of the other inputs that can improve their job performance.

THEORETICAL REVIEW

Stress Management Strategies

Living with high levels of stress is putting the entire well-being at risk. Stress wreaks havoc on the emotional equilibrium, as well as physical health. It narrows the ability to think clearly, function effectively, and enjoy life. It may seem like that there is nothing one can do about stress (Robinson, et. al., 2018). Stress is already a part of human lives. This serves as predictors that measure the strengths of the individuals in facing the various challenges in lives. It is important that individuals must accept the realities in life, and they cannot do anything to avoid it. Thus, it is important to acknowledge stress as part of the human system and find ways on how to manage this so that it cannot affect their entire system (Casarella, 2019).

Active Coping

Managing stress starts with the awareness of the stressors. If individuals experience stress, they are employing various activities to reduce the negative outcomes of the stress. In fact, it is already common to some individuals that the moment they encounter stress, all they want to do is to do away from it. This action is not a healthy way in managing stress because it can never address it. Individuals are advised to take the necessary actions in managing their stress (Stoppler, 2020). Coping is the set of intentional, goal-directed efforts of people engage in to minimize the physical, psychological, or social harm of an event or situation. There are many different theoretical and empirical frameworks for understanding coping, and many ways of classifying coping strategies, but one such classification is active coping. In general, active coping refers to the utilization of those psychological or behavioral coping efforts that are characterized by an attempt to use one's designed either to change the nature of the stressful situation or event to decrease the problematic nature of that situation or event, or to modify how one thinks and feels about to change one's reactions to it (Carroll, 2013).

Positive Reframing

In a difficult situation, individuals must consider the value of having positive mindset. This clarifies the stressful situations and consider these as a challenge in life. This is the time when they see the beauty of experiencing stress in life because these stressors in lives are helpful in their total development (Baum, 2016). Positive reframing involves thinking about a negative or challenging situation in a more positive way. This could involve thinking about a benefit or upside to a negative situation that individuals had not considered. Alternately, it can involve identifying a lesson to be learned from a difficult situation (Scott, 2020).

Substance Abuse

Individuals have their own coping mechanism on the stressors that they encounter in life. For some, they are using substances to lessen the burden that they are carrying in lives that resulted to substance abuse. Substance abuse can

simply be defined as a pattern of harmful use of any substance for mood-altering purposes. Substances can include alcohol and other drugs as well as some substances that are not drugs at all. Abuse can result because of using a substance in a way that is not intended or recommended or because of using more than prescribed (Buddy, 2020). Individuals are advised to become selective in choosing the applicable strategies in dealing with the various stressors in life. It really matters when they consider what is safe and healthy so that they can never be harm. Likewise, they need also to listen to the advice of the psychologists who oversee their mental health (Legg, 2020).

Emotional Support

Individuals have always a heart to their fellows. This can be seen by their everyday actions in treating their colleagues, peers, relatives, and family members. They can easily show how much they care for the health and safety of others. As a matter of fact, they are willing to spare some of their blessings just to provide the needs of their fellows (Abello, 2021). This is akin to the emotional support they give to their peers, relatives, and family members especially when they are depressed. Emotional support refers to the reassurance, encouragement, and understanding given to or received from a person. This is provided to individuals by people who understand, encourage, and reassure (Sam, 2013).

Self-Distraction

In life, there are times that individuals need to pause for a while for them to think of better ways in managing their stressors in life. At the same time, it is also best to keep their mind busy and alert for them to do away with the stressors in life. This is one of the strategies that busy individuals are employing to leave for a while their stressors in life. They keep their minds busy by concentrating on a specific task (Reynolds, 2021). Being distracted can improve creativity, memory, and paradoxically, focus. This is because when individuals concentrate, their brain ignores all irrelevant stimuli to narrow its attention. These people were better at recalling information and coming up with creative solutions (Glaser, 2016). Self-distraction is one of the most challenging types of distraction because individuals cannot shut their brain off when they are working. Instead, they have to strive to understand how their brain works and what causes it to wander or become tired (Tull, 2021).

Job Performance

Job performance relates to the act of doing a work. It is a means to reach a goal or set of goals within a job, role, or organization, but not the actual consequences of the acts performed within a job (Jacobs, et. al., 2013). It affirms that job performance is not a single action but rather a complex activity. Performance in a job is strictly a behavior and a separate entity from the outcomes of a particular job which relate to success and productivity (Campbell & Wiernik, 2015). Job performance relates to how individuals perform in their work duties. In addition to training and natural ability, job performance is impacted by workplace environment factors including physically demanding

tasks, employee morale, stress levels, and working extended hours (Nini, 2019). Poor conditions and high stress can lead to compromising health habits like smoking and/or poor diet, which then have increasing detrimental effects on job performance. On the other end of the spectrum, well-designed work environments, low stress, and a supportive employer can greatly increase job performance. Job performance is an important part of workplace productivity and safety (Collier, 2018).

Content Knowledge and Pedagogy

Content knowledge and pedagogy is an education term that describes several interconnected domains of knowledge that are useful to the teachers in a school or in an out of school context. The most important domains are subject specific content knowledge and pedagogy used in teaching a subject. The broader contextual knowledge that frames the teaching may also be important. This pedagogical content knowledge can be complex, since it is only one aspect of a teacher's professional knowledge, and may be tied to the specific educator, the specific topic, and even the specific teaching solutions. It may represent a repertoire of pedagogical approaches that the experienced educator develops after teaching a topic multiple times (Pompea & Walker, 2017).

Diversity of Learners and Assessment and Reporting

The diversity of the learners refers to the infinite variety of life experiences and attributes a child brings to their formal learning at school. All learners with diverse learning needs have a right to access a full and engaging education on the same basis as their peers. It emphasizes the ideal that teachers can facilitate the learning process in diverse types of learners, by first recognizing and respecting individual differences, then, using knowledge about learners' differences to design diverse sets of learning activities to ensure that all learners can attain appropriate learning rules (Belonio, 2014). In the preparation of assessment tools, teachers also consider the diversities of the learners. They are careful in crafting the contents of the questions to ensure that the learners have background knowledge or idea. Likewise, contextualization, indigenization, and localization are employed by the teachers. This is the best way to ensure that the diversities of the learners are taken for consideration. This opens the opportunity to relate the contents of the assessment to their real-life experiences (Castillo, 2018).

Curriculum and Planning

A lesson plan serves as a guide that a teacher uses everyday to determine what the learners will learn, how the lesson will be taught as well as how learning will be evaluated. Lesson plans enable teachers to function more effectively in the classroom by giving a detailed outline that they adhere to during each class (Fanning, 2018). Teachers are guided with curriculum guides in the preparations of their lessons to their learners. From the curriculum guide, they get the learning competency that serves as the basis in formulating the processes in the delivery of the lessons. This is the time when the teachers start to plan on how to execute their lessons (Sudhakar, 2017). Curriculum and

planning refer to the process concerned with making decisions about what to learn, why, and how to organize the teaching and learning process considering existing curriculum requirements and the resources available (Davis, 2021).

Community Linkages and Professional Engagement and Personal Growth and Professional Development

Teachers need to establish linkages with the parents and the community to ensure participation and collaboration for the total development of the learners. It is important that they build harmonious relationship with the stakeholders so that they can help the teachers in attaining their goal of producing productive learners (Plummer & Wilson, 2018). This is known as community linkages that refer to the interplay between the teachers and their stakeholders or the wider community for the purpose of establishing the necessary rapport that resulted to collaborate efforts in enhancing the knowledge and skills of the learners (Yumul, 2016). Teachers attend training, seminars, and orientations to help the grow professionally. It is expected that whatever learnings they get, they apply these in their teaching career. Likewise, they are encouraged to pursue their graduate studies for better opportunities in the teaching field (Arar & Abramowitz, 2017). Professional development is defined as activities that develop an individual's skills, knowledge, expertise, and other characteristics as a teacher. The definition recognizes that development can be provided in many ways ranging from the formal to the informal (Mizell, 2018).

Plus Factor

Teachers are expected to carry out other related works and activities that are contributory in the teaching and learning process and in their professional growth. As a matter of fact, they are given other assignments to work on to ensure the smooth conduct of the school activities, the implementation of various programs, and the realization of the goals and objectives of the school. It is important that they are given guides and instructions to follow for easier execution of their assigned tasks (Kelly, 2019). This is tantamount to the plus factor that refers to the various related works and activities performed by the teachers that contribute to the teaching and learning process (Barnuevo, 2018).

Hypotheses

The hypotheses of this study are the following:
1. There is no significant difference between the stress management strategies of the respondents when grouped according to their profile variables;
2. There is no significant difference between the job performance of the respondents when grouped according to their profile variables;
3. There is no significant difference between the stress management strategies of the respondents; and
4. There is no significant relationship between the stress management strategies and job performance of the respondents.

METHODOLOGY

Population, Sample, and Sampling Technique

The respondents of this study were the public elementary school teachers in San Felipe District, Schools Division of Zambales for School Year 2020-2021.

Table 1. Distribution of Respondents in San Felipe District

Name of School	Frequency (f)	Percentage (%)
Balincaguing Elementary School	7	5.22
Banawen Elementary School	5	3.73
Bobulon Elementary School	9	6.72
Laoag Elementary School	8	5.97
Maloma Community Elementary School	16	11.94
Paite-Balincaguing Elementary School	8	5.97
Sagpat Elementary School	9	6.72
San Felipe Elementary School (East)	11	8.21
San Felipe Elementary School (West)	18	13.43
San Rafael Elementary School	8	5.97
Sindol Elementary School	11	8.21
Sto. Niño Elementary School	15	11.19
Sto. Tomas Elementary School	9	6.72
Total:	**134**	**100.00**

Table 1 shows the distribution of public elementary school teachers of San Felipe District, Schools Division of Zambales. As can be seen from the table, there were 134 public elementary school teachers who came from all public elementary schools. The teachers were teaching in all public elementary schools in San Felipe District, Schools Division of Zambales for School Year 2020-2021. This study was conducted in San Felipe District, Schools Division of Zambales which was managed by the School Principal IV/Coordinating Principal. On the next page, shows the map of San Felipe, Zambales.

Method of Collecting Data

The researcher sought the permissions of the School Principal IV/Coordinating Principal and school heads in San Felipe District, Schools Division of Zambales. After permissions were granted, the researcher administered the questionnaire. In the administration of the questionnaire, the researcher coordinated to the school heads. He asked their help and assistance in the distribution and retrieval phase of the questionnaire and in sending the Google Form. Consent form was provided to ascertain the approval of the teachers to take part in this study as respondents. When the teachers gave their permission, this served as a signal to the researcher to float his questionnaire. In the distribution of questionnaires, these were given to the school heads. They were the ones who distributed the questionnaire to the teachers. Likewise, the

link of the Google Form was also given. This was done in compliance with health and safety protocols during COVID-19 pandemic.

After all questionnaires were answered, the researcher immediately retrieved the questionnaire for the processing of data. He processed the data gathered by preparing the frequency counts. For the statistical treatment, the researcher asked the assistance of the resident statistician who processed the data. The interpretations of the results were done thereafter with the guidance and assistance of his statistician and thesis adviser.

Research Design

This study employed the descriptive method of research. It was descriptive because it described the profile of the respondents, their stress management strategies, and job performance. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the what of the research subject than the why (Bonilla-Elegado, 2021). This is mainly because it is important to have a proper understanding of what a research problem is about before investigating why it exists in the first place (Deliquiña, 2021). Descriptive research involves gathering of data that describes events and then organizes, tabulates, depicts, and describe the data collection. It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution (Reguindin-San Agustin, 2021).

Furthermore, descriptive research is a study designed to depict the participants in an accurate way. It is all about describing people who take Descriptive research aims to accurately and systematically describe a population, situation or phenomenon that can answer what, where, when, and how questions (McCombes, 2020). It provides the ability to witness the phenomenon in a totally natural and unchanged situation (Canonizado, 2020). Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description (Koh and Owen, 2017). Since this study determined the effects of stress management strategies to public elementary school teachers' job performance in San Felipe District, Schools Division of Zambales for School Year 2020-2021 wherein data were collected, classified, summarized, and presented in percentages and averages, and with the whole population as the total number of respondents, the descriptive method of research was the most appropriate method used.

Research Procedure

Figure 1 presents the paradigm of the study. As can be seen in the paradigm, this study was based on the concept of managing stress strategies of the public elementary school teachers. The variables included the profile of the respondents in terms of age, gender, teaching position, teaching experience, and highest educational attainment. It covered the stress management strategies of the respondents in terms of active coping, positive reframing, substance abuse, emotional support, and self-distraction. It elicited the job performance of the respondents in terms of content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages

and professional engagement and personal growth and professional development, and plus factor. The output was assessed by means of using questionnaire. The data gathered were statistically tested, tabulated, analyzed, and interpreted. The findings of this study were used as the basis in the formulation of an action plan to heighten the awareness on stress management strategies and to sustain the level of job performance of public elementary school teachers.
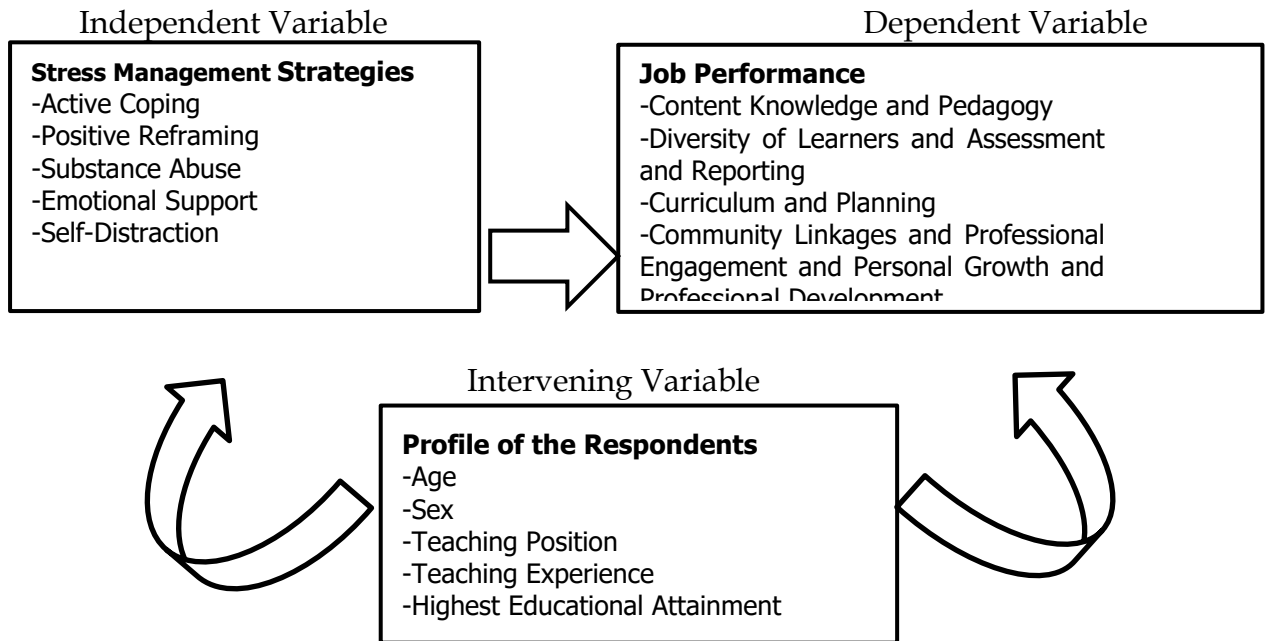
Independent Variable

Stress Management Strategies
-Active Coping
-Positive Reframing
-Substance Abuse
-Emotional Support
-Self-Distraction

Dependent Variable

Job Performance
-Content Knowledge and Pedagogy
-Diversity of Learners and Assessment and Reporting
-Curriculum and Planning
-Community Linkages and Professional Engagement and Personal Growth and Professional Development

Intervening Variable

Profile of the Respondents
-Age
-Sex
-Teaching Position
-Teaching Experience
-Highest Educational Attainment

Figure 1. Paradigm of the Study Using Independent Variable-Dependent Variable (IV-DV) Conceptual Scheme

Data Analysis

The Statistical Package for Social Sciences (SPSS) computer software and MS Excel were used for the computations and interpretations of data. The statistical tools in the analysis and interpretation of data and hypotheses testing included the following:

1. *Frequency Distribution.* This was employed to determine the frequency counts and percentage distribution of personal related variables of the respondents.

2. *Mean.* This was utilized to measure the stressors and stress management of the respondents amidst the new normal system of education.

3. *Likert Scale.* The following scales were used for the extent/degree of perception of respondents.

Table 2. Stress Management Strategies

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25 – 4.00	Highly Agree	HA
3	2.50 – 3.24	Agree	A
2	1.75 – 2.49	Disagree	D
1	1.00 – 1.74	Highly Disagree	HD

Table 3. Job Performance

Point	Point Scale	Qualitative Interpretation	Symbol
5	4.21 – 5.00	Outstanding	O
4	3.41 – 4.20	Very Satisfactory	VS
3	2.61 – 3.40	Satisfactory	S
2	1.81 – 2.60	Unsatisfactory	US
1	1.00 – 1.80	Poor	P

Analysis of Variance (ANOVA)

In testing the significant difference of the responses when respondents were grouped according to characteristics, the one-way analysis of variance (ANOVA) was used. This was used to test the significant difference on the stress management strategies of the respondents and their profile variables. This also included the job performance of the respondents and their profile variables. Likewise, the significant difference between the stress management strategies of the respondents.

Decision Rule 1: If the computed significance value was greater or higher than (>) 0.05 Alpha Level of Significance, accepted the null hypothesis and rejected the alternative.

Decision Rule 2: If the computed significance value was less or lower than (<) 0.05 Alpha Level of Significance, rejected the null hypothesis and accepted the alternative.

Correlation Analysis

This was used to investigate the relationship (r) between the stress management strategies and job performance of the respondents. The Pearson Product Moment Correlation Coefficient or **Pearson r** is the most common statistical tool in measuring the linear relationship between two random variables. This formula was developed and perfected by Karl Pearson, a colleague of Francis Galton who made behavioral studies of humans. It became the basis of different theories in the field of heredity, psychology, anthropology, and statistics. It can be used to determine the linearity of the relationships between two variables. The following shall be used to interpret result of correlation coefficient value:

Table 4. Interpretation of Correlation Coefficient Value (C)

Correlation Coefficient	Qualitative Description	Symbol
±1.000	Perfect positive or negative correlation	PC
±0.75 to ±0.99	Very high positive or negative correlation	VHC
±0.50 to ±0.74	High positive or negative correlation	HC
±0.25 to ±0.49	Low positive or negative correlation	LC
±0.01 to ±0.24	Very low positive or negative correlation	VLC
0	No correlation	NC

RESULTS AND DISCUSSIONS

Summary of Findings
1. Profile of the Teacher-Respondents
- Age
  Most of the teacher-respondents with 43 or 32.10% belong to age group of 30–39 years old with mean age of 39.5 years old.

- Sex
  Majority are female teachers with 117 or 87.30% while only 17 or 12.70% are male teachers.

- Teaching Position
  Most of the respondents with 54 or 40.30% are Teacher-I while least is a SPED Teacher I.

- Teaching Experience
  Most of the respondents with 37 or 27.60% had been in the teaching service for 0-5 years with mean of 12.30 years in teaching experience.

- Highest Educational Attainment
  Majority of the teacher-respondents with 81 or 60.40% have attained masteral units and few have obtained education units.

2. Assessment of the Teacher-respondents on the Effects of Stress Management Strategies.
- Active Coping
  The teacher-respondents "Highly Agreed" particularly on number 2, "I take time to be with the members of my family", with high mean value of 3.58 and ranked 1st while on indicator 5, "I take time to play my favorite sports or engage in physical exercises" with lowest mean value of 2.99 interpreted as "Agree" and ranked 7th. The computed overall weighted mean on the responses towards Effects of Stress Management Strategies as to Active Coping was 3.31 with qualitative interpretation of "Highly Agreed".

- Positive Reframing
  The teacher-respondents "Highly Agreed" on all indicators particularly on number 1, "I consider my stressors as an opportunity for learning, growth and development", with high mean value of 3.41 and ranked 1st while on indicator 2, "I consider stressors as lessons in life" with lowest mean value of 3.28 and ranked 7th. The computed overall weighted mean on the responses towards Effects of Stress Management Strategies as to Positive Reframing was 3.33 with qualitative interpretation of "Highly Agreed".

- Substance Abuse
  The teacher-respondents "Disagreed" particularly on indicator 4, "I drink coffee as my stress reliever", with high mean value of 1.93 and ranked 1st while on indicator 5, "I took depressant pills to feel relaxed and calm" with lowest mean value of 1.08 and ranked 7th. The computed overall weighted mean on the responses towards Effects of Stress Management Strategies as to Substance Abuse was 1.35 with qualitative interpretation of "Highly Disagreed".

- Emotional Support
  The teacher-respondents "Highly Agreed" on all indicators particularly on number 2, "My family shows how much they really care for me", with high mean value of 3.72 and ranked 1st while on indicator 3, "My family hug me tightly" with lowest mean value of 3.57 and ranked 7th. The computed overall weighted mean on the responses towards Effects of Stress Management Strategies as to Emotional Support was 3.64 with qualitative interpretation of "Highly Agreed".

- Self-Distraction
  The teacher-respondents "Highly Agreed" particularly on indicator 4, "I keep myself busy in doing my school tasks", with high mean value of 3.38 and ranked 1st while on indicator 7, "I keep myself busy in traveling from other places" with lowest mean value of 2.22 interpreted as "Disagree" and ranked 7th. The computed overall weighted mean on the responses towards Effects of Stress Management Strategies as to Self-distraction was 2.71 with qualitative interpretation of "Agreed".

3. Job Performance of the Teacher-respondents
- KRA 1– Content Knowledge and Pedagogy
  The teacher respondents assessed "Outstanding" on all indicators particularly on 3, "Applied a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills", with highest mean value of 4.53 and ranked 1st; while indicator 1, "Applied knowledge of content within and across curriculum teaching areas" with lowest value of 4.51 and ranked 2nd. Overall, the computed mean on the responses towards KRA 1 – Content Knowledge and Pedagogy was 4.51 with qualitative interpretation of "Outstanding".

- KRA 2 – Diversity of Learners and Assessment and Reporting
  The teacher respondents assessed "Outstanding" on all indicators particularly on 3, "Used strategies for providing timely, accurate and constructive feedback to improve learner performance", with highest mean value of 4.53 and ranked 1st; while indicator 1, "Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious background" with lowest value of 4.49 and ranked 2nd. Overall, the computed mean on the responses towards KRA 2 – Diversity of Learners and Assessment and Reporting was 4.51 with qualitative interpretation of "Outstanding".

- KRA 3–Curriculum and Planning
  The teacher respondents assessed "Outstanding" on all indicators particularly on 2, "Set achievable and appropriate learning outcomes that are aligned with learning competencies", with highest mean value of 4.52 and ranked 1st; while indicator 1, "Selected, developed, organized and used appropriate teaching and learning resources, including ICT, to address learning goals" with lowest value of 4.51 and ranked 2nd. Overall, the computed mean on the responses towards KRA 3 – Curriculum and Planning was 4.52 with qualitative interpretation of "Outstanding".

- KRA 4 – Community Linkages and Professional Engagement and Personal Growth and Professional Development
  The teacher respondents assessed "Outstanding" on all indicators particularly on 2, "Participated in professional networks to share knowledge and to enhance practice ", with highest mean value of 4.57 and ranked 1st; followed by 1, "Built relationships with parents/guardians and the wider school community to facilitate involvement in the educative process", 4.55 and ranked 2nd while indicator 3, "Developed a personal improvement plan based on reflection of one's practice and on-going professional learning" with lowest value of 4.54 and ranked 3rd. Overall, the computed mean on the responses towards KRA 4 – Community Linkages and Professional Engagement and Personal Growth and Professional Development was 4.55 with qualitative interpretation of "Outstanding".

- KRA 5 – Plus Factor
  The teacher respondents assessed "Outstanding" on for only indicator 1, "Performed various related works/activities that contribute to the teaching-learning process" with mean of 4.60.

4. Test of difference between the Effects of Stress Management Strategies of the Teacher-respondents when grouped according to their profile variables.
- Active Coping
  There is no significant difference on the difference on the perception towards Effects of Stress Management Strategies of the Teacher-respondents as to Active Coping when grouped according to age, sex, teaching position,

teaching experience and highest educational attainment manifested on the computed Sig. values of 0.857, 0.278, 0.384, 0.165 and 0.319 which all are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- Positive Reframing
  There is no significant difference on the difference on the perception towards Effects of Stress Management Strategies of the Teacher-respondents as to Positive Reframing when grouped according to age, sex, teaching position, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.131, 0.935, 0.528, 0.332 and 0.248 which all are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- Substance Abuse
  There is significant difference on the difference on the perception towards Effects of Stress Management Strategies of the Teacher-respondents as to Substance Abuse when grouped according to sex, and teaching position manifested on the computed Sig. value of 0.005, and 0.009 which are lower than (<) 5% Alpha Significance Level, therefore the null hypothesis is rejected. On the other hand, there is no significant difference on the difference on the perception towards Effects of Stress Management Strategies of the Teacher-respondents as to Substance Abuse when grouped according to age, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.151, 0.134 and 0.293 which are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- Emotional Support
  There is significant difference on the difference on the perception towards Effects of Stress Management Strategies of the Teacher-respondents as to Emotional Support when grouped according to teaching position and teaching experience manifested on the computed Sig. value of 0.033 and 0.035 which are lower than (<) 5% Alpha Significance Level, therefore the null hypothesis is rejected. On the other hand, there is no significant difference on the difference on the perception towards Effects of Stress Management Strategies of the Teacher-respondents as to Emotional Support when grouped according to age, sex, and highest educational attainment manifested on the computed Sig. values of 0.110, 0.533, and 0.201 which are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- Self-Distraction
  There is no significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to Effects of Stress Management Strategies of the Teacher-respondents as to Self-distraction

when grouped according to age, sex, teaching position, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.525, 0.792, 0.299, 0.777 and 0.523 which all are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

5. Test of difference between the Job Performance of the Teacher-respondents when grouped according to their profile variables.

- KRA 1 – Content Knowledge and Pedagogy
  There is significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to KRA 1 – Content Knowledge and Pedagogy when grouped according to teaching experience manifested on the computed Sig. value of 0.021 which is lower than (<) 5% Alpha Significance Level, therefore the null hypothesis is rejected. On the other hand, there is no significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to KRA 1 – Content Knowledge and Pedagogy when grouped according to age, sex, teaching position, and highest educational attainment manifested on the computed Sig. values of 0.318, 0.530, 0.610 and 0.390 which are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- KRA 2 – Diversity of Learners and Assessment and Reporting
  There is no significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to KRA 2 – Diversity of Learners and Assessment and Reporting when grouped according to age, sex, teaching position, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.864, 0.730, 0.308, 0.188, and 0.281 which all are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- KRA 3 – Curriculum and Planning
  There is no significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to KRA 3 – Curriculum and Planning when grouped according to age, sex, teaching position, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.822, 0.907, 0.378, 0.149 and 0.316 which all are higher than (>) 5% Alpha Significance Level, therefore the null hypothesis is accepted.

- KRA 4 – Community Linkages and Professional Engagement and Personal Growth and Professional Development
  There is no significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to KRA 4 – Community Linkages and Professional Engagement and Personal Growth and Professional Development when grouped according to age, sex, teaching position, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.855, 0.505, 0.268, 0.174 and

0.401 which all are higher than (>) 55 Alpha Significance Level, therefore the null hypothesis is accepted.

- KRA 5 – Plus Factor
  There is no significant difference on the difference on the perception towards Job Performance of the Teacher-respondents as to KRA 5 – Plus Factor when grouped according to age, sex, teaching position, teaching experience and highest educational attainment manifested on the computed Sig. values of 0.956, 0.949, 0.471, 0.321 and 0.335 which all are higher than (>) 55 Alpha Significance Level, therefore the null hypothesis is accepted.

6. Test of difference on the dimension towards the Effects of Stress Management Strategies of the Teacher-respondents. There is significant difference on the perception towards effects of Stress Management Strategies of the Teacher-respondents as to Active Coping, Positive Reframing, Substance Abuse, Emotional Support and Self-Distraction manifested on the computed Sig. value of 0.000 which is less than (<) 5% Significance level, therefore the null hypothesis is rejected

7. Test of relationship between the Effects of Stress Management Strategies and Job Performance of the Teacher-respondents. There is positively slight relationship between the Effects of Stress Management Strategies and Job Performance of the Teacher-respondents manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.292**. The computed Sig (2-tailed) value of 0.001 which is lower than (<) 5% Alpha Significance Level, therefore the null hypothesis is rejected.

Table 2 shows the Analysis of Variance to test difference between the Effects of Stress Management Strategies of the Teacher-respondents. There is significant difference on the perception towards effects of Stress Management Strategies of the Teacher-respondents as to Active Coping, Positive Reframing, Substance Abuse, Emotional Support and Self-Distraction manifested on the computed Sig. value of 0.000 which is less than (<) 5% Significance level, therefore the null hypothesis is rejected.

Table 2. Analysis of Variance to test difference between the Effects of Stress Management Strategies of the Teacher-respondents

Sources of Variations		SS	df	MS	Sig.	Decision
Active Coping Positive Reframing Substance Abuse Emotional Support Self-distraction	Between Groups	445.825	4	111.456	0.000	**Reject Ho Significant**
	Within Groups	198.702	665	0.299		
	Total	644.527	669			

Table 3 shows the Pearson Product Moment Coefficient of Correlation to test relationship between the Effects of Stress Management Strategies and Job Performance of the Teacher-respondents. There is positively slight relationship between the Effects of Stress Management Strategies and Job Performance of the Teacher-respondents manifested on the computed Pearson Product Moment Coefficient of Correlation value of 0.292**. The computed Sig (2-tailed) value of 0.001 which is lower than (<) 5% Alpha Significance Level, therefore the null hypothesis is rejected. Job performance relates to the act of doing a work. It is a means to reach a goal or set of goals within a job, role, or organization, but not the actual consequences of the acts performed within a job (Jacobs, et. al., 2013). It affirms that job performance is not a single action but rather a complex activity. Performance in a job is strictly a behavior and a separate entity from the outcomes of a particular job which relate to success and productivity (Campbell & Wiernik, 2015).

Table 3. Pearson Product Moment Coefficient of Correlation to test relationship between the Effects of Stress Management Strategies and Job Performance of the Teacher-respondents

Sources of Correlations		Effects of Stress Management Strategies	Job Performance
Effects of Stress Management Strategies	Pearson Correlation	1	0.292**
	Sig. (2-tailed)		0.001
	N	134	134
Job Performance	Pearson Correlation	0.292**	1
	Sig. (2-tailed)	0.001	
	N	134	134
**. Correlation is significant at the 0.01 level (2-tailed).			

CONCLUSIONS AND RECOMMENDATIONS

Based on the summary of the investigations conducted, the researcher concluded that:

1. The teacher-respondent is a typical female in her middle adulthood, Teacher I, had been on teaching for more than a decade and attained masteral units.
2. The respondents assessed "Highly Agreed" on Active Coping, Positive Reframing and Emotional Support; "Agreed" on Self-Distraction and "Highly Disagreed" on Substance Abuse.
3. The teacher-respondents were "Outstanding" on the Job Performance as to Content Knowledge and Pedagogy, Diversity of Learners and Assessment and Reporting, Curriculum and Planning, Community Linkages and Professional Engagement and Personal Growth and Professional Development and Plus factor.
4. There is significant difference on sex and teaching position towards Substance Abuse and significant on teaching position and teaching experience towards Emotional Support.

5. There is significant difference on teaching experience towards KRA 1-Content Knowledge and Pedagogy.
6. There is significant difference on the dimensions towards dimension on effects of Stress Management Strategies.
7. There is positively slight relationship between dimensions on the effects of Stress Management Strategies and Job Performance.

The researcher recommended that:
1. Filipinos are noted and oriented to be "Family Centered" country. Continue practice the high value and love for the family.
2. Maintain and continue to have a positive outlook in life and consider the problems as an awakening call and room for opportunity and improvement.
3. Whenever feel severe stress, needs to consult medical experts, and not resort to have personal prescription by resorting to drink substances that are harmful to the body.
4. In order to have focus, keep self-busy in doing schoolwork and household duties. Practice good time management.
5. To future researcher, to conduct a parallel study in order to validate the findings obtained in the study.

FURTHER STUDY

Future researchers can also benefit from the results of this study. It can help them to consider other factors and variables, including the strategies on how to manage the stress of public elementary school teachers amidst the new normal system of education. Likewise, they can think of the other inputs that can improve their job performance.

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