

International Journal Research Publication Analysis

Page: 01-18

TEACHERS' TEACHING WORKING COMPETENCE AND STRESS COPING MECHANISM TOWARDS THEIR PERFORMANCE

***Mishelle B. Conde**

Master of Arts in Teaching major in Social Studies Valencia Colleges (Bukidnon)
Incorporated Hagkol, Valencia City.

Article Received: 06 September 2026

Article Revised: 26 September 2026

Published on: 16 October 2026

***Corresponding Author: Mishelle B. Conde**

Master of Arts in Teaching major in Social Studies Valencia Colleges
(Bukidnon) Incorporated Hagkol, Valencia City.

DOI: <https://doi-doi.org/101555/ijrpa.8246>

ABSTRACT

The main objective of the study was to describe the level of teachers' working competence in terms of: managing student conduct, instructional practice, teaching workload, instructional resource, and classroom autonomy; find out the level of teachers stress coping mechanism in terms of: mental engagement, behavioral disengagement, focus and venting emotions, positive reinterpretation and growth, acceptance and seeking social support for emotional reasons, assess the performance of the teachers as prescribed by the Department of Education for the appraisal of the teachers on the Individual Performance Commitment and Review Form (IPCRF) and correlate teachers performance with their working competence and stress coping mechanism in secondary schools of Don Carlos III District.

Descriptive analysis measures the teachers' working competence in terms of managing student conduct, instructional practice, teaching workload, instructional resource, and classroom autonomy reveals a very highly effective level responses of the teachers.

Correlation results indicated that teacher's performance have no significant relationship with their working competence and stress coping mechanism. Therefore, the null hypothesis which stated that there is no significant relationship between the performance of secondary teachers and teachers' working competence; teachers' stress coping mechanism was accepted.

KEYWORDS: Teacher's Performance, Teacher's Working Competence, Teacher's Stress Coping Mechanism.

INTRODUCTION

A completely defined expertise and professionalism are recognized through certain special abilities, the competence of teachers to plan and organize certain activities, achieve or realize the intended goals and evaluate the teaching process at all stages. A well-coordinated education system encourages the nurturing of a diverse group of competencies and directs teachers towards continuous personal and professional improvement and development, as well as permanent learning.

Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening with respect to reform studies in education, development of teacher education and other fields. The aims of education change very quickly depending on the demands of the era requiring more capability. These demands directly affect educational system. Teachers are responsible for operating educational system and they need strong and efficient professional competencies.

Conceptual Framework

A professional teacher is equipped with the necessary skills, attitude, and universal values to effect change or learning among learners. They have a global perspective and respect their students' diverse characteristics and experiences as input in planning and designing learning opportunities. The Philippine Professional Standards for Teachers, built on NCBTS, complements the reform initiatives on teacher quality and articulates what constitutes teacher quality in the K to 12 reforms. The standards provide measures of professional learning, competent practice, and effective engagement, making explicit what teachers should know, be able to do, and value to achieve competence, improved student learning outcomes, and, eventually, quality education (Gepila, 2020).

A good education process starts from preparation of superior human resources. Formal education is carried out in the education unit will be the center point of the process of education and become a benchmark in the management of education as a whole, hence the school as an educational organization to be able to optimize the overall performance of existing resources as well as the components of the organization in order to achieve the objective of educational process at school.

In view of the national education system in Indonesia is seen as positions teacher profession mention teachers are professional educators with the primary task of educating, teaching, guiding, directing, train, assess and evaluate students. This view gives meaning teachers must be demonstrated productivity through maximum performance that will be measured by the achievement of graduates' standards competency. So that the performance of teachers be an essential part of getting attention, both for the principal as the manager, government funder and foundations, as well as user education services. Understanding of the performance through a management perspective as well as looking at the performance of teachers in education management. In education management, according to the theoretical approach of organizational behavior, school as an organization would be an effective school if the teacher can show the maximum performance. The performance of teachers is seen as the success of teachers in implementing the tasks and responsibilities including the ability to achieve the goals and standards stated.

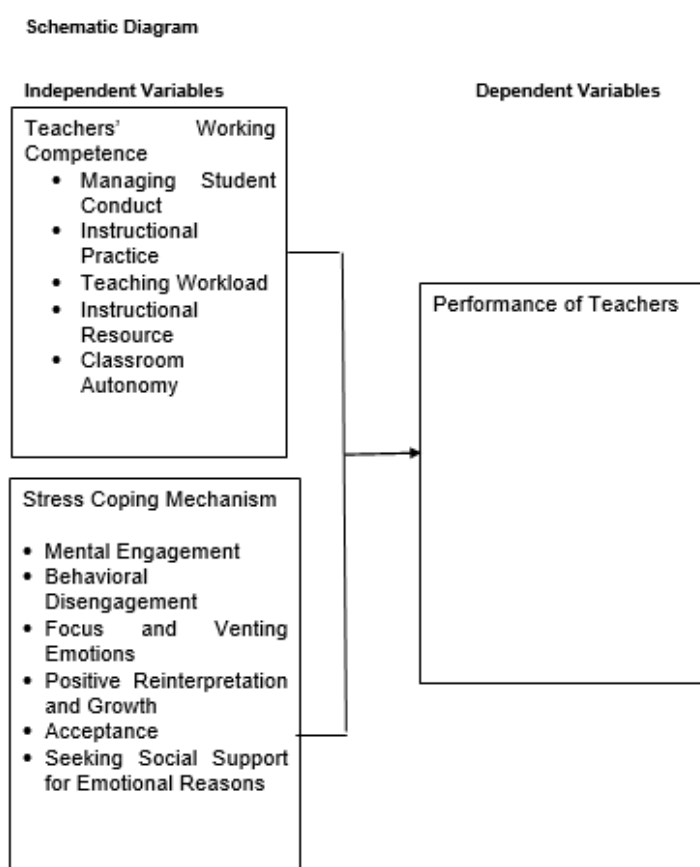


Figure 1. A schematic diagram showing the relationships of variables.

This study aimed to find out the relationship of teachers' working competence, stress coping mechanism and their performance in the secondary schools of Don Carlos, Division of

Bukidnon during school year 2023-2024.

Based on the aforementioned problems, the following null hypotheses will be tested at 0.05 and 0.01 level of significance:

H01. There is no significant relationship between the performance of secondary teachers and: teachers' working competence; teachers' stress coping mechanism.

The results of this study are of great help for the following groups of individuals who will make this a reference materials:

To the Learners. The results of this study will boost the confidence of the learners to become more participative, yielding more learning experiences that are directed towards excellence in their academic performance.

To the Teachers. The teachers will be inspired to help the learners learn and they can make a real difference in their lives. The results of this study will help them to develop more appropriate and effective pedagogical skills, trying out new approaches in taking learners cultural differences into account and improve their teaching by providing activities suited to the needs and interest of their learners, which finally increases their academic performance.

To the School Administrator. The results of this study will encourage the school administrator to understand that successful school improvement requires a focus on teacher professional development. They will create more supportive environment in which teachers can continue to grow and improve their competence.

To the Parents. The results of this study will reassure the parents to support the education of their children for they are the foundation of their children's educational success. The findings of this study would also benefit them. Knowing that their children are in good hands with their good teachers they are confident that their children are taken cared by teachers who are personally and professional equipped.

To the Future Researchers. This endeavor could be a basis for another study that will focus to more variables in relation to the influence of the teachers' working competence, their stress coping mechanism and performance.

Definition of Terms

The following terms was defined in this study to ensure easy understanding.

Working Competence. It is defined as the measurable demonstration of the skills, knowledge, and attributes required for successful job performance in a specific role or profession.

Stress Coping-up Mechanism. This refers to outlines specific, observable, and measurable

criteria that can be used to identify or evaluate whether an individual is employing a coping strategy to deal with stress.

Teachers Performance. It is defined as the measurable demonstration of teaching skills, instructional effectiveness, and contributions to student learning and development.

Acceptance. This refers to the act of acknowledging and embracing a situation, circumstance, or individual as it is, without attempting to change it or resist it. It involves recognizing reality without judgment or attachment to how things "should" be. Acceptance does not necessarily imply agreement or approval; rather, it involves a willingness to acknowledge and come to terms with what is, whether it is a personal experience, a condition, or an external event.

Behavioral Disengagement. This refers to coping strategy or response characterized by withdrawing or disengaging from activities, situations, or goals perceived as stressful, threatening, or uncontrollable. In the context of psychology and stress management, behavioral disengagement involves reducing effort, participation, or involvement in response to perceived stressors, often as a means of avoiding or minimizing further distress. This coping mechanism may manifest as procrastination, avoidance, or giving up on tasks or goals altogether. While behavioral disengagement may provide temporary relief from stress, it can also lead to negative consequences such as decreased productivity, disconnection from goals, and exacerbation of stress-related problems in the long term.

Classroom Autonomy. This refers to the level of independence, authority, and decision-making power granted to teachers within their classroom environment. It encompasses the freedom for teachers to make instructional, organizational, and disciplinary decisions based on their professional judgment, expertise, and understanding of their students' needs. Teachers with high levels of classroom autonomy have the flexibility to choose teaching methods, design curriculum, set classroom rules, and manage student behavior according to their own preferences and beliefs about effective education.

Focus and Venting Emotions. This refers to the directed attention and concentration on specific emotions or feelings. When individuals focus their emotions, they intentionally channel their mental energy towards understanding, processing, and experiencing particular emotional states. For instance, focusing on positive emotions like gratitude or joy can enhance well-being, while focusing on negative emotions like anger or sadness can lead to rumination and distress.

Instructional Practice. This refers to the methods, strategies, techniques, and approaches used by educators to facilitate learning and instruction in the classroom or educational setting.

These practices encompass a wide range of activities and behaviors aimed at engaging students, conveying information, promoting understanding, and fostering skill development. Instructional Resource. This refers to refers to any tool, material, or aid used by educators to support teaching and learning in the classroom or educational setting. These resources are designed to enhance instruction, engage students, reinforce concepts, and facilitate the achievement of learning objectives. It is where the teachers have sufficient access to appropriate instructional materials, sufficient access to instructional technology, including computers, printers, software and internet access and to have access to reliable communication technology.

Managing Student Conduct. This refers to the processes and strategies employed by educators to maintain a positive and productive learning environment while addressing and guiding students' behavior. This involves establishing clear expectations, enforcing rules and consequences, fostering positive relationships, and providing support to help students develop social-emotional skills and responsible behavior. Managing student conduct encompasses a range of actions and interventions aimed at promoting respect, safety, and engagement within the classroom and school community.

Mental Engagement. This refers to the level of cognitive involvement, attention, and active participation that individuals exhibit in a particular task, activity, or learning experience. When someone is mentally engaged, they are fully immersed in the task at hand, concentrating their mental resources, and actively processing information.

Positive Reinterpretation and Growth. This refers refer to psychological processes thrgh which individuals transform negative or challenging experiences into opportunities for personal development, resilience, and growth. It involves re-framing adversity in a more positive light and finding meaning, insight, and strength in the face of difficult circumstances. This concept is often associated with post-traumatic growth, where individuals experience positive psychological changes following adversity.

Seeking Social Support for Emotional Reasons. This refers to teachers that able to express their emotions thoroughly through getting sympathy and understanding, emotional support and discuss feelings from family and friends.

Teaching Workload. This refers to the amount of time, effort, and responsibilities that teachers are required to fulfill in their professional roles. It encompasses various tasks, duties, and obligations associated with planning, delivering instruction, assessing student learning, and managing classroom activities. The teaching workload may vary depending on factors such as grade level, subject area, school policies, and instructional methods.

The Methodology Research Design

The investigation was the descriptive-correlational research design. Data gathered will be analyzed quantitatively. Descriptive method will be use for the study to describe the teachers' working competence in terms of: managing student conduct, instructional practice, teaching workload, instructional resource and classroom autonomy; teachers' stress coping mechanism in terms of: mental engagement, behavioral disengagement, focus and venting emotions, positive reinterpretation and growth, acceptance and seeking social support for emotional reasons and the performance of secondary teachers.

Research Locale

This study was conducted in the Department of Education particularly in the southern part of schools in Bukidnon, specifically in the secondary schools of Don Carlos III District. Don

Carlos III District composed of 2 secondary schools and 1 integrated school namely: Old Nongnongan National High School, San Nicolas National High School and Buyot Integrated School. Don Carlos is an agricultural municipality. It is endowed with vast tracts of fertile agricultural lands coupled with a favorable climate. Many people in the area greatly dependent on the produce of the land.

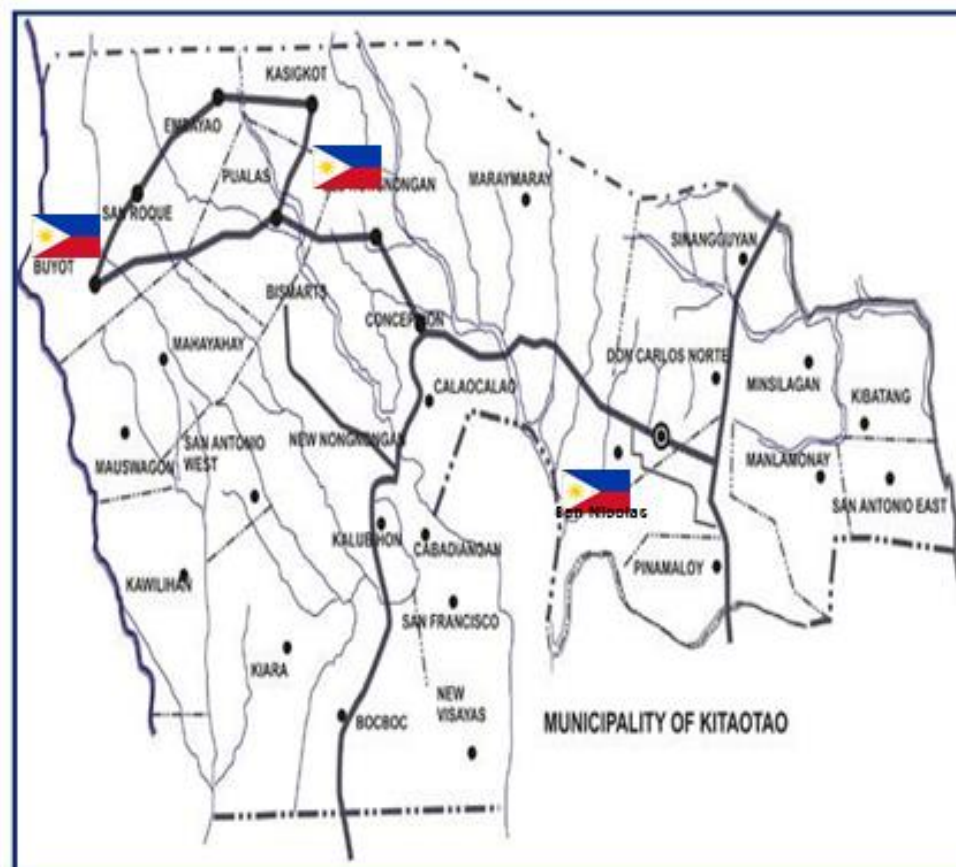


Figure 2. Map of Don Carlos.

Legend

Location of Don Carlos III District, Public Secondary Schools

Figure 2. Map of Don Carlos, Bukidnon where the study will be conducted.

The Sampling Procedures

Purposive sampling was employed to determine the participants from the different schools in the Districts III of Don Carlos. The respondents of the study are the 86 secondary teachers in Don Carlos III District, Division of Bukidnon, School year 2023-2024. Total enumeration will be employed to determine the teachers from the different schools in Don Carlos III

District.

The teachers' working competence, stress coping mechanism and their performance in the secondary schools will be measured in this study. Each of the variables has a distinct instrument. This research utilized questionnaire as the main tool in gathering the needed data and information.

The teacher's working competence will be measured in this study. The instrument was adopted from Yincheng Ye (2016) which includes the following variables: managing student conduct, instructional practice, teaching workload, instructional resource, and classroom autonomy.

The following scale was used for the teaching efficiency of the teachers: TEACHERS' WORKING COMPETENCE

Scale	Mean Range	Description
5	4.2- 5.0	Highly Effective
4	3.4-4.19	Effective
3	2.6-3.39	Moderately Effective
2	1.8-2.59	Less Effective
1	1.00-1.79	Not Effective

The teachers stress coping mechanism instrument will be adopted from Carver, Scheier and Weintraub (1989) which includes mental engagement, behavioral disengagement, focus and venting emotions, positive reinterpretation and growth, acceptance and seeking social support for emotional reasons. The following 5-point Likert scale will be used for the teachers stress coping mechanism:

Scale	Mean / Range	Description
5	4.20- 5.00	Strongly Agree
4	3.40-4.19	Agree
3	2.60-3.39	Undecided
2	1.80-2.59	Disagree
1	1.00-1.79	Strongly Disagree

The performance of the teachers as prescribed by the Department of Education for the appraisal of the teachers on the Individual Performance Commitment and Review Form (IPCRF). The following scoring procedure will be observed for the teacher's performance:

TEACHERS PERFORMANCE

Range	Adjectival Rating	Performance Rating
4.500- 5.000	Outstanding	
3.500-4.499	Very Satisfactory	
2.500-3.499	Satisfactory	
1.500-2.499	Unsatisfactory	
Below 1.499	Poor	

A formal request for the data collection will be secured from the Schools' Division Superintendent then to the Public Schools' District Supervisor and school administrators to allow the researcher to administer the survey questionnaire. The researcher personally visits the schools to administer and retrieve the questionnaire. As soon as the research questionnaires were collected, the researcher immediately check, tally, tabulate, present and analyze the data to be gathered as part of the main text of this study.

The following statistical procedures will be employed to answer the specific problems of the study:

Problem 1: Descriptive statistics such as the mean and percentage will be used to determine the teachers' working competence.

Problem 2: Descriptive statistics such as the mean and percentage will be used to determine the teachers' stress coping mechanism.

Problem 3: Descriptive statistics such as the mean and percentage will be used to determine the teachers' performance.

Problem 4: Pearson Product Moment Correlation (Pearson r) will be used to establish the relationships of the variables between the performance of the teachers: teachers' working competence and stress coping mechanism.

FINDINGS

Descriptive analysis measures the teachers' working competence in terms of managing student conduct, instructional practice, teaching workload, instructional resource, and classroom autonomy reveals a very highly effective level responses of the teachers.

The teachers stress coping mechanism in terms of mental engagement, behavioral disengagement, focus and venting emotions, positive reinterpretation and growth, acceptance and seeking social support for emotional reasons denotes a high level.

Teachers performance shows very satisfactory which indicates a substantial portion of

teachers meeting or exceeding expectations in their performance evaluations.

Correlation results indicated that teacher's performance have no significant relationship with their working competence and stress coping mechanism.

CONCLUSIONS AND RECOMMENDATIONS

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

The competence of teachers is indispensable for fostering student learning, engagement, and success. Through their expertise, dedication, and ongoing professional development, competent teachers play a pivotal role in shaping the future of education and empowering students to reach their full potential.

Coping mechanisms for teachers to manage stress are essential for maintaining their well-being and effectiveness in the classroom. By implementing these coping mechanisms and fostering a supportive environment, schools can help teachers effectively manage stress, prioritize their well-being, and ultimately thrive both personally and professionally.

Teachers' performance is central to the success of educational systems worldwide. By recognizing and supporting effective teaching practices, schools can empower teachers to make a positive difference in the lives of their students and communities. Continuous investment in teacher development and recognition of their vital role are essential for ensuring high-quality education and lifelong learning opportunities for all. Effective teachers collaborate with colleagues, parents, and other stakeholders to support student learning and school improvement efforts. They demonstrate leadership within their school communities, sharing expertise, mentoring others, and contributing to a culture of collaboration and excellence.

The teachers' performance has no significant relationship with the teachers' working competence and teachers' stress coping mechanism. Therefore, the null hypothesis which stated that there is no significant relationship between the performance of secondary teachers and teachers' working competence; teachers' stress coping mechanism was accepted.

Based on the findings and conclusions, the following are recommended:

Schools Supervisor and School Principal can create a supportive environment that empowers teachers to enhance their competence and ultimately improve student learning outcomes. Encourage teachers to participate in ongoing professional development programs, workshops, seminars, and conferences. Providing opportunities for teachers to learn about the latest research, instructional techniques, and technology advancements helps them stay current and

effective in their practice.

By incorporating these coping mechanisms into the school culture and providing support for teachers' well-being, schools can help educators effectively manage stress and thrive in their roles. Coping with stress is crucial for teachers to maintain their well-being and effectiveness in the classroom. Foster a supportive school culture where teachers can connect with colleagues for emotional support, sharing experiences, and seeking advice. Organize social events or support groups within the school community to strengthen interpersonal relationships and provide opportunities for bonding.

An exploration for further study to other intervening variables towards the teacher's performance on their working competence and stress coping mechanism. Both enhancing teachers' performance and supporting their competence and stress coping mechanisms can create a comprehensive approach to teacher development and well-being.

REFERENCES

A. Books

1. Biancarosa, G. (2020). Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning. *The Elementary School Journal*, 111(1), 7-34.
2. Chan, T. C., & Petrie, G. (2017). A well designed school environment promotes brain learning. *Educational Facility Planner*, 35(3), 12-15.
3. Cosner, S. (2019). Teacher Learning, Instructional Considerations and Principal Communication: Lessons from a Longitudinal Study of Collaborative Data Use by Teachers. *Educational Management Administration & Leadership*, 39(5), 568-589.
4. Desimone, L. M., Porter, A. C., Garet, M. S., Yoon, K. S. & Birman, B. F. (2018). Effects of Professional Development on Teachers' Instruction: Results from a Three-Year Longitudinal Study. *Educational Evaluation and Policy Analysis*, 24(2), 81-112.
5. Donovan, L., Green, T. D., & Mason, C. (2014). Examining the 21st century classroom: Developing an innovation configuration map. *Journal of Educational Computing Research*, 50(2), 161-178.
6. Duyar, I. (2016). Relationship between school facility conditions and the delivery of instruction: Evidence from a national survey of school principals. *Journal of Facilities Management*, 8(1), 8-25.
7. Frase, M. R. (2018). Need Satisfaction, Motivation and WellBeing in the

- Work Organizations of a Former Eastern Bloc Country: A Cross-Cultural study of Self-
8. Determination. *Personality and Social Psychology Bulletin*, Vol.27, 930-942
 9. Gepila Jr, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, 8(3), 739- 746
 10. Gershenson, S. (2016). Linking teacher quality, student attendance, and student achievement. *Education Finance and Policy*.
 11. Goe, L., Bell, C., & Little, O. (2018). *Approaches to Evaluating Teacher Effectiveness: A Research Synthesis*. National Comprehensive Center for Teacher Quality.
 12. Granziera, H., Collie, R., & Martin, A. (2021). Understanding teacher wellbeing through job demands-resources theory. In *Cultivating Teacher Resilience* (pp.229-244). Springer, Singapore.
 13. Hattie, J. (2019). *Visible learning*. New York: Routledge.
 14. Herman, K. C., & Reinke, W. M. (2015). *Stress management training for teachers: A proactive guide*. Guilford Press
 15. Hosain, Md. S. (2016). *Teaching Workload and Performance: An Empirical Analysis on Some Selected Private Universities of Bangladesh*. *International Journal of English and Education* ISSN: 2278-4012, Volume:5, Issue:3, July 2016
 16. Ingersoll, R. M. (2017). *Who controls teachers' work?: Power and accountability in America's schools*. Cambridge, MA Harvard University Press.
 17. Ingersoll, R. M., & May, H. (2015). The Magnitude, Destinations, and Determinants of Mathematics and Science Teacher Turnover. *Educational Evaluation and Policy Analysis*, 34(4), 435-464.
 18. Jackson, C. K. (2018). *Match Quality, Worker Productivity, and Worker Mobility: Direct Evidence From Teachers*. NBER Working Paper. Jackson
 19. Keller, M. K., Goetz, T., Becker, E. S., Morger, V., & Hensley, L. (2019). Feeling and showing: A new conceptualization of dispositional teacher enthusiasm and its relation to students' interest. *Learning and Instruction*, 33, 29–38.
 20. Klieme, E., Pauli, C., & Reusser, K. (2019). The Pythagoras study: investigating effects of teaching and learning in Swiss and German mathematics classrooms. In T. Janik & T. Seidel (Eds.), *The power of video studies in investigating teaching and learning in the classroom* (pp. 137–160). Münster, Germany: Waxmann
 21. Kunter, M., Baumert, J. & Kölle, O. (2017). Effective classroom management and the development of subject-related interest. *Learning and Instruction*, 17, 494–509.
 22. Ladd, H. F. (2017). *Teachers' Perceptions of Their Working Conditions: How Predictive*

- of Planned and Actual Teacher Movement? Educational Evaluation and Policy Analysis, 33(2), 235-261.
23. Lazarides, R., Gaspard, H. & Dicke, A.-L. (2018). Dynamics of classroom motivation: Teacher enthusiasm and the development of math interest and teacher support. *Learning and Instruction*, 60, 126–137.
 24. Lazarus, R.S. (2020). Cognitive-motivational-relational theory of emotion. In U. Khanin (Ed.), *Emotions in sport* (pp. 39-63). Champaign, IL: Human Kinetics.
 25. Leithwood, K. (2016). *Teacher Working Conditions That Matter: Evidence for Change*. Toronto: Elementary Teachers' Federation of Ontario.
 26. Lipowsky, F., Rakoczy, K., Pauli, C., Drollinger-Vetter, B., Klieme, E., & Reusser, K. (2019). Quality of geometry instruction and its short-term impact on students' understanding of the Pythagorean theorem. *Learning and Instruction*, 19, 527–537.
 27. Manullang, B., Sibuea, A. & Gewasari, M. (2017). The Determinant Factors That Effect Teacher Performance of Public Senior High School in Deli Serdang District, *IOSR Journal of Research & Method in Education (IOSR-JRME)* e-ISSN: 2320–7388,p-ISSN: 2320–737X Volume 7, Issue 1 Ver. IV (Jan. - Feb. 2017), PP 12-21
 28. Markley, T. (2016). *Defining the Effective Teacher: Current Arguments in Education*.
 29. Mishler, W., & Rose, R. (2021). What are the origins of political trust? Testing institutional and cultural theories in post-communist societies. *Comparative political studies*, 34(1), 30-62
 30. Muda, M.S. & Mansor, N. (2017). Literature Review on Instructional Leadership Practice among Principals in Managing Changes. *International Journal of Academic Research in Business and Social Sciences* 2017, Vol. 7, No. 12 ISSN: 2222-6990
 31. Nelson, M. F. (2018). A Qualitative Study of Effective School Discipline Practices: Perceptions of Administrators, Tenured Teachers, and Parents in Twenty Schools OECD (2019). *Teachers' Professional Community in Restructuring Schools*.
 32. *American Educational Research Journal*, 33(4), 757-7989). *Creating Effective Teaching and Learning Environments: First Results from TALIS: Teaching and Learning International Survey*
 33. Reupert, A. (2020). *Mental health and academic learning in schools: Approaches for facilitating the wellbeing of children and young people*. Routledge Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2015). *Teachers, Schools, and Academic Achievement*. *Econometrica*, 73, 417–458.
 34. Shah, S.A. (2018) *Impact of teachers' behaviour on the academic achievement of*

- University students. Unpublished Doctoral Thesis of University Institute of Education and Research. Rawalpindi : Pakistan
35. Schuitema, J., Peetsma, T., & van der Veen, I. (2016). Longitudinal relations between perceived autonomy and social support from teachers, and students' self-regulated learning and achievement. *Learning and Individual Differences*, 49, 32-45.
 36. doi:10.1016/j.lindif.2016.05.006
 37. Stearns, S. A. (2018). Motivating students to offer their best: Evidence based effective course design, *College Teaching*, 61(4), 127-130. doi:10.1080/87567555
 38. Taris, T. W., Leisink, P. L., & Schaufeli, W. B. (2017). Applying occupational health theories to educator stress: Contribution of the job demands-resources model. In *Educator stress* (pp. 237-259). Springer
 39. Thoonen, E. E .J., Slegers, P. J .C., Peetsma, T.T.D., & Oort, F. J. (2015). Can teachers motivate students to learn? *Educational Studies*, 37(3), 345-360. doi:10.1080/03055698.2010.5070
 40. Tyler, J. H. (2017). If you build it will they come? Teacher use of student performance data on a web-based tool. NBER Working Paper.
 41. Ugwuja, F. (2019). Preferred Stress Management Strategies Adopted by the Administrative Staff of Tertiary Institutions in Federal Capital Territory (FCT), Abuja. University of Nigeria, Nsukka. Unpublished
 42. Weiss, I. R. (2017). Looking inside the classroom: Science teaching in the United States. *Science Educator*, 13, 1-65
 43. West, M. R., Kraft, M. A., Finn, A. S., Martin, R. E., Duckworth, A. L., Gabrieli, C.F., & Gabrieli, J. D. (2016). Promise and paradox: Measuring students' non-cognitive skills and the impact of schooling. *Educational Evaluation and Policy Analysis*, 38(1), 148-170.
 44. Woodcock, S., & Reupert, A. (2016). Inclusion, classroom management and teacher self-efficacy in an Australian context. In S. Garvis, & D. Pendergast (Eds.), *Asia-Pacific perspectives on teacher self-efficacy* (pp. 87–102). Sense Publishers: Netherlands.
 45. Zhang, T., Solmon, M. A., & Gu, X. (2018). The role of teachers' support in predicting students' motivation and achievement outcomes in physical education, *Journal of Teaching in Physical Education*, 31(4), 329-343.

Journals and Magazines

46. Alson, J. (2019). Stress among Public School Teachers. *Journal of Research Initiatives*, 4 (2).

47. Alimmudin, Muhyani, A. & Basuki, S. (2022). The Effect of Teacher Competence, Work Discipline and Work Motivation on Teacher Performance. *International Journal of Social Science And Human Research* ISSN(print): 2644-0679, ISSN(online): 2644-0695 Volume 05 Issue 06 June 2022 DOI: 10.47191/ijsshr/v5-i6-67, Impact factor-5.871 Page No: 2422-2427
48. Al-Yateem, N., Rossiter, R., Robb, W., & Slewa-Younan, S. (2018). Mental health literacy of school nurses in the United Arab Emirates. *International Journal of Mental Health Systems*, 12(1), 6–13. <https://doi.org/10.1186/s13033-018-0184-4>
49. Asaloei, S. I., Wolomasi, A. K., & Werang, B. R. (2020). WorkRelated Stress and Performance among Primary School Teachers. *International Journal of Evaluation and Research in Education*
50. Carroll, A., Forrest, K., Sanders-O'Connor, E., Flynn, L., Bower, J. M., Fynes- Clinton, S., et al. (2022). Teacher stress and burnout in Australia: examining the role of intrapersonal and environmental factors. *Soc. Psychol. Educ.* 25, 441–469. doi: 10.1007/s11218-022-09686-7
51. Daryanto. (2015). *Management of School Culture and Climate*. Media gava Davis, H.A. (2018). Conceptualizing the role and influence of student-teacher relationships on children's social and cognitive development. *Educational Psychologist*, 38, 207– 234.
52. Hardy, I., Jonen, A., Möl er, K. & Stern, E. (2016). Effects of instructional support within constructivist learning environments for elementary school students' understanding of "floating and sinking". *Journal of Educational Psychology*, 98, 307– 326.
53. Herman, K. C., Hickmon-Rosa, J., & Reinke, W. M. (2020). Empirically derived profiles of teacher stress, burnout, self-efficacy, and coping and associated student outcomes. *Journal of Positive Behavior Interventions*, 20, 90-100.
54. Lee, Y. H., Kwon, H. H., & Richards, K. A. R. (2019). Emotional intelligence, unpleasant emotions, emotional exhaustion, and job satisfaction in physical education teaching. *Journal of Teaching in Physical Education*, 38(3), 262-270. <https://doi.org/10.1123/jtpe.2018-0177>
55. Pianta, R. C. & Hamre, B. K. (2019). Conceptualization, measurement, and improvement of classroom processes: standardized observation can leverage capacity. *Educational Researcher*, 38, 109–119.
56. Perera, H. N., Vosicka, L., Granziera, H., & McIlveen, P. (2018). Towards an integrative perspective on the structure of teacher work engagement. *Journal of Vocational*

- Behavior, 108(8), 28-41. <https://doi.org/10.1016/j.jvb.2018.05.006>
57. Prilleltensky, I., Neff, M., & Bessell, A. (2016). Teacher stress: What it is, why it's important, how it can be alleviated. *Theory into Practice*, 55, 104-111.
58. Pugazhenth, P., & Srinivasan, P. (2018). Impact of teaching efficiency through emotional intelligence on the performance of B. ed teacher trainees. *Global Journal for Research Analysis. Education*, 7(5), 396-397.
59. Ramberg, J., Laftman, S. B., Akerstedt, T., & Modin, B. (2019). Teacher stress and students' school wellbeing: The case of upper secondary schools in Stockholm. *Scandinavian Journal of Educational Research*, 64(6).
<http://dx.doi.org/10.1080/00313831.2019.1623308>
60. Sadler, P. M., Sonnert, G., Coyle, H. P., Cook-Smith, N., & Miller, J. L. (2018). The influence of teachers' knowledge on student learning in middle school physical science classrooms. *American Educational Research Journal*, 50, 1020–1049.
62. Schneider, M. (2020). Linking School Facility Conditions to Teacher Satisfaction and Success. Washington, DC: National Clearinghouse for Educational Facilities.
63. Wanjala, G. & Wanjala, D. (2017). Level of teachers' efficiency in work performance in public secondary schools in wajir north district, Kenya. *International Journal of Scientific Research and Innovative Technology*, ISSN: 2313-3759 Vol. 4 No. 4; April 2017
64. Zhang, L., Chen, J., Li, X., and Zhan, Y. (2023). A scope review of the teacher wellbeing research between 1968 and 2021. *Asia-Pac. Educ. Res.* 1– 16. doi: 10.1007/ s40299-023-00717-1

Websites

65. Danby, G., & Hamilton, P., (2016) Addressing the 'elephant in the room'. The role of the primary school practitioner in supporting children's mental well-being. *Pastoral Care in Education*, 34(2), 90-103, <https://doi.org/10.1080/02643944.2016.1167110>
66. Fernández-Abascal, E. G., & Martín-Díaz, M. D. (2015). Dimensions of emotional intelligence related to physical and mental health and to health behaviors. *Frontiers in psychology*, 6(2015), 1-14. <https://doi.org/org/10.3389/fpsyg.2015.00317>
67. Furnham, A., & Taylor, N. (2020). The relationship between emotional intelligence and occupational personality scales in senior management. *Personality and Individual Differences*, 154(2020), 1-5. <https://doi.org/org/10.1016/j.paid.2019.109647>
68. Gong, Z., Chen, Y., & Wang, Y. (2019). The influence of emotional intelligence on job burnout and job performance: Mediating effect of psychological capital. *Frontiers*

- in psychology, 10(2019), 1-11. <https://doi.org/org/10.3389/fpsyg.2019.02707>
69. Hodzic, S., Scharfen, J., Ripoll, P., Holling, H., & Zenasni, F. (2018). How Efficient Are Emotional Intelligence Trainings: A Meta-Analysis. *Emotion Review*, 10(2), 138-148. <https://doi.org/10.1177/1754073917708613>
70. Karimi, L., Leggat, S. G., Bartram, T., & Rada, J. (2020). The effects of emotional intelligence training on the job performance of Australian aged care workers. *Health care management review*, 45(1), 41-51. <https://doi.org/10.1097/HMR.0000000000000200>
71. Pekaar, K. A., van der Linden, D., Bakker, A. B., & Born, M. P. (2017). Emotional intelligence and job performance: The role of enactment and focus on others' emotions. *Human Performance*, 30(2-3), 135-153. <https://doi.org/10.1080/08959285.2017.1332630>