

Behavioral Management Practices and Performance among Teachers with Ancillary Functions

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ABSTRACT

Behavioral management practices enable teachers to handle their work and enhance teaching effectiveness and performance. Previous studies have explored behavioral management practices, but few have examined their direct impact on teachers' performance. This study aimed to determine the respondents' level of behavioral management practices and performance. Specifically, it investigated the relationship between these variables using a descriptive correlational research design. A universal sampling technique was employed, which involved one hundred fifty (150) respondents from the public elementary schools of Tagoloan Districts during the School Year 2022-2023, who handled ancillary tasks. The Coping Mechanisms questionnaire was used to determine the level of the respondents' behavioral management practices and the Individual Performance and Commitment and Review Form (IPCRF) to determine the level of the respondents' performance. Statistical tools such as mean, standard deviation, and Pearson's *r* correlation were applied to analyze the data. Results showed that teachers demonstrated a high level of behavioral management, and performance exceeded expectations. Positive reappraisal emerged as the most frequently employed behavioral management while learning environment and diversity of learners ranked highest in teacher performance. However, no significant relationship was found between behavioral management practices and teacher performance, indicating that other factors may contribute to teachers' effectiveness. Based on the findings, the study recommends professional development training on behavioral management practices to enhance teachers' capacity to handle workloads effectively. Future research should explore additional determinants of teacher performance to provide a broader understanding of factors influencing educators with ancillary functions.

Keywords: Behavioral Management Practices, Teachers' Performance

INTRODUCTION

Behavioral management practices represent a fundamental aspect of education, encompassing a range of strategies that address various dimensions of teaching. Teachers' ability to implement effective behavioral management practices is a critical factor influencing their performance. These practices affect

classroom discipline, pedagogical methodologies, student engagement, and the effectiveness of instructional delivery. Behavioral management encompasses proactive strategies that foster academic, social, and emotional growth.

Teachers employ these practices to balance the demands of the curriculum, the diverse needs of students, classroom management, and often administrative tasks, all while fostering a positive and inclusive learning environment. This is related to the situation of some teachers in Tagoloan District, Misamis Oriental who handle more than one ancillary function that requires more time to do all the tasks together, with their ultimate job being classroom teachers.

Some teachers have been designated as grade coordinators, feeding coordinators, property custodians, PHIL-IRI coordinators, SBM coordinators, WINS coordinators, learning resource coordinators, BrigadaEskwela and Pagbasa coordinators, and more. Teachers perform several ancillary functions that go beyond traditional classroom instruction. Nevertheless, these additional roles are crucial in supporting the overall development of learners and maintaining a well-rounded educational environment. Balancing responsibilities requires strong time management skills and institutional support to prevent burnout and ensure effectiveness.

Furthermore, while ancillary functions are crucial to the holistic development of learners and the effective operation of schools, they also present several challenges for teachers. Additionally, the demands of ancillary functions can sometimes detract from a teacher's ability to focus on lesson planning and instruction, potentially affecting the quality of education. They may face conflicting priorities, such as deciding between focusing on academic content or addressing other tasks which is a difficult balance to strike.

On the other hand, despite these challenges, many teachers can find ways to balance their multiple roles, often drawing on their dedication, creativity, and passion for education. Teachers develop behavioral management practices that carry their ancillary tasks alongside their primary teaching duties. These practices help them balance their workload, maintain their well-being, and continue to provide quality education and support to their learners. Otsuka et al. (2022) considered that these behavioral management practices are associated with work performance. They suggested that certain behavioral management practices can positively or negatively influence work performance. This research indicates that behavioral management has a substantial impact on teaching outcomes. Furthermore, these practices promote resilience, empathy, and self-regulation among students, preparing them for future life beyond the classroom. However, the effective implementation of behavioral management practices necessitates adequate training, ongoing professional development, and institutional support. Previous studies have explored behavioral management practices in general, but few have examined their direct impact on teachers' performance. This research fills that gap by assessing the relationship between behavioral management practices and teachers' performance.

Hence, this study aimed to explore the level of teachers' behavioral management practices, the level of their performance, and the relationship between behavioral management practices and teachers' performance to gain a deeper understanding of how effective behavioral management practices impact teachers' professional performance, well-being, and ability to foster positive educational outcomes.

LITERATURE REVIEW

Behavioral Management Practices

Stephenson and De Longis (2020) stated that behavioral management practices are the thoughts and behaviors used to manage the internal and external demands of a stressful circumstance. Contextual elements such as the nature of the stressful circumstance, the individual's personality, and the social context can all influence whether or not a certain behavioral management practice is used and how effective it is. Furthermore, even though some behavioral management is more consistently related to effective adaptation than others, there are no universally adaptive or maladaptive practices.

Consequently, Maisyarah (2023) contends that behavioral management practices arise when there is physical and emotional tension that causes discomfort. Those feelings then motivate the individual to make efforts to reduce the feelings that disturb them. Thus, the psychological distress that occurs among teachers can be controlled if the teacher implements appropriate and effective behavioral management for each individual.

There are a lot of measures of behavioral management practices, most of which are Western-made tests (Rilveria, 2018). The questionnaire used in the study of Bucad et al. (2022), titled “Stress Level and Coping Mechanisms of Physical Education Teachers”, is composed of eight sub-scales: confrontative, distancing, self-control, seeking social support, accepting responsibility, escape-avoidance, planful problem-solving, and positive reappraisal (Rilveria, 2018).

Yazon and Ang-Manaig (2018) added that active behavioral management practices include confronting (taking action and facing the problem), seeking social support (looking for information and emotional support), planful problem-solving (planning to solve the problem), and positive reappraisal (focusing on personal growth and creating a positive meaning for the situation). The active behavioral management is made up of the following: accepting responsibility (accepting one's role in the problem), self-controlling (making efforts to regulate feelings and actions), distancing (expecting that the problem solves itself - involves emotional detachment), and escape-avoidance (trying to avoid the problem through wishful thinking and behavioral efforts). These practices can effectively help individuals navigate challenges constructively and maintain emotional well-being.

According to previous research by Hussain, Zulfqar, and Aziz (2019), the most prevalent behavioral management used by teachers in reaction to stress include turning to religion, positive reinterpretation, and preparing to actively solve the situation. The majority of those polled utilized emotion- and problem-focused methods. Furthermore, when the amount of stress grew, teachers tended to use problem- and emotion-oriented methods rather than avoidance and social-support approaches. Turning to religion as the major behavioral management practice in times of despair and stress is not unusual in an orthodox society because people honestly think that religion is the ultimate truth. They confirmed that the poll found that the majority of teachers use problem-solving and emotion-management strategies to deal with job stress.

Moreover, Pogere et al. (2019) stressed that teachers adopt an adaptive behavioral management practice or problem-focused solutions since they are tied to a good teacher's job stressor, which is a concern for pupils. Teachers, on the other hand, adapt maladaptive behavioral management or ones that are emotion-focused on poor job stressors or tasks. Concern for students and problem-solving skills were found to be positively connected, reducing instructors' emotional weariness while increasing the supply of relevance and choice.

According to Hussain, Zulfqar, and Aziz (2019), instructors have also identified social support as an important behavioral management. Furthermore, teachers strive to improve themselves so that problems do not reoccur in the future. Teachers are also always thinking about how to solve the

situation. Female teachers desire to live alone, plan to solve problems, turn to religion, suppress their emotions, and wait for an appropriate time to react more than their male colleagues during professional stress. Male teachers try harder than female teachers to gain sympathy from their families or friends.

On the other hand, Otsuka et al. (2022) discovered that behavioral management practices are related to job performance. According to the study's findings, less distressed employees may be better able to modify planning as a behavioral management and, as a result, increase their work performance. Seeking social support and taking aggressive action have also been demonstrated to increase work performance.

It should be mentioned that some behavioral management may result in an increase or decrease in job performance. The potential impact of these practices on worker productivity needs to be investigated further (Otsuka, Itani, Matsumoto, & Kaneita, 2022). On the other hand, it underlined that the complex tasks and responsibilities of accomplishing educational goals are related to teacher motivation, such that excellent intentions will promote teacher activities (Utomo, 2018).

Accepting Responsibility

Work responsibilities are also one of the factors that affect employee performance (Thahirah, 2021). Work responsibilities include responsibilities at work, leaders/supervisors, companies, and the community. In working, an employee has certain responsibilities. If not handled properly, the company is likely to experience a significant decline in the performance of the employees. Thus, it has a positive and significant effect on work performance.

Biel and Harper (2020) states that "Accepting accountability is the willingness, or self-motivated obligation, to accept responsibility and rectify the harm caused by an individual. It is understanding that we make our own choices, create our own lives, and recognize the consequences of our actions." This behavioral management practice helps someone figure out the maladaptive habits he or she has, where they come from, and how to fix them. However, they claimed that accountability is difficult and lonely because it is confined to one individual and cannot be shared.

Similarly, Yarullin and Nasibullov (2020) asserts that "An individual's attitude toward a stressful situation holds significant importance. Positive reassessment and taking responsibility are the two most successful emotional tactics. We draw attention to the elements that lessen the impact of emotional burnout symptoms, such as the growth of adaptive behavioral management practices that are emotionally active, the acquisition of abilities for interpreting these skills positively, and the capacity to tolerate stressful circumstances."

Moreover, Pagulong et al. (2022) emphasized that if a teacher adopts the behavioral management practice of accepting responsibility, they may reflect on the situation and consider that the student's misbehavior was a result of their actions, such as not keeping the student sufficiently engaged or failing to address the issue earlier. This self-reflection can lead the teacher to acknowledge their role in the problem and take proactive steps to improve the classroom environment, ensuring better engagement or earlier interventions to prevent similar behaviors.

The study of Kahveci (2023), focusing on teacher actions, emphasizes that teachers' self-awareness can help them identify when they influence educational results positively or negatively. The findings demonstrate that when teachers contemplate their attitudes and methods, it can result in improved student outcomes and more effective classroom settings.

However, the study of Mubarak and Suparmi (2023) reveals that there were still employees or respondents who disagreed that they loved their jobs according to their duties with full responsibility. In addition, it was also found that employees have not provided optimal service in their work.

Confrontive

Pagulong et al. (2022) claimed in their study concerning confrontive behavioral management practice respondents likely have experienced a moderate extent of adopting it. From a psychologist's point of view, positive stress acts as a stimulant causing physiologic and behavioral changes that enable people to rise to the challenge. Even if they did not react to the event perfectly, the accomplishment of handling a stressful scenario successfully assures future resilience. This stress helps the teachers stay motivated, productive, and mentally healthy (Balboa & Glaser, 2020).

In addition, it reveals that confrontive, escape avoidance, and positive reappraisal were significantly associated with their perceived stress in teaching (Pagulon et al., 2022). According to Spiridon (2019), more experienced teachers are more likely to adopt confrontive behavioral management practices. It can be hypothesized that experienced educators develop varied teaching techniques, personalized instruction, and rewarding positive behavior due to their greater familiarity with the teaching environment. By implementing these practices, which address the source of stress and manage its impact on the teacher, they become more aware of the process and enhance their capacity for self-regulation. Consequently, they encounter fewer stressors, experience milder emotional reactions, employ more adaptive behavioral management, and ultimately acquire increased learning.

On the contrary, Atay and Erturan (2020) discovered that confrontive behavioral management practice significantly increased depression and anxiety levels. It was interesting that, although being characterized as an active way of behavioral management, this was the biggest predictor of depression and low quality of life. This is an aggressive attempt to change the situation. Furthermore, this may result in animosity, risky behavior, and difficulty in controlling emotions. Anger is the primary emotion involved in confrontive behavior. It is more about blaming someone, something, or oneself. Using fewer confrontive behavior may reduce anger and despair.

Anger is a frequent emotion experienced by teachers, which can lead to negative outcomes for both themselves and their students (Buric&Frenzel, 2019). It is supported by the research of Harmon-Jones and Harmon-Jones (2023), stating that anger in a given situation may be a primary or even sole emotional experience. Indeed, research has indicated that anger is often associated with attacks. Researchers have considered anger to result from physical or psychological restraint or interference with goal-directed activity. However, Beltman and Poulton (2019) claimed that the ability to handle negative emotions plays a crucial role in emotion regulation, emotional intelligence, coping, and mindfulness. Furthermore, emotions constitute one aspect of resilience, as educators employ behavioral management practices to uphold their dedication and well-being.

Pagulong et al. (2022) assert that teachers regularly apply Lazarus's way of behavioral management of potential stressors in their daily routines. For instance, when faced with a recurring issue like a student's consistent misbehavior, a teacher can utilize different way to address the problem. A teacher employing confrontive behavioral management might directly address the student, asking them to modify their behavior, or they may involve the administration to handle the situation. This flexibility allows teachers to adapt their approach depending on the stressors.

Distancing

The study conducted by White et al. (2019) found that self-distancing is an adaptive way to approach and alleviate concerns about the future. Self-distancing appears as an effective means of reducing emotional reactivity about future stressors in adolescents and adults. Distancing perspective when reflecting on a future stressor led to lower levels of anxiety. This was related to greater feelings of being able to cope with worrying about future events, and it led individuals to focus more on the positive attributes as opposed to the threat created by the stressful situation.

It was further supported by Tortola (2024) that teachers in the Department of Education tend to flip negative situations into positive ones. They imbued the value of positivity. They looked at problems as an opportunity to grow. Their positive mindset allowed them to focus on their job. A positive outlook towards challenges advocates a change of perception about problems as potential sources of stress.

Additionally, in a classroom setting, Pagulong et al. (2022) noted that when a teacher employs distancing, they implement techniques to ensure that the disruptive behavior of one student does not negatively impact the rest of the class. By maintaining emotional or physical distance, the teacher can manage the classroom environment to minimize the misbehaving student's influence on the learning experience. This approach maintains order while allowing the student time to self-regulate their behavior. Furthermore, it enables the teacher to address disruptions in a non-confrontational manner, reducing the likelihood of escalating conflicts.

Escape-Avoidance

According to Yarullin and Nasibullov (2020), among teachers working with adolescent carriers of deviant behavior, the prevailing behavioral management practices include positive reassessment, self-control, and problem-solving planning. However, they also frequently resort to escape-avoidance, seeking social support, and distancing. The more teachers encounter stressors and rely on escape-avoidance, the more symptoms of burnout emerge. The use of these non-adaptive practices contributes to burnout symptoms and accelerates the progression of burnout syndrome. Feelings of exhaustion are closely linked to these behavioral management practices (Yarullin&Nasibullov, 2020).

Tikhonova et al. (2019) indicate that as emotional exhaustion accumulates, teachers increasingly rely on non-constructive behavioral management practices, such as avoidance, aggression, and caution, while constructive assertive actions decline. Higher levels of depersonalization further reinforce the use of ineffective strategies. Specifically, avoidance and aggression do not help teachers address professional challenges or foster positive relationships with students and colleagues, leading to increased psychological stress and a greater risk of burnout. Additionally, aggressive behavior negatively impacts the workplace atmosphere, making it harder to resolve professional issues. Frequent reliance on aggressive actions may serve as a compensatory mechanism for teachers experiencing high levels of burnout, as they attempt to cope with emotional distress and negative attitudes toward work.

Similarly, Garcia-Arroyo and Osca (2019) support the notion that avoidance is a frequently employed behavioral response among individuals suffering from burnout syndrome. This behavioral management practice is associated with psychological distancing, which reflects a decline in teacher commitment. This disengagement from their professional roles ultimately results in poor educational quality.

Additionally, Pagulong et al. (2022) claimed that a positive correlation between teacher stress and behavioral management practices—such as distancing, confrontive, escape-avoidance, or lack of

behavioral management—suggests that higher stress levels lead to the use of negative responses. The strong association between escape avoidance and increased stress supports this. Teachers experiencing high stress are more likely to rely on unhealthy behavioral management practices, with distressed teachers more frequently employing negative behavioral responses. Teachers may either confront the situation or adopt a passive, avoidant stance through these palliative or emotionally expressive techniques. In a classroom setting escape-avoidance would involve the teacher processing the potential stressor by ignoring the student's misbehavior.

Nater (2020) states that teachers employ escape avoidance behavioral management with overwhelming stressors. This involves withdrawing from stressful situations or avoiding them entirely. Situations could include dealing with challenging students, excessive workload, or administrative requirements. By avoiding the stressors, teachers aim to protect their emotional and psychological well-being in the short term. However, Nater also disclosed the drawbacks of the escape avoidance behavioral management. This is just a temporary relief and may even build unresolved issues and concerns, which may lead to long-term stress and anxiety. In other cases, this contributes to burnout, preventing teachers from actively addressing the problems.

Planful Problem-Solving

In the study carried out by Martinez et al. (2020), it was found that individuals with low emotional exhaustion and a strong sense of personal achievement tend to approach problem-solving with careful consideration. Moreover, the use of behavioral management strategies that emphasize problem-solving is associated with reduced stress and improved social support, leading to enhanced overall physical and mental health (Garcia-Arroyo & Osca, 2019).

Rosario (2023) stresses the importance of developing effective strategies for stress management and adopting behavioral practices that directly address specific stressors. Reflecting on one's past experiences can yield valuable insights for crafting effective solutions, making such reflection vital for managing stress and coping with uncertainty.

In addition, Kaya (2019) suggests that educators should take a proactive stance in problem-solving, equipped with self-confidence to effectively address challenges. This approach differs from passive behaviors, which can postpone the resolution of issues or lead to procrastination. Consequently, it is crucial to train teachers in managing stressors and cultivating resilience, benefitting both teachers and the wider school community.

Additionally, Orakcı (2021) underscores the need for teachers to recognize their responsibilities within the classroom, acknowledging both their successes and areas that require growth. Such self-awareness is key, as it helps educators evaluate their teaching methods and formulate plans for personal and professional development. Research suggests that increased reflective thinking is linked to improved teaching practices and more effective classroom management.

Positive Re-appraisal

According to Martinez et al. (2020), positive reappraisal can provide teachers with the tools to effectively navigate and transform negative situations into opportunities for growth. For Pagulong et al. (2022), this approach is a crucial element of meaning-based practice, enabling individuals to cope with stressful life events and often serving as a vital first step in re-engaging with the sources of their stress. Additionally, teachers have noted enhancements in their ability to manage classroom behavior and

teaching effectiveness as a result of adopting this mindset. It's essential to prioritize the well-being of teachers to prevent adverse outcomes that could affect not only them but also their students and the broader education system (Baker et al., 2021). Incorporating stress management strategies that focus on positive reappraisal of stress-related beliefs is instrumental in strengthening their coping mechanisms and mitigating harmful consequences associated with stress (Hagger, Keech & Hamilton, 2020).

In various studies, spirituality is recognized as a key factor that fosters resilience when facing stressful circumstances. It encompasses cognitive activities in which people leverage their spiritual convictions and feelings of inner peace to navigate challenging moments (Braam & Koenig, 2019). The psychological literature defines spiritual behavioral management practice as utilizing cognitive resources to achieve and sustain mental tranquility, significance, and connection during times of crisis. The resilience offered by spiritual beliefs can reduce the negative perceptions of crises and help individuals utilize their spiritual connections while maintaining composure in uncertain circumstances (Ozcan et al., 2021).

Similarly, how individuals interpret the crisis event through the lens of their religious beliefs can assist them in gaining a greater understanding of life, fostering a connection with God, and fostering hope (Villas Boas, 2020). Moreover, establishing spiritual connections may facilitate adaptive behavioral management practice by affecting stress perception. This is somewhat corroborated by our research findings showing that individuals who used spiritual connections for stress management were significantly less likely to experience stress and anxiety. The utilization of spiritual strength reduces the chances of experiencing symptoms of anxiety and stress when controlling for gender and age. These results are consistent with a recent study from Italy, which indicated that spirituality played a protective role against psychological symptoms during the pandemic (Coppola et al., 2021).

The study of Wnuk (2021) explores the links between faith and character strengths, highlighting how expressions of religious dedication can act as mediators in these connections. The study reveals that a person's faith affects the character's strengths, indicating that spiritual beliefs are crucial in promoting personal virtues and behavioral management practices. This emphasizes the importance of faith in building resilience and encouraging positive psychological traits.

Pagulong et al. (2022) described that teachers can utilize positive reappraisal in behavioral management by perceiving misbehaving students as opportunities for their growth and development. This perspective allows teachers to view challenging situations as chances to enhance their skills in dealing with difficult students in the future. Additionally, some teachers may turn to their religious beliefs or spiritual practices, seeking guidance and strength through prayer to effectively navigate these challenges.

In contrast, Newburgh (2019) highlighted the significance of behavioral management strategies that educators implement to tackle obstacles in their roles. Teachers who possess a clear sense of purpose often experience increased job satisfaction and a stronger commitment to their profession. These strategies contribute to a harmonious educational setting, fostering positive interactions among colleagues. Consequently, they provide valuable emotional support, aiding teachers in coping with the stress and anxiety that may arise from heavy workloads.

Moreover, Villanueva (2022) indicated that teachers strive to fulfill their responsibilities while aligning their workloads with national standards for teacher efficacy, which serve as the foundation for performance assessments. A study by Into and Gempes (2018) found that educators exhibit optimism and positivity in managing their tasks through effective planning and time management. Despite facing

challenges, they maintain a hopeful outlook regarding their experiences, highlighting dedication, commitment, optimism, and opportunities for personal and professional growth—qualities that resonate with their faith in their capabilities (Cansoy, 2019).

Seeking Social Support

Many other responses had an external behavioral management practices theme via a focus on seeking social support, a practice that effectively reduces the intensity of symptoms from even traumatic stressors (Price et al., 2018). The study of Villanueva et al. (2022) found that along with the challenges encountered by the teachers handling multiple ancillary functions is the development of their behavioral management practices. Both participants from elementary and secondary teachers rely on their support systems, particularly their families, co-teachers, and peers. They developed positive relationships with their peers on the elementary and secondary levels; they shared their sentiments. The story of encouragement they receive from those around them will help them cultivate a positive mindset and grow personally. These ancillaries act as a bridge for them to work together, have healthy communication, and help them to build teamwork.

Similarly, Newburgh (2019) attested that teachers rely on support from their colleagues and school leaders. Collaborative teamwork boosts their morale and strengthens their resilience in handling challenging tasks, particularly additional duties. A strong support system and positive relationships with those around them foster open communication within the school community.

Pagulong et al. (2022) proposed that if the teacher is seeking social support, they might consult with a colleague, mentor, or friend to ask for advice on how to manage a student's misbehavior. By seeking input from others, the teacher gains additional perspectives and possible strategies for resolving the issue, helping to reduce stress and improve classroom management through shared experience and support.

Furthermore, Williams (2023) emphasizes that as teachers navigate the ups and downs of their careers, they must prioritize their emotional and mental well-being. Improved mental wellness benefits both teachers and their students. Teachers are likelier to stay in schools with more supportive administration and resources, especially for mental health.

Self-Control

In their research, Pagulong et al. (2022) observed that participants typically demonstrate a reasonable level of behavioral regulation. They noted that self-control entails teachers managing their emotional responses to avoid excessive frustration or losing composure.

Aida (2020) supports the notion that self-control is vital for individuals, particularly teachers. Educators must have robust self-discipline to resist impulsive reactions and instead focus on rational thought, common sense, and ethical considerations. Each teacher employs unique strategies for managing self-control when faced with personal and professional obstacles. Maintaining self-control is crucial for teachers, as they engage with a variety of individuals, including principals, vice principals, colleagues, administrative staff, lab assistants, librarians, students, and parents.

Aida (2020) highlights how crucial self-control is for teachers when it comes to managing their responsibilities. When educators can keep their cool and maintain focus, they tend to behave more balanced and take better care of themselves. In contrast, lacking self-discipline can lead to increased stress and unpredictable reactions. The ability to manage emotions and actions is essential for teachers'

job satisfaction. Those who build strong self-discipline are usually more passionate and dedicated to their work, which helps create lively and engaging classroom environments. This approach makes teaching feel less like a chore and more like a fulfilling career, showing just how important self-control is for overall job happiness.

Moreover, recent research has shed light on how influential role models can be in developing self-control. Bălan, Ionescu, and Stan (2023) found that qualities like empathy and altruism are essential for teachers to effectively manage behavior. These traits encourage the use of positive emotional strategies, such as re-framing tough situations and planning ahead, often inspired by mentors they admire. By following the example of these role models, teachers can boost their stress management skills and establish solid principles for their professional conduct.

Teachers' Performance

Work responsibilities play a crucial role in shaping employee performance (Thahirah et al., 2021). These responsibilities include not only job-specific duties but also obligations toward supervisors, the organization, and the broader community. Each employee has particular roles they are expected to fulfill. Likewise, the effectiveness of teachers significantly impacts students' overall satisfaction (Ghhaffarian&Osam, 2021). A teacher's performance hinges on their skills; these skills must align well with their responsibilities (Harahap, 2019).

According to Leyco (2019), many teachers are burdened with additional non-teaching responsibilities that can compromise their teaching effectiveness and the overall quality of education. Research by Tolibas and Lydia (2022) highlighted the challenges elementary teachers face in juggling various support roles, including managing their time, dealing with work-related stress, and maintaining productivity. To tackle the challenges posed by these extra duties, teachers often plan, collaborate with their colleagues, and maintain a positive outlook in their work environments. These strategies help them mitigate some of the pressures they encounter.

On the other hand, Leyco (2019) pointed out that primary school teachers believe in the importance of cultivating good relationships with their peers, maintaining a positive mindset, obtaining financial support, and managing their work schedules to navigate the complexities of their multiple roles. Even when teachers are assigned additional responsibilities, they often use these opportunities to enhance their skills and deepen their commitment to public service. They recognize how crucial time management is to fulfilling their teaching duties. Nevertheless, it is important to note that not all teachers with multiple assignments experience the same challenges regarding time management.

The findings presented by Into and Gempes (2018) suggest that, despite the hurdles many teachers face from their diverse responsibilities, some provide valuable feedback and demonstrate resilience. They employ various coping strategies, such as effective planning, time management, maintaining a positive attitude, achieving a work-life balance, seeking inspiration and support, and focusing on personal and professional growth.

In the Philippines, DepEd Memorandum No. 008, Series of 2023, Multi-Year Guidelines for Results-Based Performance Management System—Philippine Professional Standards for Teachers, was issued on February 20, 2023, to provide comprehensive guidelines for the adoption of the Strategic Performance Management System. The guidelines explain mechanisms, criteria, and processes for performance target setting, monitoring, evaluation, and development planning. It is a general plan of

tasks and serves as a guide for teachers to be written before the start of classes, implemented before the school year, and rated at the end of the school year. This is a tool to evaluate performance.

Through the RPMS, the DepEd ensures that work efforts focus on achieving its vision, mission, values, and strategic priorities toward the delivery of quality educational services to Filipino learners. There are six (6) key result areas that teachers need to follow, namely: content knowledge and pedagogy; learning environment and diversity of learners; curriculum and planning; assessment and reporting; personal growth and professional development; and the plus factor.

Moreover, performance evaluation aims to assess an individual's success in a job or task and to examine the factors influencing that success (Ertürk, 2018). However, performance evaluation in the field of education differs in several ways from other professions. In education, teacher performance evaluation operates as an irreversible process, giving it a unique character. In many professions, factors like customer volume, satisfaction, or production outcomes can provide insights into performance.

According to Bozan and Ekinici (2018), found that both school administrators and teachers generally perceive the performance evaluation process positively, recognizing its importance in assessing and improving educational practices. They acknowledge that performance evaluations are valuable tools for professional growth, providing constructive feedback that can enhance teaching effectiveness and overall school performance. They suggest that these challenges can be addressed by improving the quantity and quality of in-service training on performance evaluation for both teachers and administrators. A well-structured evaluation system fosters a culture of continuous improvement, encouraging educators to refine their instructional strategies and adapt to evolving educational demands.

However, despite their positive outlook, administrators and teachers encounter significant challenges related to the scoring system used in these evaluations. One of the key issues they face is the perceived subjectivity and inconsistency in how scores are assigned, leading to concerns about fairness and accuracy. Some educators may feel that the evaluation criteria do not fully capture their actual performance, while administrators might struggle with applying standardized scoring methods across different teaching styles and classroom dynamics.

Content Knowledge and Pedagogy

Recent studies and authors focusing on teachers' knowledge and pedagogy highlight the importance of adapting teaching practices to modern educational challenges. Khine (2022) is one of the recent contributors to this area, particularly addressing the future of teacher education and innovative pedagogies. His work emphasizes how teachers must evolve to incorporate new teaching methods that cater to the changing needs of students and society. He explores the integration of technology, learner-centered strategies, and the development of critical thinking in teachers, which are crucial for enhancing pedagogical knowledge.

The work of Darling-Hammond (2021) explores the role of effective teachers' preparation and professional development. She argues that building teachers' knowledge of content and pedagogy is essential for learners' success, particularly in diverse and inclusive learning environments. According to Myhill et al. (2023), the importance of teachers' subject knowledge as key professional knowledge has been emphasized in successive studies over the past thirty years. However, Ballock et al. (2018) stated that subject knowledge alone is insufficient; it is the most important pedagogical knowledge.

Viernes et al. (2024) contended that teachers' behavior in carrying out learning activities, beginning with planning, carrying out, and assessing learning, reflects their knowledge and expertise in a

learning area. Similarly, Kim et al. (2019) convey that the classroom allows learners to witness their teachers demonstrating various skills. Teachers who cannot recognize effective teaching methods will struggle to demonstrate them. This is a crucial concern not just for observing training but also for providing feedback and supporting the professional growth of teachers. It is essential to identify culturally relevant examples of teaching practices. Examining classrooms from their cultural perspectives, whether through live observation or videos, has been extremely valuable for effective training, consistent assessment, and the overall usefulness of the tool.

In the same way, Hubert (2021) attested that to be a successful teacher, it is crucial to equip students for the 21st century. Students need to be able to solve problems and form connections across different subjects rather than being confined to single-discipline classrooms. The researcher emphasized that applying knowledge of content within and across curricula aids in problem-solving and critical-thinking abilities. Additionally, interdisciplinary learning fosters opportunities for students to forge connections with teachers and peers, ultimately resulting in academic achievement. This encourages creativity and adaptability, essential skills for navigating the complexities of the modern world.

Learning Environment and Diversity of Learners

The arrival of any group of students in a classroom will show considerable diversity, resulting from the countless interactions between distinct biological and environmental factors that have impacted each person throughout their life. Responding to variances in students' current and developing levels of readiness, their learning profiles, and their interests, differentiation offers a structure to enhance the alignment between students and learning opportunities. Proactively planning to attain the best possible match between curriculum and instruction and students' readiness, interest, and learning profile is involved in differentiation. The foundation of differentiation emphasizes the need to base customized learning experiences on an excellent curriculum. Each person's learning profile is shaped by a variety of factors that interact with each other, including strengths, weaknesses, and preferences, and these factors dictate the most effective way for that individual to learn (Tomlinson & Jarvis, 2023).

Promoting learning requires motivation and contributes to developing learners' communicative competence. Sustaining learners' motivation in the classroom may pose a challenge for teachers, but a positive learning environment and encouragement can help maintain learners' interest in participating in various activities. Creating a conducive learning environment is necessary for teachers who expect learners to be motivated, allowing learners to experience the rewards and excitement of the activities (Casan-Nunez, 2021).

As to handling learner behavior, the ideal goal for teachers is to have a non-violent and compassionate approach to disciplining students in school. Achieving this objective relies on properly training teachers in alternative methods that they can use to effectively interact with their students (Ntshuntshe, 2019). Regarding the diversity of learners, before the start of the school year, teachers can demonstrate their concern for students as individuals by surveying to gather basic information such as nationality, languages spoken, previous educational background, perceived learning preferences, and preferred gender pronouns. This data collection enables the teachers to recognize the diversity within your class and can enable them to follow up with individual students to ensure their specific needs are being addressed (Sanger, 2020).

Consequently, Smale-Jacobse (2019) asserts that the pedagogical-didactical approach of differentiated instruction offers teachers a foundation for addressing the diverse learning needs of

students. This is supported by the study of Ginja and Osam (2021), where findings showed that teacher trainers acknowledged the importance of implementing differentiated instruction in a varied classroom. Some of the reported achievements included heightened motivation, enhanced rapport between students and teacher educators, and a reduction in the achievement gap among students.

Curriculum and Planning

Campbell-Phillips (2020) highlights that learning guides, often called curricula, are overseen by school boards and crafted to meet students' educational needs. Their purpose is to support learners and strengthen the connection between teachers and students. These guides lay out the learning objectives, the subjects to be explored, and the order in which these topics will be introduced. They also specify the content, materials, resources, and methods for evaluating whether these goals are being met.

Moreover, Campbell-Phillips (2020) points to the important relationship between curricula and education, suggesting that they enhance one another. A well-designed curriculum is crucial for successful teaching since it can raise educational standards and draw in students. However, it is important to weigh the pros and cons that come with different curricular approaches.

On the positive side, Campbell-Phillips discusses how a curriculum can provide clarity in instructional content, emphasize effective teaching methods that are easy to evaluate, have strong research backing, align with policy goals, and create opportunities for both teachers and students to thrive. Yet, there are challenges too, such as potentially limiting interactions between teachers and students, focusing too much on easily measurable behaviors, not developing problem-solving and critical thinking skills adequately, prioritizing societal needs over individual ones, and having standards set by those not involved in education.

Curricula play a vital role in creating a structured classroom environment, helping students stay on track with their academic responsibilities. This is why it is so important to carefully consider all relevant aspects when designing them (Campbell-Phillips, 2020).

Liu (2019) adds that engaging in collaborative discussions can help teachers explore their underlying beliefs and broaden their awareness of different teaching strategies. Conversations among colleagues can foster shared understanding in collaborative spaces and provide opportunities to deepen collective insights about practices and perspectives related to student learning and teaching methods in educator training (Ofte, 2024).

UGWU and Nnaekwe (2019) also shed light on another factor that can enhance the teaching-learning process. They argue that integrating Information and Communication Technology (ICT) into educational models can significantly improve how teaching and learning occur. ICT is changing our society in big ways, affecting every facet of life. By incorporating ICT tools into education, we're transforming the traditional teaching and learning landscape, extending beyond just the classroom. This shift is fundamentally altering teaching methods and how students engage with their learning.

Assessment and Reporting

Durowoju (2020) emphasizes that evaluating learning outcomes plays a vital role in the educational process within every institution. In our education system, there is a strong focus on assessing students' outcomes, often at the expense of examining teachers' classroom management techniques and interaction strategies, which are essential for maintaining student discipline.

In a similar vein, Shepard (2020) points out that assessing educational achievement is a fundamental component of the instructional process across various educational environments. This assessment can be divided into two categories: formative assessment, which is aimed at refining teaching practices and helping students improve their performance, and summative assessment, which focuses on assigning grades. A comprehensive learning framework should seamlessly integrate these two assessment types.

Ismael et al. (2022) highlight that the objectives of the assessment, along with the relationship between effective summative and formative assessments at the basic education level, pose significant challenges for educators in their efforts to enhance student learning and validate performance. Formative assessments are conducted throughout a class or course, targeting specific student needs to promote the achievement of learning objectives, while summative assessments evaluate a student's overall performance after a course against established learning goals and relevant state or national standards. A balanced approach to assessment relies on both types to collect valuable information.

Furthermore, Guskey and Bailey (2024) discuss that assessment comprises both grading and reporting, with the primary purpose being effective communication to deliver high-quality information to students, parents, and other stakeholders. This information is crucial for enhancing both teaching and learning experiences, as it confirms the achievement of learning goals, highlights areas requiring improvement, and serves as a foundation for future enhancements.

Professional Growth and Development

Reflective teaching is not a single event but an ongoing process (Padillo et al., 2021). They argue that teachers experience significant professional growth when they actively engage in various development opportunities, both within their institutions and through external programs. These initiatives are essential in helping educators enhance their lesson planning and instructional methods, expand their subject knowledge, build meaningful relationships with students, and manage their classrooms effectively.

Similarly, Ancho and Arrieta (2021) support this perspective, emphasizing that teachers, regardless of their experience level or age, are deeply committed to improving their teaching practices. They are eager to explore new strategies and adjust their methods to better address the changing needs of their students and society. This continuous pursuit of growth is primarily motivated by their dedication to student success. Therefore, professional development should go beyond training in pedagogy, technology integration, and classroom management; it should also focus on teachers' emotional well-being.

Additionally, Gepila (2020) underscores that the quality of an education system depends heavily on the character, expertise, and qualifications of its teachers. Enhancing educators' skills and competencies is crucial not only for student success but also for broader societal progress. Since teachers play a fundamental role in shaping a nation's future, investing in their professional growth is essential for long-term educational and national development.

In the Philippines, teacher competency is assessed using the Philippine Professional Standards for Teachers (PPST), a framework derived from the National Competency-Based Teacher Standards (NCBTS) and established through DepEd Order No. 42, s. 2017. This framework supports both individual and institutional efforts to strengthen teaching capabilities, benefiting the community while aligning with the Department of Education's commitment to providing quality education. To enhance

teacher performance, there must be active participation from all stakeholders, both internal and external, to create a well-rounded strategy to close the gaps between teachers' needs and various elements of the Philippine Professional Standards for Teachers (PPST) (Gepila, 2020).

Kladder (2019) shares insights on the advantages of a learner-centered approach, which opens up opportunities for personalized education. This approach presents a rewarding challenge for teachers, as they strive to adapt their instruction to align with each student's unique interests and needs. When educators tailor the curriculum to incorporate students' personal experiences, they foster a more engaging and individualized learning atmosphere, moving away from the outdated one-size-fits-all approach.

Arañas (2023) points out that teachers are often juggling multiple roles beyond just teaching. The Magna Carta for Public School Teachers outlines that full-time educators in the Department of Education (DepEd) are expected to deliver classroom instruction for up to six hours each day. Yet, despite standard labor laws indicating an eight-hour workday, many public school teachers in the Philippines find themselves dedicating their extra hours to lesson planning, instructional prep, and a variety of administrative responsibilities. Additionally, numerous educators volunteer for extra roles, taking on initiatives like School-Based Management (SBM), BrigadaEskwela, Disaster Risk Reduction Management, the Feeding Program, and managing School Gardens, among other vital programs.

As stated by Salise et al. (2021), an auxiliary function is essential work that contributes to the overall functioning of a system or organization. In the context of education, the term ancillary functions pertains to the non-teaching duties carried out by teachers, such as acting as class advisers, subject coordinators, club advisers, and sports coaches, overseeing co-curricular and extracurricular activities, and engaging with the community. While not directly involved in teaching, these services are crucial for the daily operations of the school. Ancillary functions pile up on top of teachers' many roles in the department. This implies that the teachers are carrying out administrative tasks, a situation hidden from the lenses of the typical metrics, which can compromise teaching quality (David et al., 2019).

Despite the challenges, teachers have various methods for dealing with their challenges (Mohammad & Parcon, 2022). As suggested by Alquizar (2018), one approach involves relying on industry, resilience, self-confidence, and faith in oneself and God. Moreover, managing faculty workload is crucial for administrators to allocate responsibilities effectively. Additionally, evaluating academic workloads can help create an action plan that enables faculty members to participate in workshops, courses, and conferences to improve their teaching and research abilities (Talasas, 2021).

Elementary educators mentioned that building strong connections with colleagues, maintaining a positive attitude, offering financial assistance, and establishing a regular schedule could help address the challenges of handling multiple supplementary responsibilities (Tolibas & Lydia, 2022).

The English teachers took on additional roles for professional and personal growth, to show loyalty to their superiors, gain the trust and confidence of the school head, and fulfill their professional responsibilities (Mohamad & Parcon). They aimed to enhance their career prospects by obtaining certificates. High performers received acknowledgment that could impact their future ranking (Arañas, 2023). The teachers also experienced personal benefits from this situation. When faced with different responsibilities, the majority of multitasking teachers value and sustain the efficiency that comes from switching between tasks and consider it the most effective approach (Alquizar, 2018).

Performing various ancillary duties has a significant impact on the professional and personal growth of teachers and has broader implications for all educators in the country. Despite being assigned

a wider range of teaching-related tasks, they have used this as an opportunity to enhance their skills and reinforce their organization's commitment to public service. This has allowed them to understand the importance of time management and recognize that improving students' academic performance is one of their primary responsibilities as teachers (Into & Gempes, 2018).

Statement of the Problem

The study aimed to determine the level of behavioral management practices and performance among teachers in Tagoloan Districts, Misamis Oriental. Specifically, the study sought to answer the following questions:

1. What is the level of behavioral management practices of teachers in terms of accepting responsibility, confrontive, distancing, escape-avoidance, planful problem-solving, positive re-appraisal, seeking social support, and self-control?
2. What is the level of teachers' performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and professional development?
3. Is there a significant relationship between teachers' behavioral management practices and their performance?

Theoretical Framework

This study is anchored on the Transactional Model of Stress and Coping by Lazarus and Folkman (1984) which explains how individuals assess and manage stress in their environment. This model posits that individuals engage in two coping strategies: problem-focused and emotion-focused. Problem-focused involves directly addressing the source of stress and actively resolving issues. Teachers who adopt this approach implement structured plans to deal with classroom disruptions, improve instructional strategies, or meet administrative requirements. On the other hand, emotion-focused centers on managing the emotional distress associated with stressors rather than solving the problem itself. Teachers might engage in self-reflection, seek emotional support from peers, or use relaxation techniques to maintain their well-being.

This framework is particularly relevant to the study as it provides a foundation for understanding how teachers navigate the challenges posed by both their primary instructional duties and ancillary functions. By examining teachers' behavioral management practices through this model, the study aimed to determine whether the behavioral management practices they employ influence their teaching performance. Effective problem-focused coping strategies are expected to enhance teaching performance, and reliance on emotion-focused coping, such as avoidance, may negatively affect their effectiveness in the classroom.

Furthermore, this study contributes to the growing body of research on teacher coping mechanisms by highlighting the significance of balancing problem- and emotion-focused strategies. While addressing stressors directly can improve instructional efficiency, maintaining emotional resilience is equally crucial in sustaining long-term teaching effectiveness. Understanding how teachers integrate these coping strategies can inform professional development programs, ensuring that educators have the necessary skills to manage stress while maintaining high-quality instruction.

MATERIALS AND METHODS

Research Design

The researcher used both descriptive and correlational designs in the study. These approaches are grounded in quantitative methods focusing on understanding the connections between different variables through statistical analysis (Seeram, 2019). Descriptive studies portray individuals' experiences or situations by observing them in their natural context.

In this case, the descriptive design specifically looked at how various behavioral management practices relate to the teachers' performance. By applying statistical tools like mean scores and standard deviations, the research sought to clarify how variables were distributed among the sample of teachers. Meanwhile, the correlational design explored the relationship between the independent and dependent variables. This aspect aimed to uncover any statistically significant links between the teachers' behavioral management practices and their performance.

To gather the necessary data, questionnaires were distributed, offering a structured way to collect quantitative information—things like evidence, facts, and numerical insights. The study involved one hundred fifty (150) public elementary school teachers from Tagoloan District, Division of Misamis Oriental, who were responsible for various ancillary functions within their schools or throughout the district.

Study Setting

The research focused on Tagoloan, a vibrant first-class municipality in Misamis Oriental. It covers ten elementary schools within the Tagoloan District. With a population of around 73,150 people, this town spans 7,938 hectares of land that serves multiple purposes. Here, you'll find a mix of protection forests, plantation forests, rice fields, tree and vine growth areas, pasturelands, and various cultivated crops.

About 2,405 hectares—roughly 30% of the entire municipality—are set aside for forest use. Rice farming thrives across 2,199 hectares, making up around 28% of the land, while another 2,024 hectares—about 25%—are perfect for growing other annual crops. Agriculture is truly the backbone of Tagoloan's economy, playing a significant role in its journey toward agro-industrialization. The town is organized into ten barangays: Baluarte, Casinglot, Gracia, Mohon, Natumolan, Poblacion, Rosario, Sta. Ana, Sta. Cruz, and Sugbongcogon.

Tagoloan is also home to the Phividec Industrial Estate, which stands as one of the largest industrial hubs in the Philippines. This area has attracted a variety of manufacturing and processing businesses, making a substantial impact on the local economy and job market. With its rich agricultural heritage, expanding industries, and diverse communities, a deeper exploration into Tagoloan's geography, schools, and societal dynamics can illuminate the experiences and challenges faced by its residents.

Study Population and Sampling Technique

The respondents in this research were all one hundred fifty (150) public elementary school teachers in Tagoloan District, Misamis Oriental, who handle ancillary tasks. Teachers managing additional roles such as coordinatorship often juggle more responsibilities, which can showcase their different approaches to their field.

The researcher implemented a universal sampling method, focusing on teachers responsible for ancillary roles within the school or district, to gather quantitative data and ensure the participation of the target population for this study. All teachers engaged in ancillary functions were included, resulting in a more accurate and thorough representation of the overall population. The participants were provided with survey questionnaires designed to assess behavioral management practices, teacher performance, and relationships.

Table A: The Distribution of Respondents

School	Population	Respondents
Baluarte ES	33	15
Casinglot ES	34	15
Gracia ES	34	15
Maribojoc ES	13	10
Mohon ES	24	15
Natumolan ES	16	15
Rosario ES	9	5
Sta. Ana ES	35	10
Sta Cruz ES	28	10
Tagoloan CS	103	40
Total	329	150

Research Instrument

Two research instruments were utilized in this study. The first was a behavioral management questionnaire adapted from the work of Bucad et al. (2022), entitled "Stress Level and Coping Mechanisms of Physical Education Teachers." This instrument includes eight sub-scales: accepting responsibility, confrontive coping, distancing, escape-avoidance, planful problem-solving, positive re-appraisal, seeking social support, and self-control. Originally comprising 66 items, the revised version contains 50 questions. Participants were asked to indicate how frequently they employed each behavioral management practice using a 4-point Likert scale, where 1 stands for 'Never,' 2 for 'Rarely,' 3 for 'Very Often,' and 4 for 'Always.'

The second instrument used was the Individual Performance Commitment and Review Form (IPCRF), specifically developed for evaluating tasks completed by state employees. For this research, data from the School Year 2022-2023 were utilized. This assessment tool consists of Key Result Areas (KRAs) that focus on content knowledge and pedagogy, educational environment and student diversity, curriculum and planning, evaluation and reporting, as well as personal growth and professional development—activities that enhance the teaching and learning process. The IPCRF includes fifteen items, with ratings categorized as 1 for 'Poor,' 2 for 'Unsatisfactory,' 3 for 'Satisfactory,' 4 for 'Very Satisfactory,' and 5 for 'Outstanding.' The rating scale aligns with the guidelines outlined in the Civil Service Commission Memorandum Circular No. 06, Series of 2012, which establishes standards for a Strategic Performance Management System (SPMS) across all government agencies.

Statistical Treatment of Data

This involved using statistical tools like mean, and standard deviation to understand the distribution of variables within the sample of teachers. The weighted mean was used to determine the central value of the dataset, providing a quick summary of the overall data, and the standard deviation was used to determine the variability or consistency of the data. The Pearson r Correlation determined the significant relationship between the behavioral management practices and teachers' performance.

Ethical Considerations

Ethical considerations are essential for guiding responsible decision-making and actions in various fields, such as research, education, and professional practices, helping the researcher uphold the values of integrity, fairness, respect, and accountability while navigating complex situations involving the rights, dignity, and well-being of others. The researcher obtained permission from respondents to complete the survey questionnaire, emphasized the importance of privacy and anonymity, and ensured voluntary participation with all responses kept confidential using unique codes solely for data analysis. All data were securely saved to prevent harm, including potential breaches of personal information. Teachers voluntarily gave informed consent, with the assurance they could withdraw at any time without penalty or consequence. Strict confidentiality measures were enforced, limiting access to authorized individuals and securing all materials in a safe location. The researcher maintained transparency and honesty in reporting results, avoided any form of data fabrication or misrepresentation, disclosed study limitations, and properly cited all sources, thus reinforcing ethical compliance and building trust and credibility in the research process.

RESULTS AND DISCUSSION

Problem 1. What is the respondents' level of behavioral management practices in terms of accepting responsibility, confrontive, distancing, escape-avoidance, planful problem-solving, positive re-appraisal, seeking social support, and self-control?

Table 1: Distribution of Respondents' Level of Behavioral Management Practices in Terms of Accepting Responsibility

Indicator	Mean	SD	Description
<i>As a teacher, I....</i>			
criticized or lectured myself.	3.17	0.58	Very Often
realized I brought the problem on myself.	3.07	0.59	Very Often
made a promise to myself that things would be different next time.	3.45	0.50	Always
apologized or did something to make up.	3.33	0.55	Always
Overall	3.26	0.56	Very Often

Legend: 3.26 – 4.00 Always/Very High
2.51 – 3.25 Very Often/High

1.76-2.50 Rarely/Low
1.00-1.75 Never/Very Low

Table 1 shows the respondents' level of behavioral management practices in terms of **accepting responsibility** with an overall mean of 3.26 (SD=0.56) described as **Very Often**. This means that teachers have a **High** level of accepting responsibility for their actions, which can lead to personal and professional growth. Recognizing and addressing mistakes allows teachers to improve their practices and become more effective educators. This shows they make necessary changes to address their mistakes and improve future outcomes. It must be possessed by the teachers having coordinatorship in the school, and the entire district. Admitting mistakes and making things right are crucial for successful leadership. It shows adaptability, promotes learning, and helps bring about meaningful improvements.

Work responsibilities are also one of the factors that affect employee performance (Thahirah, 2021). Work responsibilities include duties at work, leaders/supervisors, companies, and the community. In working an employee has certain responsibilities on his job. If not handled properly, the company is likely to experience a significant decline in the performance of the employees. Thus, it has a positive and significant effect on work performance.

The indicator **As a teacher, I made a promise to myself that things would be different next time**, got the highest mean of 3.45 (SD=0.50), described as **Always** with an interpretation of **Very High** level. This means that teachers reflect on their past practices, identify any mistakes or areas for improvement, and commit to positive changes in moving forward. This denotes that they demonstrate willingness to grow professionally and provide a better working environment. This outcome reflects a positive indication that educators are acknowledging their responsibilities and working to improve their effectiveness, showcasing resilience and flexibility in their roles. It also illustrates a proactive stance in tackling difficulties and promoting ongoing learning and development in their teaching careers.

Biel and Harper (2020), stated that accepting accountability is the willingness, or self-motivated obligation, to accept responsibility and rectify the harm caused by an individual. It is understanding that we make our own choices, create our own lives, and recognize the consequences of our actions. This behavioral management practice helps someone figure out the maladaptive habits he or she has, where they come from, and how to fix them. Furthermore, Biel and Harper (2020), claimed that accountability is difficult and lonely because it is confined to one individual and cannot be shared.

In the same table, the indicator **As a teacher, I realized I brought the problem on myself** obtained the lowest mean rating of 3.07 (SD=0.59), described as **Very Often** indicating a **High** level of practicing the indicator. This means that teachers recognize they have contributed to the problems themselves. This implies that teachers pinpoint areas where they may have fallen short and understand the impact of their actions. For example, the teacher acknowledges that they have not been steady in applying classroom rules, permitting some behaviors to go uncorrected. Furthermore, the lessons may not have been as captivating as they could have been, resulting in disinterest and restlessness among the students. The teacher realizes that their insufficient preparation and inconsistency in classroom management contributed to the disruptions.

This is supported by Yarullin and Nasibullov (2020), that an individual's attitude towards a stressful situation holds significant importance. Positive reassessment and take responsibility are the two most successful emotional tactics. This draws attention to the elements that lessen the impact of emotional burnout symptoms, such as the growth of adaptive coping mechanisms that are emotionally active, the acquisition of abilities for interpreting these skills positively, and the capacity to tolerate stressful circumstances.

Furthermore, the study of Kahveci (2023), focusing on teacher actions, it emphasizes that the self-awareness of teachers can help them identify when they influence educational results positively or negatively. The findings demonstrate that when teachers contemplate their attitudes and methods, it can result in improved student outcomes and more effective classroom settings.

Table 2: Distribution of Respondents' Level of Behavioral Management in Terms of Confrontive

Indicator	Mean	SD	Description
<i>As a teacher, I....</i>			
stood my ground and fought for what I wanted.	3.17	0.50	Very Often
tried to get the person responsible to change his or her mind.	2.99	0.52	Very Often
express anger to the person(s) who caused the problem.	2.61	0.62	Very Often
let my feelings out somehow.	2.85	0.56	Very Often
took a big chance or did something very risky.	2.90	0.54	Very Often
did something which I didn't think would work, but at least I was doing something.	2.99	0.52	Very Often
Overall	2.92	0.54	Very Often

Legend: 3.26 – 4.00 Always/Very High 1.76-2.50 Rarely/Low
 2.51 –3.25 Very Often/High 1.00-1.75 Never/Very Low

Table 2 depicts the respondents' level of behavioral management practices in terms of **confrontive** with an overall mean of 2.92 (SD=0.54), described as **Very Often**. This means that the teachers tend to utilize confrontive coping strategies to a significant degree. This indicates that they have **High** level of confrontive coping strategies. As observed, teachers quickly address conflicts or challenges with students, peers, or administrative concerns. They voice their opinions directly when they notice something unjust or problematic in their workplace. This demonstrates their commitment to seeking solutions, even when faced with difficulties.

For instance, during a faculty meeting, a group of teachers realizes that the decision that was already made has not undergone the consensus of the body. This lack of consensus leaves the teachers uncertain whether they can handle it or not. This stems from a lack of clarity and communication. When teachers raise the issue during the meeting, highlight the consequences of bypassing the consensus, suggest revisiting the plans together, moving forward, and establishing a process for making decisions about school events, the school head listens and acknowledges the validity of the concern, then this demonstrates how confrontive coping resolve issues and lead to systematic improvement.

This is supported by Pagulong et al. (2022) who posit that teachers regularly apply this behavioral management practice to manage potential stressors in their daily routines. For instance, when

faced with a recurring issue like a student's consistent misbehavior, a teacher can utilize different behavioral management to address the problem. Further, a teacher employing confrontive behavioral management practice might directly address the student, asking them to modify their behavior, or they may involve the administration to handle the situation. This flexibility allows teachers to adapt their approach depending on the stressor they face.

The indicator **As teacher, I stand my ground and fought for what I wanted** got the highest mean of 3.17 (SD=0.50), described as **Very Often**. This implies that most respondents have a **High** level of employing confrontive behavioral management practices by standing their ground to achieve desired outcomes. The majority of teachers actively confront stressors. Thus, it implies that the teachers have the strategy of being firm on what they believe and pursuing what they want to happen.

As a teacher, holding firm frequently entails supporting students, maintaining professional ethics, promoting educational principles, and demonstrating resilience. This may include advocating for fair resources, upholding rigorous standards, and establishing appropriate boundaries, even when faced opposition. By taking these actions, teachers motivate positive transformation, create a significant influence, and exhibit the strength of determination and belief.

It is supported by Spiridon (2019) who stated that implementing these strategies does not only address the source of stress but also manage its impact on the teacher. They become more aware of the coping process and enhance their capacity for self-regulation. Consequently, they encounter fewer stressors, experience milder emotional reactions, employ more adaptive strategies, and ultimately acquire increased learning.

On the other hand, the indicator **As a teacher, I express anger to the person(s) who caused the problem** got the lowest mean of 2.61 (SD=0.62), described as **Very Often**. This indicates that this behavior though its level is **High**, occurred less frequently than other behaviors measured in the study. A lower mean score typically signifies that this response is not as common among teachers. The indicator refers to teachers expressing anger toward individuals who caused a problem. This could mean directly confronting a student, colleague, or administrator with visible frustration.

As observed, anger is a frequent emotion experienced by teachers, which can lead to negative outcomes for both themselves and their students. Although teachers employ confrontational coping methods, openly displaying anger is not their primary approach. It demonstrates that while teachers take decisive steps, they tend to be more restrained or deliberate negative feelings, particularly anger. A lower score in expressing anger might suggest a desire to steer clear of conflicts which can contribute to fostering a positive and professional atmosphere in the classroom.

Harmon-Jones and Harmon-Jones (2023) stated that anger in a given situation may be a primary or even sole emotional experience. Indeed, research has indicated that anger is often associated with attacks. Researchers have considered anger to result from physical or psychological restraint or interference with goal-directed activity.

Beltman and Poulton (2019) emphasize that the ability to navigate negative emotions is vital for effective emotion regulation, emotional intelligence, coping strategies, and mindfulness. Emotions are a key component of resilience as teachers implement various strategies to maintain their commitment and overall well-being. This indicates that educators skilled in managing their emotions are better prepared to face challenges, keep their motivation high, and foster a positive atmosphere in the classroom. By honing their emotional regulation skills, teachers can alleviate stress, avoid burnout, and enhance their

personal well-being. Additionally, cultivating emotional resilience enables educators to adapt to difficulties, ultimately leading to greater effectiveness in their roles and increased job satisfaction.

Table 3: Distribution of Respondents' Level of Behavioral Management Practices in Terms of Distancing

Indicator	Mean	SD	Description
<i>As a teacher, I....</i>			
made light of the situation; refused to get too serious about it.	3.01	0.52	Very Often
went on as if nothing had happened.	2.85	0.57	Very Often
Did not let it get to me; refused to think too much about it.	2.82	0.58	Very Often
tried to forget the whole thing.	2.89	0.55	Very Often
looked for the silver lining, so to speak; tried to look on the bright side of things.	3.39	0.50	Always
went along with fate; sometimes I just have bad luck.	2.92	0.54	Very Often
Overall	2.98	0.54	Very Often

Legend: 3.26 – 4.00 Always/Very High 1.76-2.50 Rarely/Low
 2.51 –3.25 Very Often/High 1.00-1.75 Never/Very Low

Table 3 shows the respondents' level of behavioral management practices in terms of **distancing** with an overall mean of 2.98 (SD=0.54) described as **Very Often**. This means that most of the respondents have a **High** level of coping through distancing. The teacher-respondents can handle unfavorable situations and setbacks. It also implies that teachers have the strategy to get along in every circumstance since this can impact their ability to teach effectively and maintain a positive classroom environment.

According to White et al. (2019), self-distancing is an adaptive way to approach and alleviate concerns about the future. Self-distancing appears as an effective means of reducing emotional reactivity about future stressors in adolescents and adults. Adopting a self-distancing perspective when reflecting on a future stressor led to lower levels of anxiety. This was related to greater feelings of being able to cope with the worrisome future event, and it led individuals to focus more on the positive attributes as opposed to the threat created by the stressful situation.

As shown in the same table, the indicator **As a teacher, I Looked for the silver lining, so to speak; tried to look on the bright side of things** gets the highest mean of 3.39 (SD=0.50) with the description **Very Often**. This suggests that this is the most commonly used behavioral management practice among teachers in the study. The small standard deviation indicates that this behavior is

consistent across participants, showing that many teachers prioritize optimism. This means that the teacher-respondents are looking on the positive side of things which is a valuable skill, especially for teachers facing personal and work-related challenges. Teachers often maintain an optimistic perspective, looking at challenges as opportunities to identify positive aspects or hopeful outcomes in any given situation.

Teachers often embrace optimism, constantly searching for that silver lining, which reflects their dedication to cultivating a positive mindset despite facing challenges. This not only enhances their well-being but also fosters a supportive atmosphere for their students and enriches the school culture as a whole. Furthermore, this implies that teachers accept what happened, learn from experiences, focus on solutions, and refuse to dwell on problems rather than being bogged down by the issue itself. This mindset is rooted in optimism—the belief that good things can come out of adversity. However, the fact that expressing anger is still reported “Very Often” suggests the presence of stressors or systemic challenges that need to be addressed to better support teachers’ emotional health.

It is supported by the study of Tortola (2024), that teachers in the Department of Education tend to flip negative situations into positive ones. They imbued the value of positivity. They looked at problems as an opportunity to grow. Their positive mindset allowed them to focus on their job. Having a positive outlook towards challenges advocates a change of perception about problems as potential sources of stress.

On the other hand, the indicator **As a teacher, I didn’t let it get to me; refused to think too much about it** gets the lowest mean rating of 2.82 (SD=0.58) described as **Very Often** with an interpretation of **High** level. This means that most teachers maintain emotional resilience and do not let difficulties overwhelm them which are crucial strategies. Additionally, they practice these behavioral management concepts that help them remain calm and composed in the face of challenges, refusing to let negative situations dominate their thoughts. The responses from the teachers reveal intriguing insights about their experiences in the classroom.

As observed, when delving deeper into this low rating, it reflects a common sentiment among educators. Many expressed a strong desire to maintain their composure and not allow external pressures, such as student behavior or administrative challenges, to affect their teaching mindset. They emphasized that they have learned that focusing too much on the negatives only drains their energy. They need to keep priorities straight. This sentiment was echoed in various ways, showcasing a collective resilience among the teachers while also indicating that distractions from their primary role affect their overall effectiveness.

In contrast, the conviction in the high ratings for certain other practices reveals where educators feel they can actively exert control and influence. They often mention approaches that lead to positive learning environments and student engagement as their strongest points. For instance, teachers feel empowered and positive about their impact when they engage their students and create open discussions. This highlights a clear distinction between external frustrations that significantly lower morale and the proactive strategies that boost their confidence and effectiveness in the classroom.

It is supported by Pagulong et al. (2022), that when a teacher employs distancing as behavioral management, they implement techniques to ensure that the disruptive behavior of one student does not negatively impact the rest of the class. By maintaining emotional or physical distance, the teacher can manage the classroom environment in a way that minimizes the influence of the misbehaving student on the overall learning experience.

The low mean rating for the statement as compared to to her answers indicates a shared challenge among teachers in managing their emotional landscapes, whereas the higher ratings for more positive practices illustrate their commitment to fostering environments where they thrive despite the challenges they face. Understanding these dynamics is crucial for supporting educators in their professional journeys.

Table 4: Distribution of Respondents' Level of Behavioral Management Practices in Terms of Escape-Avoidance

Indicator	Mean	SD	Description
As a teacher, I...			
wished that the situation would go away or somehow be over with.	3.18	0.51	Very Often
hoped a miracle would happen.	3.13	0.52	Very Often
had fantasies or wishes about how things would turn out.	3.05	0.55	Very Often
tried to make myself feel better by eating, drinking, smoking, using drugs or medication, etc.	2.71	0.58	Very Often
avoid being with people in general.	2.74	0.57	Very Often
refused to believe that it had happened.	2.63	0.64	Very Often
took it out on other people.	2.66	0.62	Very Often
slept more than usual.	2.68	0.61	Very Often
Overall	2.85	0.58	Very Often

Legend: 3.26 – 4.00 Always/Very High 1.76-2.50 Rarely/Low
 2.51 –3.25 Very Often/High 1.00-1.75 Never/Very Low

Table 4 illustrates the respondents' engagement in behavioral management practices related to **escape-avoidance**, yielding an overall mean score of 2.85 (SD=0.58) with a description of **Very Often** observed. This signifies that the respondents have a **High** level of exhibiting a notable tendency to rely on escape-avoidance strategies. The low standard deviation suggests that most of them have their scores cluster closely around the mean, indicating minimal variation in the frequency of these strategies being employed. Essentially, this points to a preference among teachers to sidestep confrontations with stressors.

While escape-avoidance methods can provide temporary relief, they do not tackle the fundamental issues at play. The findings imply that educators often prefer to avoid dealing with stressors directly. Although these methods may offer short-lived alleviation, they fail to confront the root of the stress. This trend raises important concerns: even though avoidance techniques might grant immediate comfort, they could ultimately hinder personal development and the resolution of deeper problems. Recognizing this pattern is crucial as it underscores the necessity for more proactive and constructive coping mechanisms that empower educators to face challenges directly, promoting resilience and fostering long-term well-being.

It is noticeable that several respondents acknowledged their use of escape-avoidance tactics as a coping strategy during particularly trying times. They indicated that these approaches afford them a much-needed buffer, enabling them to manage challenging relationships without immediate confrontation. For example, when situations become overwhelming, it often feels safer to distance oneself rather than plunge into the chaos. This suggests a genuine need for a break among respondents, indicating that the high frequency of escape-avoidance may stem from the considerable pressures they encounter.

Conversely, a minority of respondents indicated that they rarely resort to these strategies, with some preferring to tackle issues directly. To others, confrontation might be uncomfortable, but it is the only way to ensure problems get resolved, one respondent noted. This perspective highlights a lower frequency of escape-avoidance in their practices, offering a contrasting view that may stem from confidence in dealing with challenges through direct engagement.

Nater (2020), stated that teachers employ escape-avoidance behavioral management practices to cope with overwhelming stressors in their environment. This involves withdrawing from stressful situations or avoiding them entirely. Such situations could include dealing with challenging students, excessive workload or administrative requirements. By avoiding the stressors, teachers aim to protect their emotional and psychological well-being in the short term. He also disclosed the drawbacks of escape-avoidance behavioral management practice. This is just a temporary relief and may even build unresolved issues and concerns, which may lead to long-term stress and anxiety. In other cases, this contributes to burnout, as it prevents teachers from actively addressing problems at hand.

In this table, the indicator **As a teacher, I wished that the situation would go away or somehow be over with** got the highest mean of 3.18 (SD=0.51) described as **Very Often**. This reflects that many teachers commonly resort to this coping mechanism when faced with challenging situations. The standard deviation suggests that while most teachers engage in this behavior, there is some variation in the frequency, with certain teachers wishing the situation away more often than others. This implies that teachers hope for a stressful situation to resolve itself without having to take direct action. They desire a problem or stressful situation to disappear without proactively addressing it. It is a form of denial or passive hope that the issue will resolve itself. They are facing challenges that they would prefer to see resolved, highlighting the need for support and effective solutions in the classroom.

As observed, the respondents expressed a pressing desire for resolution, indicating that the challenges they face can often feel overwhelming and unrelenting. Many articulated their frustrations, noting a sense of fatigue from persistent issues within the educational environment. The high score suggests that many educators are grappling with these challenges daily, seeking relief and a return to normalcy. Furthermore, they emphasized the emotional toll this ongoing situation takes on their ability to teach effectively. The consistent wish for things to improve illuminates the pressing need for support and resources, underscoring that the issues at hand are not just fleeting concerns but significant obstacles to their professional fulfillment and student engagement.

According to Yarullin and Nasibullov (2020), the more the teachers interact with stressors and resort to escape non-adaptive behavioral management practices like escape-avoidance, the more symptoms of burnout manifest themselves. The use of this non-adaptive coping behavioral management practice contributes to the development of several symptoms at the same time and, as a result, it accelerates the formation of phases of burnout syndrome and the syndrome as a whole. The feeling of exhaustion has a direct relationship with this practice (Yarullin&Nasibullov, 2020).

The indicator reflecting teachers' beliefs shows that the indicator **As a teacher, I refused to believe that it had happened** received the lowest mean score of 2.63 (SD=0.64), which has a description of **Very Often**. This suggests that many educators struggle to acknowledge the occurrence of stressful events in their professional lives. This denial often appears as a tendency to overlook reality, diminish the severity of the situation, or reassure themselves that the event did not take place. Instead of facing challenges directly, teachers might dismiss their significance, convincing themselves that issues will resolve on their own. For example, a teacher encountering ongoing challenges in engaging students might trivialize the situation, believing it to be minor rather than critically evaluating their instructional strategies. In more serious instances, educators might entirely ignore negative occurrences, especially if these events threaten their self-image or professional standing. This could manifest as a reluctance to address conflicts with colleagues or attributing poor student performance to factors outside their control.

When considering this indicator, it is clear that teachers' disbelief is not merely a statistical figure; it reflects deep-seated experiences and viewpoints. Many educators voiced their frustrations and skepticism about certain situations. They mentioned that their feelings of disbelief often arose from a disconnect between their expectations and the realities of their classrooms. It can be challenging for teachers to reconcile the effort they invest with the outcomes they observe. This widespread sentiment highlights how the experiences of teachers frequently diverge from their ideal vision of education.

To address these issues, fostering discussions around these feelings can create a space for educators to voice their concerns, ultimately contributing to a more supportive and enriching environment. By sharing their experiences, teachers can shine a light on the complexities of their roles, emphasizing the necessity of understanding and addressing these areas of concern more effectively. This open dialogue can also lead to collaborative solutions, strengthening the overall support system within the school community.

This notion is explained by Garcia-Arroyo and Osca (2019), that avoidance is a frequently employed coping mechanism among individuals suffering from burnout syndrome. This coping strategy is associated with psychological distancing, which reflects a decline in teacher commitment. This disengagement from their professional roles ultimately results in poor educational quality.

Overall, the high mean score in escape-avoidance practices illustrates a significant trend: many respondents seek effective ways to protect their well-being during tough times, while others confront issues upfront. The complexity of behavioral management practices within their respective environments emphasizes the necessity of balancing avoidance with confrontation as they navigate their professional landscapes.

Additionally, recognizing the impact of avoidance coping strategies on teacher resilience and overall educational quality highlights the need for targeted interventions that promote healthy coping mechanisms. Professional development programs focusing on emotional intelligence, stress management, and adaptive problem-solving could help educators cultivate more constructive approaches to handling challenges. Additionally, fostering a school culture that prioritizes mental health and well-being can encourage teachers to seek support rather than disengage. By equipping educators with the tools to balance self-preservation with proactive problem-solving, schools can contribute to a more sustainable and fulfilling teaching experience, ultimately benefiting both teachers and students.

Table 5: Distribution of Respondents' Level of Behavioral Management Practices in Terms of Planful Problem-Solving

Indicator	Mean	SD	Description
<i>As a teacher, I...</i>			
knew what had to be done, so I doubled my efforts to make things work.	3.20	0.54	Very Often
made a plan of action and followed it.	3.30	0.50	Always
just concentrated on what I had to do next-the next step.	3.29	0.50	Always
changed something so things would turn out alright.	3.26	0.52	Always
drew on my past experience; I was in similar situation before.	3.08	0.58	Very Often
came up with a couple of different solutions to the problem.	3.20	0.55	Very Often
Overall	3.22	0.53	Very Often

Legend: 3.26 – 4.00 Always/Very High 1.76-2.50 Rarely/Low
 2.51 –3.25 Very Often/High 1.00-1.75 Never/Very Low

Table 5 shares insights into how often teachers use behavioral management practices focused on **planful problem-solving**, with an average score of 3.22 (SD=0.53), which falls into the **Very Often** category. This score reflects a strong commitment to these methods, showing that teachers in the study are actively engaging in deliberate problem-solving within their management styles. It makes sense too tha this approach helps them pinpoint challenges and come up with effective solutions. This strategy can be a game-changer for teachers facing complex issues in their day-to-day environments.

When digging into the participants' feedback, it is clear that many view these strategies as essential for effective management. Several respondents shared that having structured problem-solving techniques boosts their confidence when dealing with obstacles. They have observed that this method not only streamlines their decision-making process but also fosters a culture where team members feel empowered to voice their thoughts.

Kaya (2019), emphasizes that teachers should adopt behavioral management techniques centered around problem-solving and building self-confidence to effectively navigate and resolve challenges. Choosing to react passively only puts off addressing issues and leads to procrastination. It is really important to focus on managing stressors and fostering resilience, which makes relevant training vital for the well-being of both teachers and the broader school community. Schools should also promote a culture of open communication, allowing teachers to share their concerns and seek guidance.

The high average score highlights a deep commitment to effective behavioral management practices within the organization. Respondents are clearly on board with the idea of ongoing improvement and adapting their methods. Their feedback showcases a strong dedication to evolving these practices in response to the changing demands of their work environment.

In this table, the indicator **As a teacher, I made a plan of action and followed it** got the highest mean of 3.30 (SD=0.50), described as **Always**. This means that the respondents have a **Very High** level of making a plan of action and adhering to it as a behavioral management practice. The responses were fairly consistent, meaning that most participants had similar tendencies when it came to using this practice. Thus, teachers make a plan of action and follow it, clearly defining the issue that needs to be addressed. This also means that teachers address challenges systematically and effectively. This structured approach empowers teachers to take control of their professional challenges and continuously improve their teaching practices.

Orakcı (2021) underscores the significance of teachers acknowledging their roles in the classroom environment, encompassing both achievements and aspects that need enhancement. This self-awareness is vital as it allows them to evaluate their methods critically and create plans for their development, both personally and professionally. The research also points out that greater reflective thinking is associated with more effective teaching techniques and improved classroom management.

Furthermore, the indicator **As a teacher, I drew on my past experience; I was in a similar situation before** got the lowest mean of 3.08 (SD=0.58), described as **Very Often**. This means that most respondents exhibit **High** level of behavioral management practice based on this indicator. Respondents often relied on their previous experiences when facing similar situations, but this strategy was slightly less common than others. This shows some variability in how respondents used this approach. While many participants regularly referred to their past experiences, others may have done so less frequently. The classification of "High" indicates that it remains a prominent and valuable method for many individuals when coping with challenges. This means that the teacher-respondents use past experiences to navigate current challenges, which is a powerful coping strategy, especially in the teaching profession. They reflect on previous situations that provide valuable insights and guide the development of effective solutions. Such reflection is crucial in managing stress and uncertainties (Rosario, 2023).

Table 6: Distribution of Respondents' Level of Behavioral Management Practices in Terms of Positive Re-Appraisal

Indicator	Mean	SD	Description
<i>As a teacher, I....</i>			
changed or grew as a person in a good way.	3.51	0.54	Always
Came out of the experience better than when I went in.	3.42	0.58	Always
Found new faith.	3.41	0.58	Always
Rediscovered what is important in life.	3.56	0.53	Always
Prayed.	3.71	0.50	Always
Changed something about myself.	3.45	0.56	Always
Was inspired to do something creative.	3.57	0.53	Always
Overall	3.52	0.55	Always

Legend:	3.26 – 4.00 Always/Very High	1.76-2.50 Rarely/Low
	2.51 –3.25 Very Often/High	1.00-1.75 Never/Very Low

Table 5 presents the level of behavioral management practices among respondents regarding **positive reappraisal**, with an overall mean score of 3.52 (SD=0.55). This rating falls under the category of **Always**. Essentially, this suggests that the respondents commonly engaged in the practice of positive reappraisal, which involves viewing stressful situations more favorably or constructively. The low standard deviation indicates minimal variability in the responses, suggesting that most individuals consistently apply this coping strategy.

Teacher-respondents demonstrate a tendency to frame challenging situations positively enabling them to discover meaning and opportunities for growth even in stressful scenarios. This reflective approach not only promotes better emotional regulation but also enhances resilience. They deliberately reinterpret stressful events to highlight potential benefits or constructive elements, shifting attention from negative aspects to possibilities for growth, learning, or other positive outcomes.

According to Martinez et al. (2020), employing positive reappraisal allows teachers to adaptively influence the consequences of an otherwise adverse situation. This coping strategy is vital for meaning-based coping, assisting individuals in navigating stressful life experiences. It serves as a foundational step toward re-engagement with the challenges presented by stressors.

The data presented in the table indicates that the practice of **As a teacher, I prayed** received the highest mean rating of 3.71 (SD=0.50), described as **Always**. This suggests that among the respondents, this behavioral management strategy is the most commonly utilized. Many participants lean on prayer as a fundamental method for dealing with stress and challenges they encounter. The consistent application of prayer as a coping strategy reveals little deviation in its frequency of use. It implies that prayer serves as a vital means of offering spiritual or emotional support during tough times. Notably, the respondents experience stress stemming from their demanding responsibilities. Engaging in prayer can provide them with solace and strength, aiding in stress management and promoting a positive perspective.

Moreover, this finding aligns with various studies that emphasize the importance of spirituality in building resilience when confronted with stressful situations. This process includes cognitive efforts where individuals draw upon their spiritual beliefs and experiences of inner peace to traverse difficult moments (Braam& Koenig, 2019).

The psychological literature defines spiritual behavioral management practice as utilizing cognitive resources to achieve and sustain mental tranquility, significance, and connection during times of crisis. The resilience offered by spiritual beliefs can reduce the negative perceptions of crises and help individuals utilize their spiritual connections while maintaining composure in uncertain circumstances (Ozcan et al., 2021). Similarly, how individuals interpret the crisis event through the lens of their religious beliefs can assist them in gaining a greater understanding of life, fostering a connection with God, and fostering hope (Villas Boas, 2020). This perspective highlights the crucial role of faith and spirituality in promoting emotional well-being and adaptive behavioral management practice.

Moreover, establishing spiritual connections may facilitate adaptive coping by affecting how stress is perceived. This is somewhat corroborated by our research findings showing that individuals who used spiritual connections for coping were significantly less likely to experience stress and anxiety. The utilization of spiritual strength reduces the chances of experiencing symptoms of anxiety and stress when controlling for gender and age. These results are consistent with a recent study from Italy, which

indicated that spirituality played a protective role against psychological symptoms during the pandemic (Coppola et al., 2021).

The study of Wnuk (2021), explores the links between faith and character strengths, highlighting how expressions of religious dedication can act as mediators in these connections. The study reveals that a person's faith affects their character strengths, indicating that spiritual beliefs are crucial in promoting personal virtues and coping mechanisms. This emphasizes the role of religion in building resilience and encouraging positive psychological traits.

However, the indicator **As a teacher, I found new faith** obtained the lowest mean rating of 3.41 (SD=0.58) described as **Always**. The score reflects a High level of practice of this coping strategy. Respondents often relied on discovering or deepening their faith as a method for managing stress, though less so than other strategies. This suggests some variability in responses, meaning that while many participants frequently turned to new or renewed faith, others used it less often. This implies that when teachers adopt new faith or spiritual practices as part of positive re-appraisal, they engage in cognitive restructuring to reinterpret stressful or challenging situations in a more positive light.

It is supported by Newburgh (2019), that the behavioral management practice developed by teachers played a crucial role in helping them overcome challenges. Teachers with a strong sense of purpose found that their educational philosophy led to greater job satisfaction and commitment to the profession. These practices also promote harmony, fostering a positive academic environment. As a result, they offer significant emotional support, helping teachers manage the stress and anxiety caused by excessive workloads.

Teachers find innovative ways to fulfill their responsibilities, as highlighted by Villanueva (2022). Their workloads align with national efficiency standards, which are crucial for performance assessments. A study from Into and Gempes (2018) also reveals that educators possess a sense of optimism and positivity. They navigate their duties through careful planning and time management, maintaining a positive outlook despite challenges. This emphasizes their commitment, dedication, and belief in growth opportunities, reflecting their confidence in their skills (Cansoy, 2019).

Such resilience allows them to adapt to the constantly evolving demands of education while continuing to excel in their classrooms. By creating supportive environments and pursuing ongoing professional development, teachers can further refine their abilities and keep their motivation high. Ultimately, their perseverance and adaptability contribute to a more dynamic and effective learning environment for learners.

Table 7: Distribution of Respondents' Level of Behavioral Management Practices In terms of Seeking Social Support

Indicator	Mean	SD	Description
<i>As a teacher, I....</i>			
talked to someone to find out more about the situation.	3.31	0.54	Always
talked to someone who could do something concrete about the problem.	3.45	0.50	Always
asked a relative or friend I respected for advice.	3.33	0.53	Always

talked to someone about how I was feeling.	3.23	0.57	Very Often
accepted sympathy and understanding from someone.	3.41	0.51	Always
got professional help.	3.09	0.62	Very Often
Overall	3.30	0.54	Always

Legend: 3.26 – 4.00 Always/Very High 1.76-2.50 Rarely/Low
 2.51 –3.25 Very Often/High 1.00-1.75 Never/Very Low

Table 7 shows the respondents' level of behavioral management practices in terms of **seeking social support** with an overall mean rating of 3.30 (SD=0.54) described as **Always**. This means that teachers have a Very **High** level of social support for several reasons, from managing stress to improving their professional practice. Working with colleagues allows teachers to share resources, strategies, and innovative ideas, enhancing their teaching practices. Moreover, this result depicts that seeking empathy and understanding from colleagues and friends who understand the teaching profession can offer empathy and support that others might not provide. Discussing classroom management challenges with experienced colleagues can lead to effective solutions and new approaches. Knowing that support is available, handling difficult situations at work becomes easy. Strong relationships with colleagues create a sense of community and belonging, making the school environment more enjoyable and supportive.

The study of Villanueva et al. (2022) found that along with the challenges encountered by the teachers handling multiple ancillary functions is the development of their ways of behavioral management. Both participants from elementary and secondary teachers rely on their support systems, particularly their families, co-teachers, and peers. They developed positive relationships with their peers on the elementary and secondary levels; they shared their sentiments. The story of encouragement they receive from those around them will help them cultivate a positive mindset and grow personally. These ancillaries act as a bridge for them to work together, have healthy communication, and help them to build teamwork. Another research shows that many other responses had an external behavioral management practices theme via a focus on seeking social support that is effective in reducing the intensity of symptoms from even traumatic stressors (Price et al., 2018).

In this table, the indicator **As a teacher, I talked to someone who could do something concrete about the problem** got the highest mean of 3.45 (SD=0.50) described as **Very Often** and interpreted as **High** level. Analyzing the data presented in the table, it became clear that when the respondents reflected on their experiences, the statement resonated strongly with them. The mean indicates a consensus that this practice was indeed very effective in addressing their challenges. This means that talking to someone who can do something concrete about a problem is an effective approach for teachers to address issues and improve their classroom or work environment. This strategy involves identifying the appropriate person with the authority, resources, or expertise to help resolve the problem and then communicating effectively with them.

As observed, many teachers shared that engaging in conversations with individuals who could take actionable steps made a significant difference in their teaching practice. They expressed that it felt empowering to have access to support that was not just theoretical but actionable. This connection facilitated a sense of collaboration and shared problem-solving, which many teachers noted as crucial in navigating the complexities of their work environment.

Newburgh (2019) attested that teachers rely on support from their colleagues and school leaders. Collaborative teamwork boosts their morale and strengthens their resilience in handling challenging tasks, particularly additional duties. A strong support system and positive relationships with those around them foster open communication within the school community.

However, while this practice was celebrated for its potential to create tangible solutions, there were also remarks about the challenges faced by those who felt isolated or lacked adequate resources to initiate such discussions. Respondents highlighted that not every teacher has access to someone who can impact their problems concretely, which could lead to feelings of frustration or helplessness. Thus, while the overall sentiment around this practice was high, it also illuminated areas where further support and connection could foster more inclusive and effective communication among educators.

This opens up a really important discussion about how crucial accountability and teamwork are in education. It highlights that proactive educators who make an effort to connect with others can truly inspire meaningful change. It is a reminder of how vital community and open communication are in tackling the challenges we face in this field.

On another note, the survey flagged a low average score of 3.09 (SD=0.62) for the indicator **As a teacher, I got professional help** which indicates that this is **Very Often** perceived. This indicates that many educators feel they can get regular assistance, showcasing that teachers seek help to manage challenges in their jobs. Professional support is essential as it gives educators the tools and strategies to build resilience and handle the day-to-day work.

However, survey respondents noted a stark reality. Although they see the benefits of this support for tackling their challenges, many barriers often stop them from fully engaging. Many mentioned the social stigmas associated with mental health and asking for help; these feelings can make them reluctant to reach out, even when they know it could help. There is also the worry about how others might judge them—concerns about appearing weak or incapable in front of coworkers and family.

Additionally, participants shared more tangible difficulties, like financial issues or lack of access, that limit their ability to seek professional support. They articulated a preference for reaching out to professionals in tough times, but these obstacles often lead them to face challenges alone or rely on informal support from friends and family.

It is evident that while there is an understanding of the positive impact of professional help, the actual engagement is surprisingly low among respondents. This situation reflects a complex mix of cultural attitudes and personal circumstances that deserve deeper exploration to find workable solutions. Acknowledging these barriers is essential to crafting strategies that motivate individuals to make use of the resources available, ultimately enhancing their overall well-being.

Teachers often turn to their colleagues, mentors, or friends when they need advice or support (Pagulong et al., 2022). Talking to others and hearing different perspectives can spark new ideas and help them navigate challenges in the classroom. This kind of collaboration not only eases stress but also leads to better classroom management by allowing teachers to learn from real-life experiences. When

educators support each other, they build a strong, encouraging community that makes the teaching journey feel less isolating and more rewarding.

Having open conversations with fellow teachers also gives them a chance to reflect on their teaching styles and find ways to improve. When schools foster a culture of sharing and continuous learning, teachers feel more motivated, grow in their profession, and ultimately find more joy and fulfillment in their work.

Table 8: Distribution of Respondents' Level of Behavioral Management Practices in Terms of Self-Control

Indicator	Mean	SD	Description
<i>As a teacher, I....</i>			
tried to keep my feelings to myself.	3.21	0.53	Very Often
kept others from knowing how bad things were.	2.85	0.59	Very Often
tried not to burn my bridges, but leave things open somewhat.	2.97	0.56	Very Often
tried not to act too hastily or follow my first hunch.	2.99	0.55	Very Often
tried to keep my feelings from interfering with other things too much.	3.10	0.54	Very Often
thought about how a person I admire would handle this situation and used that as a model.	3.33	0.50	Always
tried to see things from the other person's point of view.	3.31	0.51	Always
Overall	3.11	0.54	Very Often

Legend: 3.26 – 4.00 Always/Very High 1.76-2.50 Rarely/Low
 2.51 –3.25 Very Often/High 1.00-1.75 Never/Very Low

Table 8 shows the respondents' level of behavioral management practices in terms of **self-control** with an overall mean of 3.11 (SD=0.54) described as **Very Often**. This means that teachers have a High level of self-control which implies that they know how to control themselves when confronted with circumstances. This further indicates that this coping strategy impacts their well-being and professional effectiveness. They can manage their work and create a pleasant environment. Teachers manage their stress, preventing burnout and maintaining a positive attitude. The result shows that in challenging situations, such as dealing with difficult learners or parents, colleagues, and family problems, teachers remain calm and handle conflicts professionally.

According to Aida (2020), self-control is essential for every individual, and this also applies to teachers. A teacher must possess strong self-discipline, avoiding the tendency to be driven by impulses. Instead, they should rely on reason, common sense, and a clear conscience. Each teacher manages self-control differently when dealing with personal and professional challenges. Every teacher needs to maintain self-control, as their role involves interacting with many individuals, including the principal, vice principal, fellow teachers, administrative staff, lab assistants, librarians, students, and parents.

In the same table, the indicator **As a teacher, I thought about how a person I admire would handle this situation and used that as a model** received the highest mean of 3.33 (SD=0.50) described as **Very Often**. This signifies that engage in this behavior, emphasizing the strong impact of respected figures on their decision-making processes. When teachers contemplate how an admired individual might approach a challenge, it provides them with a tangible example to emulate, which can alleviate uncertainty and stress. This approach suggests that having a reference point for behavior and decision-making can significantly aid teachers in navigating tough situations.

The input from respondents reveals critical insights. Many noted that reflecting on how someone they hold in high regard would deal with similar challenges not only offers direction but also fosters confidence, helping them think more clearly and boosting their resolve. This reliance on admired figures as sources of inspiration emerges as a crucial coping strategy, underscoring its significance, particularly during difficult times.

However, it is also evident that engagement levels vary. Discussions pointed out that some individuals feel hesitant to look to external figures for guidance, indicating a potential struggle with self-reliance or a lack of accessible role models, which could explain lower ratings in these areas. Supporting the notion that teachers often model their responses after admired figures, recent research has emphasized the importance of social and emotional coping strategies, especially the influence of role models.

For example, a study conducted by Bălan, Ionescu, and Stan (2023), highlighted that traits such as empathy and altruism play a vital role in teachers' coping mechanisms. These qualities are linked to positive emotional coping strategies, including reinterpreting situations and planning based on the examples set by admired individuals, which can help teachers alleviate stress by providing a clear reference for their actions. Overall, the insights gathered emphasize the critical role that role models play in influencing behavior, reinforcing the idea that looking up to admirable figures can encourage resilience and strategic thinking during tough situations.

On the other hand, the indicator **As a teacher, I kept others from knowing how bad things were** got the lowest mean of 2.85 (SD=0.59), described as **Very Often** which suggests a **High** level of frequency that is indeed concerning. This implies that teachers often perceive the need to keep others from knowing how bad things are, whether in their personal lives or professional environments. This can stem from various motivations and has both positive and negative implications. It's important to explore why this practice garnered a high rating.

As observed, respondents indicated that they felt the need to maintain a facade, protecting the morale of their colleagues and students. They described moments where they locked away their stress and worries to create a sense of stability and reassurance for others. This phenomenon resonates deeply among many, revealing a culture of resilience that sometimes borders on self-denial.

They do this, along with potential consequences and strategies for balancing transparency with professionalism. This also means that teachers want to maintain a positive, stable environment for their

learners, avoiding any disruptions that personal or professional struggles might cause. This indicates that teachers might feel that they need to appear to be in control at all times to meet the expectations of administrators, parents, and colleagues.

Respondents shared some eye-opening thoughts about this behavior, revealing that it's not just about looking good on the outside. It dives deeper into the themes of care and responsibility, showcasing just how far people will go to shield others from the tough realities of their jobs. This insight deepens our understanding of what those high scores mean; they are rooted in an instinct to protect and the heavy emotional labor that comes with it.

As Aida (2020), points out, having strong self-control is crucial for teachers to successfully navigate their roles. When teachers are clear-headed and calm, they're able to act more thoughtfully and take care of themselves properly. On the other hand, when self-control slips, it can lead to stress and unpredictable actions. How well teachers manage themselves really makes a difference in their job satisfaction. Those who cultivate self-discipline tend to approach teaching with real passion and enthusiasm, creating lively and positive classroom environments. This shift turns teaching into a fulfilling journey rather than a chore, showing a clear link between self-control and job satisfaction for educators.

Table 9: Summary Distribution of Respondents' Level of Behavioral Management Practices

Variable	Mean	SD	Interpretation
Confrontive Coping	2.92	0.54	High
Distancing	2.98	0.54	High
Self-Controlling	3.11	0.54	High
Seeking Social Support	3.30	0.54	Very High
Accepting Responsibility	3.26	0.56	Very High
Escape-Avoidance	2.85	0.58	High
Planful Problem-Solving	3.22	0.53	High
Positive Re-Appraisal	3.52	0.55	Very High
Overall	3.15	0.55	High

Legend: 3.26 – 4.00 Always/Very High

2.51 – 3.25 Very Often/High

1.76-2.50 Rarely/Low

1.00-1.75 Never/Very Low

Table 9 shows the summary distribution of the respondents' level of **behavioral management practices** with a mean of 3.15 (SD=0.55) interpreted as **High**. This means that teachers employ a high level of behavioral management practice to manage the stress associated with their profession. These practices were broadly categorized into various types, each addressing different aspects of their well-being. As observed, these ways can better manage the demands of their profession, maintain their well-being, and continue to provide high-quality education to their learners.

The variable **positive re-appraisal** got the highest mean rating of 3.52 (SD=0.55) interpreted as **Very High**. This means that teachers often employ positive re-appraisal, a mental strategy where individuals concentrate on interpreting a situation more positively. The fairly low standard deviation suggests that there is little variation in how individuals are applying this behavioral management practice, indicating that the majority of respondents consistently lean towards reframing situations

positively. This may highlight a common tendency within the studied population to handle difficulties with an optimistic outlook (Martinez et al., 2020).

On the other hand, the variable **escape avoidance** got the lowest mean rating of 2.85 (SD=0.58) interpreted as **High**. It means that the respondents frequently or significantly engage in or perceive escape-avoidance behaviors. This suggests moderate variability in responses. This means that teachers make responses to avoid dealing directly with stressors. Escape-avoidance is notably present among the respondents, even though it may not be the most dominant coping mechanism. The moderate variability in the responses also suggests that while many participants align with the average rating, some may experience these behaviors to a greater or lesser extent. This highlights the prevalence of escape-avoidance as a response to stress or challenges, even though individuals might cope differently depending on their circumstances.

In reflecting on why this practice is seen as high among respondents, it becomes clear that the pressures of their roles can create an environment where escape feels like the safer choice. It is a compelling insight into the human experience—recognizing the need for self-preservation and facing challenges directly. This dialogue around escape-avoidance behaviors underscores the prevalence of such responses and invites further exploration into healthier coping mechanisms that could empower individuals to address their stressors more effectively.

Additionally, Nater (2020), stated that teachers employ escape-avoidance behavioral management practices to cope with overwhelming stressors. This involves withdrawing from stressful situations or avoiding them entirely. Such could include dealing with challenging students, excessive workload or administrative requirements. By avoiding the stressors, teachers aim to protect their emotional and psychological well-being in the short term. However, he also disclosed the drawbacks of the escape-avoidance coping strategy. This is just a temporary relief and may even build unresolved issues and concerns, which may lead to long-term stress and anxiety. In other cases, this contributes to burnout, preventing teachers from actively addressing the problems immediately.

The overall result reflects that respondents generally use a wide range of behavioral management practices with varying degrees of frequency. Hence, seeking social support, accepting responsibility, and positive reappraisal are the most prominent, indicating a tendency to rely on others and reframe situations positively. Conversely, escape-avoidance is the least favored, though still common. The overall behavioral management practices remain high, suggesting that respondents manage challenges through multiple approaches.

Problem 2. What is the respondents' level of teaching performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and development?

Indicator	Mean	SD	Description
Applied knowledge of content within and across curriculum teaching areas.	4.33	0.57	Very Satisfactory
Used a range of teaching strategies that enhance learner achievement in literacy and			

numeracy skills.	4.41	0.53	Very Satisfactory
Applied a range of teaching strategies to develop critical and creative thinking as well as other higher order thinking skills.	4.39	0.55	Very Satisfactory
Overall	4.38	0.55	Very Satisfactory

Table 10: Distribution of Respondents' Level of Teaching Performance in Terms of Content Knowledge and Pedagogy

Legend: 4.50 - 5.00 Outstanding/Excellence 1.50-2.49 Unsatisfactory/Did Not Meet Expectations
3.50 - 4.49 Very Satisfactory/Exceeded Expectations 1.49 Below Poor/Below Expectations
2.50 - 3.49 Satisfactory/Met Expectations

Table 10 shows the respondents' level of performance in terms of **content knowledge and pedagogy** with an overall mean of 4.38 (SD=0.55) described as **Very satisfactory**. This level of performance is not just quantified as Very Satisfactory; it highlights how the expectations were met and surpassed, reflecting a strong understanding and application of effective teaching strategies. This means that teachers utilize various teaching strategies, such as differentiated instruction, project-based learning, and technology integration, which can enhance content delivery and learner engagement. They effectively integrate and utilize their subject matter expertise in various instructional contexts.

This approach enhances learners' learning experiences by connecting different content areas and making learning more relevant and comprehensive. This implies that when educators effectively utilize these strategies, they foster a deeper understanding of the material and cultivate an environment that encourages critical thinking and active participation. As a result, students are likely to emerge more motivated, well-rounded, and prepared for future challenges in their academic and personal endeavors.

As observed, digging deeper into the feedback from respondents, it's clear that the high score is attributed to several key practices they emphasized. Many noted that the curriculum was well-structured, and engaging lesson plans were a highlight of their experience. They shared sentiments about how these elements not only made the material accessible but also encouraged active learning among students. The respondents repeatedly emphasized the importance of content mastery and innovative teaching methods which contributed to this positive assessment.

The outcomes indicate a strong overall performance and provide a crucial assessment of teaching methods. Analyzing these responses reveals that while many areas of content knowledge and pedagogy are functioning effectively, there is still potential for improvement to support every student's success in their learning journey.

Recent research focusing on teachers' expertise and teaching methods underscores the necessity of adjusting instructional strategies to meet contemporary educational demands. Khine (2022), significantly contributes to this discussion by examining the future of teacher education and innovative pedagogical approaches. His research highlights the importance of teachers adapting to new methodologies that address the evolving needs of students and society. He discusses the integration of technology, learner-centered techniques, and the promotion of critical thinking among educators, all of which are vital for advancing pedagogical knowledge.

Viernes et al. (2024) contended that teachers' behavior in carrying out learning activities, beginning with planning, carrying out, and assessing learning, reflects their knowledge and expertise in a learning area. Furthermore, Darling-Hammond (2021) examined the significance of effective teacher preparation and ongoing professional development. She contends that enhancing teachers' understanding of content and pedagogy is critical for learners' achievement, especially in diverse and inclusive learning contexts.

The indicator **Used a range of teaching strategies that enhance learner achievement in literacy and numeracy skills** achieved a notable mean score of 4.41 (SD=0.53) which is described as **Very Satisfactory**. This suggests that educators effectively implement diverse teaching strategies to enhance student performance in these essential skills, which is vital for catering to different learning needs and fostering well-rounded comprehension. Drawing from the researcher's experience, the employed strategies include scaffolded instruction, collaborative learning, differentiation, explicit teaching, cross-curricular integration, positive reinforcement, and culturally responsive methods. These approaches contribute to cultivating an enriching educational atmosphere that nurtures literacy and numeracy development, ultimately resulting in improved performance and student success.

Moreover, Myhill et al. (2023) highlighted that teacher subject knowledge is a critical component of professional expertise, which has been reiterated in studies over the past three decades. Nevertheless, Ballock et al. (2018), asserted that while subject knowledge is important, it is the pedagogical knowledge that holds greater significance in effective teaching.

Similarly, Kim et al. (2019) convey that the classroom allows learners to witness their teachers demonstrating various skills. Teachers who cannot recognize effective teaching methods will struggle to demonstrate them. This is a crucial concern not just for observing training but also for providing feedback and supporting the professional growth of teachers. It is essential to identify culturally relevant examples of teaching practices. Examining classrooms from their cultural perspectives, whether through live observation or videos, has been extremely valuable for effective training, consistent assessment, and the overall usefulness of the tool.

On the other hand, the indicator **Applied knowledge of content within and across curriculum teaching areas** got the lowest mean of 4.33 (SD=0.57), described as **Very Satisfactory**. This means that teachers are involved in integrating concepts from different subjects to create a more cohesive and meaningful learning experience for learners. As observed, this approach promotes critical thinking, problem-solving, and the ability to make connections between different areas of knowledge. Furthermore, teachers create a richer, more engaging learning experience that helps learners develop a deeper understanding of content and better prepares them for complex, real-world problems.

It is supported by Hubert (2021) that to be a successful teacher, it is crucial to equip students for the 21st century. Students need to be able to solve problems and form connections across different subjects rather than being confined to single-discipline classrooms. Moreover, research shows that applying knowledge of content within and across curricula aids in the development of problem-solving and critical-thinking abilities of students. Additionally, interdisciplinary learning fosters opportunities for students to forge connections with teachers and peers, ultimately resulting in academic achievement.

Furthermore, integrating knowledge across subjects fosters essential life skills such as adaptability and collaboration. This helps learners practically apply their learning in real-world contexts. This holistic approach equips the learners to be innovative and skillful to navigate the dynamic world.

Table 11: Distribution of Respondents' Level of Teaching Performance in Terms of Learning Environment and Diversity of Learners

Indicator	Mean	SD	Description
Managed classroom structure to engage learners individually or in group, in meaningful exploration, discovery and hands-on activities within a range of physical learning environments.	4.44	0.54	Very Satisfactory
Managed learner-behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments.	4.47	0.52	Very Satisfactory
Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interest, and experiences.	4.39	0.57	Very Satisfactory
Overall Mean	4.43	0.54	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding/Excellence 1.50-2.49 Unsatisfactory/Did Not Meet Expectations
 3.50 - 4.49 Very Satisfactory/Exceeded Expectations 1.49 Below Poor/Below Expectations
 2.50 - 3.49 Satisfactory/Met Expectations

Table 11 shows the respondents' level of teaching performance in terms of **learning environment and diversity of learners** with an overall mean of 4.43 (SD=0.54) described as **Very Satisfactory** suggesting that they have Exceeded Expectations as far as this indicator is concerned. This means that teachers manage classroom structure and learner behavior and meet the diverse needs of learners. This also implies that teachers' performance in creating a positive learning environment and addressing the diversity of learners becomes very satisfactory through a combination of effective strategies, understanding, and continuous improvement. As observed, a supportive and inclusive environment leads to higher learner engagement, motivation, and academic success.

Promoting learning requires motivation and contributes to developing learners' communicative competence. Sustaining learners' motivation in the classroom may pose a challenge for teachers, but a positive learning environment and encouragement can help maintain learners' interest in participating in various activities. Creating a conducive learning environment is necessary for teachers who expect learners to be motivated, allowing learners to experience the rewards and excitement of the activities (Casan-Nunez, 2021).

Further, the indicator **Managed learner-behavior constructively by applying positive and non-violent discipline to ensure learning-focused environments** got the highest mean of 4.47 (SD=0.52) described as **Very Satisfactory** suggesting that the teachers have Exceeded Expectation on

this indicator. This means that teachers manage learners' behavior constructively through positive and non-violent discipline. This implies that teachers acknowledge positive behaviors and reinforce desired actions. Teachers treat all learners with respect and dignity, even when addressing misbehavior, avoiding shaming or humiliating tactics. Thus, they maintain order and promote respect, responsibility, and self-discipline among learners.

The respondents expressed that the emphasis on creating a supportive and respectful learning environment impacts student engagement and motivation. They highlighted that applying constructive discipline fosters a sense of safety and encourages learners to express themselves without fear of retribution. This feedback reflects a shared understanding of the importance of a nurturing atmosphere so students can thrive academically.

While positive reinforcement strategies are effective, there are instances where additional support may be needed for certain learners who require more tailored approaches. This indicates that while the overall perception of management strategies is commendable, continuous reflection and adaptation of these practices are essential to cater to individual needs.

However, the high rating of this indicator illustrates a community that values a proactive, compassionate approach to student behavior. As participants voiced, it not only aids in maintaining focus on learning but also cultivates a positive educational experience, which is crucial for development and success.

Pursuing this further, Ntshuntshe (2019) affirmed that to handle learner behavior, the ideal goal for teachers is to have a non-violent and compassionate approach to disciplining students in school. Achieving this objective relies on properly training teachers in alternative methods they can use with their learners.

On the contrary, the indicator **Used differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests, and experiences** got the lowest mean of 4.39 (SD=0.57) described as **Very Satisfactory** indicating that the respondents have Exceeded Expectation on the said indicator. This means that teachers recognize that learners learn in different ways and paces and aim to provide each learner with the best opportunity to succeed. They tailor instruction to meet the diverse needs of learners. Moreover, they practice gender-neutral language, avoid reinforcing gender stereotypes in content and activities, and include examples of people of all genders in various roles and professions in lessons.

The pedagogical-didactical approach of differentiated instruction offers teachers a foundation for addressing the diverse learning needs of students (Smale-Jacobse, 2019). This is supported by the study of Ginja and Osam (2021), where findings showed that teacher trainers acknowledged the importance of implementing differentiated instruction in a varied classroom. Some reported achievements included heightened motivation, enhanced rapport between students and teacher educators, and lessened achievement gap among students.

In addition, the result also showed that teachers make adjustments for students with sensory needs. They identify and build upon each learner's strengths and talents and provide opportunities for learners to lead activities or mentor peers in areas where they excel. Teachers offer varied activity options for learners to choose from based on their interests, include materials and examples that reflect the diverse cultural backgrounds of learners, and relate lessons to learners' real-life experiences and community contexts. While the mean score indicates a positive trend, the respondents' voice

underscores an opportunity for growth. By addressing the indicated gaps and enhancing training and resources, we can aspire to meet the diverse needs and expectations of the learners

This is agreed by Sanger (2020) that regarding the diversity of learners, before the start of the school year, teachers can demonstrate their concern for students as individuals by surveying to gather basic information such as nationality, languages spoken, previous educational background, perceived learning preferences, and preferred gender pronouns. This data collection enables the teachers to recognize the diversity within your class and can enable them to follow up with individual students to ensure their specific needs are being addressed.

Table 12: Distribution of Respondents' Level of Teaching Performance in Terms of Curriculum and Planning

Indicator	Mean	SD	Description
Planned, managed, and implemented developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.34	0.54	Very Satisfactory
Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.35	0.53	Very Satisfactory
Selected, developed, organized, and used appropriate teaching and learning resources including ICT to address learning goals.	4.31	0.56	Very Satisfactory
Overall	4.33	0.54	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding/Excellence 1.50-2.49 Unsatisfactory/Did Not Meet Expectations
 3.50 - 4.49 Very Satisfactory/Exceeded Expectations 1.49 Below Poor/Below Expectations
 2.50 - 3.49 Satisfactory/Met Expectations

Table 12 shows the respondents' level of performance in terms of **curriculum and planning** with an overall mean of 4.33 (SD=0.540) described as **Very Satisfactory** indicates that the teachers have Exceeded Expectation on this variable. This means that teachers ensure that instruction is appropriate for learners' developmental stages and effectively addresses the diverse needs and contexts of the classroom. Teachers carefully choose materials and tools that best support the curriculum and learning objectives.

As observed, the respondents highlighted several factors contributing to this positive assessment. Many emphasized the robust and well-structured curriculum that not only meets but often surpasses the benchmarks set for learning objectives. They noted that the instructional materials are relevant and engaging, which fosters a dynamic learning environment. The active involvement of educators in planning sessions was cited as a critical element, with respondents appreciating their commitment to continuous improvement and collaboration. Respondents showed that the planning sessions feel inclusive, and inputs are valued, which makes them more invested in the curriculum's success.

However, it is also important to acknowledge the variability in responses. Some participants expressed concerns about certain aspects that they felt could be improved. Specifically, it was noted that the pacing of the curriculum could better accommodate diverse learning speeds. While the curriculum is excellent, at times, it feels too fast-paced for some students, including those who might need more time to grasp the concepts fully.

These insights underline the importance of continually refining practices to cater to all learners effectively. The respondents are keen to see the retention of high standards and a mindful approach to pacing and inclusivity in curriculum planning and delivery.

It is supported by Campbell-Phillips (2020), that learning guides known as curriculums are overseen by a school board and are created to meet the educational requirements of students, as well as to support learners and foster connections between teachers and students. Moreover, she asserts that the relationship between education and curriculums is strong and mutually beneficial, as they both improve each other. A strong curriculum is essential for the success of education. Curriculums have the potential to improve education, elevate the standing of schools, and draw in students.

The indicator **Participated in collegial discussions that use teacher and learner feedback to enrich teaching practice** achieved the highest mean score of 4.35 (SD=0.53) which is described as **Very Satisfactory**. This reflects that a majority of teachers consistently allocate designated times for collaborative meetings, such as weekly team sessions, School Learning Action Cells (SLAC), or departmental gatherings. Agendas for these meetings concentrate on specific subjects, including student progress, instructional methods, or assessment insights. This demonstrates that teachers actively gather feedback from colleagues through classroom observations, peer evaluations, and casual dialogues, followed by thorough analysis.

Additionally, this feedback helps identify particular difficulties or areas where students may be experiencing challenges. Teachers collaborate to brainstorm and exchange strategies aimed at tackling these issues, ultimately developing and executing action plans inspired by the feedback and discussions. Based on the insights from research, this process might involve adjusting lesson plans, experimenting with novel teaching techniques, or incorporating new resources. As a result, the findings suggest that educators are willing to share effective strategies and practices that have been successful in their classrooms.

Research by Liu (2019) highlights that engaging in collegial discussions allows educators to uncover their underlying beliefs and broaden their understanding of various instructional methodologies. These conversations among colleagues foster a collaborative environment that creates shared insights and enhances collective awareness regarding educational practices and perspectives related to students' academic performance and teacher education (Ofte, 2024).

On a different note, the indicator **Selected, developed, organized, and used appropriate teaching and learning resources including ICT, to address learning goals** received the lowest mean score of 4.31 (SD=0.56) described as **Very Satisfactory**. This implies that teachers follow a thorough process to ensure their instructional materials and methods effectively engage students while addressing their diverse educational needs. They carefully select resources and materials that are aligned with the learning goals, integrating Information and Communication Technology.

According to UGWU and Nnaekwe (2019), using ICT to enhance the teaching and learning model significantly improves the understanding and application of educational practices. The influence of ICT is profound, transforming every aspect of human existence, including education. The integration

of ICT tools in teaching has fundamentally changed the education landscape, expanding learning experiences beyond traditional classroom settings. As a result, ICT is reshaping teaching methods and influencing how students engage with their learning.

Moreover, the effective use of ICT in education not only enhances student engagement but also promotes independent learning and digital literacy. By incorporating technology into their teaching strategies, educators empower students to access a wealth of information, develop critical research skills, and collaborate more effectively. This integration fosters a more interactive and dynamic learning environment, preparing learners to thrive in an increasingly technology-driven world.

Table 13: Distribution of Respondents' Level of Teaching Performance in Terms of Assessment and Reporting

Indicator	Mean	SD	Description
Designed, selected, organized and used diagnostic formative and summative assessment strategies consistent with curriculum requirements.	4.38	0.55	Very Satisfactory
Monitored and evaluated learner progress and achievement using learner attainment data.	4.43	0.51	Very Satisfactory
Communicated promptly and clearly the learners' needs and progress and achievements to key stakeholders, including parents and guardians.	4.41	0.52	Very Satisfactory
Overall	4.41	0.53	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding/Excellence 1.50-2.49 Unsatisfactory/Did Not Meet Expectations

3.50 - 4.49 Very Satisfactory/Exceeded Expectations 1.49 Below Poor/Below Expectations
2.50 - 3.49 Satisfactory/Met Expectations

Table 13 shows the distribution of respondents' level of teaching performance in terms of **assessment and reporting** with an overall mean of 4.41 (SD=0.53) described as **Very Satisfactory**. This means that the teachers have Exceeded their performance in this variable. This further means that teachers evaluate and communicate learners' progress, skills, and understanding of the curriculum. They communicate students' academic progress to parents, learners, and school heads. This implies that they create an effective educational environment where learners are supported in their learning. Teachers are empowered to teach more effectively, and the overall quality of education is continually improved.

Guskey and Bailey (2024) pointed out that assessment goes beyond just grading or reporting; it's really about effective communication. The goal is to share clear and meaningful information with students, parents, and other stakeholders so that it's easy for them to understand and apply. This

information is vital for enhancing the teaching and learning experience. It helps confirm whether learning goals have been met, identifies areas where more focus is needed, and lays the groundwork for future improvements.

It is supported by the statement of Durowoju (2020) that the assessment of learning outcomes is a part of the whole instructional process at every educational institution. Assessing students' learning outcomes is prioritized in our education system, often overshadowing the evaluation of the teacher's classroom interaction strategies and their ability to manage the classroom, which is crucial for fostering student discipline.

The indicator **Monitored and evaluated learner progress and achievement using learner attainment data** received an impressive average score of 4.43 (SD=0.51) which is categorized as **Very Satisfactory**. This signifies that educators are actively engaged in tracking and assessing student performance through data collection, enabling them to systematically observe academic trends over time. By analyzing this information, instructors can make informed decisions that enhance teaching and learning. This approach ensures that education remains data-driven, targeted and effectively caters to the varied needs of all learners.

Shepard (2020) stated that the evaluation of educational achievements is an integral aspect of the instructional procedure in all educational settings. The assessment comprises formative assessment, which is utilized to adjust instruction and assist students in enhancing their performance, and summative assessment, which is employed to allocate grades. A well-articulated learning model should connect these two types of assessment cohesively.

On the other hand, the indicator **Designed, selected, organized and used diagnostic formative and summative assessment strategies consistent with curriculum requirements** obtained the lowest mean of 4.38 (SD=0.55) described as **Very Satisfactory**. Although this part of the assessment earned the lowest score out of all the indicators, it still demonstrates strong performance while pointing out an area that could potentially be improved. This means that teachers align assessments with their teaching objectives. They ensure that the assessment accurately measures what learners are supposed to learn.

Furthermore, when assessments are consistent with curriculum requirements, they focus on the specific knowledge, skills, and competencies that learners need to acquire. This helps teachers evaluate whether learners are meeting the intended learning goals. In the practice of balanced assessment, both summative and formative assessments are crucial for gathering information (Ismael et al., 2022). He elaborated that formative assessment takes place throughout a class or course, aiming to enhance student achievement of learning objectives by addressing specific student needs. Summative assessment summarizes a student's achievements at the end of a period relative to the learning aims and relevant state/national standards.

Table 14: Distribution of Respondents' Level of Teaching' Performance in Terms of Personal Growth and Professional Development

Indicator	Mean	SD	Description
Applied a personal philosophy of teaching that is learner-centered.	4.35	0.52	Very Satisfactory
Set professional development goals based			Very Satisfactory

on the Philippine Professional Standards for Teachers.	4.36	0.52	
Overall	4.36	0.52	Very Satisfactory

Legend: 4.50 - 5.00 Outstanding/Excellence 1.50-2.49 /Did Not Meet Expectations
3.50 - 4.49 Very Satisfactory/Exceeded Expectations 1.49 Below Poor/Below Expectations
2.50 - 3.49 Satisfactory/Met Expectations

Table 14 shows the distribution of respondents' level of teaching performance in terms of **personal growth and professional development** with an overall mean of 4.36 (SD=0.52) described as **Very Satisfactory**. This means that teachers have Exceeded Expectations of their ability to enhance their skills, stay updated with the latest educational practices, and improve their overall well-being. This implies that they engage in ongoing professional education, such as attending workshops, and conferences, or enrolling in advanced courses, and keep updated with the latest teaching strategies, technologies, and subject matter expertise.

Based on the feedback we've gathered, it is clear that many people really appreciate opportunities for personal and professional development, recognizing just how much these contribute to the quality of their education. Respondents have specifically highlighted the benefits of mentorship programs. They have shared how valuable it is to get guidance from experienced teachers, which supports their growth and helps them navigate their educational experiences. This really underscores the importance of collaboration and ongoing feedback throughout their learning journeys.

Ancho and Arrieta (2021) back this up, pointing out that educators—young or seasoned—are committed to growing in their profession and improving their teaching effectiveness. They are eager to learn new skills and knowledge, and they're open to letting go of outdated views to better meet the evolving needs of their students and the world around them. Teachers want to stay relevant and keep their students' best interests in focus. So, when we think about comprehensive Teacher Professional Development, it shouldn't just be about workshops and training on teaching methods, technology, assessment, and classroom management; we also need to take care of the emotional well-being of educators.

Furthermore, the feedback teachers received reflects a strong commitment to personal and professional growth. However, they must listen to these responses to pinpoint areas that need extra attention. Their insights show that while many practices are working well, there is room for improvement to ensure teachers feel fully supported on their developmental path.

In particular, the indicator **Set professional development goals based on the Philippine Professional Standards for Teachers** has the highest mean of 4.36 (SD=0.52), described as **Very Satisfactory**. This means that teachers have Exceeded Expectations of the aspect of setting professional development goals based on the PPST that can help them enhance their effectiveness and impact on learners' learning. This implies that teachers can systematically improve their competencies and better meet the needs of their learners. These goals also support career progression within the Philippine educational system.

As observed, many teachers expressed that this practice has significantly enhanced their teaching capabilities and professional growth. It can be noted that the establishment of clear, well-defined goals

has provided them with a sense of direction and purpose in their careers. One teacher emphasized that having such standards helps to align their aspirations with national benchmarks, making their professional journey more fulfilling and focused.

According to Gepila (2020), the profession strongly encourages ongoing personal and institutional endeavors to enhance teachers' competence and ultimately benefit the wider community under the Department of Education's goal of delivering high-quality education. Teachers are urged and mandated to participate in Continuing Professional Development initiatives to accumulate units and enhance their expertise, abilities, and ethical principles related to classroom teaching. Teachers are constantly advised to enhance their skills to effectively deal with the demands of a diverse student population influenced by cultural, social, environmental, and individual differences, which are continually changing and being impacted by technology.

On the other hand, the indicator **Applied a personal philosophy of teaching that is learner-centered** got the lowest mean of 4.35 (SD=0.52), described as **Very Satisfactory** indicating that they Exceeded Expectations on this indicator. This means that teachers place learners at the core of the educational process. It involves designing and delivering instruction in a way that prioritizes the needs, interests, and learning styles. Applying these strategies creates a classroom environment where learners are empowered to take charge of their learning, feel supported, and are motivated to succeed. This approach not only enhances academic outcomes but also fosters the development of lifelong learners.

As observed, many respondents highlighted that fostering a learner-centered environment allowed them to engage more meaningfully with the material and feel empowered in their learning journey. They appreciated the emphasis on their individual needs and how this teaching approach adapted to various learning styles. The feedback clearly recognizes the importance of personalized teaching methods while noting areas for potential improvement. It emphasizes that creating an engaging and supportive learning atmosphere not only satisfies learners but also inspires them to take ownership of their educational experiences, highlighting the delicate balance teachers must maintain in their approach.

Based on the study of Gepila (2020), it was concluded that teachers' reactions to the diversity of learners put forth a challenging role for educators at present. By this, teachers are always reminded to update their ability to become competent in coping with the challenges of a diversified community of learners brought about by cultural, social, environmental, and individual distinctness that is always under the flux of constant change and technological influence.

Kladder (2019) reflects that a learner-centered approach provides increased chances for personalized and tailored learning. Educators face considerable obstacles in guaranteeing that every student receives an education that aligns with their specific interests. In this model, learners can more readily expand upon their existing knowledge. Teachers adapt the curriculum based on these experiences, fostering a more customized classroom environment for all students.

Table 15: Summary Distribution of Respondents' Level of Teaching Performance

Variable	Mean	SD	Interpretation
Content Knowledge and Pedagogy	4.38	0.55	Exceeded Expectations
Learning Environment and	4.43	0.54	Exceeded Expectations

Diversity of Learners			
Curriculum and Planning	4.33	0.54	Exceeded Expectations
Assessment and Reporting	4.41	0.53	Exceeded Expectations
Personal Growth and Professional Development	4.36	0.52	Exceeded Expectations
Overall	4.38	0.54	Exceeded Expectations

Legend: 4.50 - 5.00 Outstanding/Excellence 1.50-2.49 Unsatisfactory/Did Not Meet Expectations

3.50 - 4.49 Very Satisfactory/Exceeded Expectations 1.49 Below Poor/Below Expectations

2.50 - 3.49 Satisfactory/Met Expectations

Table 16 shows the summary distribution the respondents' teaching performance with an overall mean of 4.37 (SD=0.54), interpreted as **Exceeded Expectations**. This means that teachers perform all the stated variables. This implies that they are effectively fulfilling their roles and responsibilities, contributing positively to the educational experience of their learners and the entire educational system. It is understood that when teachers perform at this level, they contribute significantly to their learners' academic and personal development, helping to create a thriving educational environment.

Additionally, it showed that teachers performed well in their role in effective instruction, learners' achievement, classroom management, commitment to professional development, communication with the parents and stakeholders, adaptability and problem-solving, collaboration with colleagues, and innovation in teaching.

Comparatively, the variable **Learning Environment and Diversity of Learners** got the highest mean of 4.43 (SD=0.54) interpreted as **Exceeded Expectations**. Respondents seem to have a pretty positive vibe about their learning environments and the variety of students they encounter. Teachers are dedicated to building inclusive and supportive spaces where every student can shine, no matter their background, abilities, or learning styles. By emphasizing a rich learning environment and embracing learner diversity, educators make sure that all students feel included, supported, and empowered to reach their full potential. This approach contributes to a fairer and more effective educational landscape where every learner can truly thrive.

Many people recognized the wealth of insights that come from diverse backgrounds and experiences, which really helps collaboration and opens up learning opportunities. They value the unique perspectives and personalities that each person brings to the table. Yet, some individuals pointed out areas that could use some improvement, particularly regarding how resources and support differ among various learner groups. The lowest ratings highlighted concerns that certain strategies might not meet the needs of all learners, which has left some feeling a bit overlooked. Overall, there's a strong sense of satisfaction in the environment, but it's clear that ongoing reflection and adaptation are crucial to make sure every learner feels equally valued and supported.

The variable **Curriculum and Planning** got the lowest mean of 4.33 (SD=0.54) interpreted as **Exceeded Expectations**. Many respondents expressed appreciation for the innovative approaches taken

in curriculum design. They highlighted specific aspects that contributed positively to their experience, such as the alignment of teaching methods with current educational standards and the emphasis on student engagement. This approach seems to resonate well with educators and learners alike, as they feel more equipped to meet diverse learning needs. In contrast, some concerns were also raised, pointing out areas where enhancement is necessary. This feedback suggests that while the planning itself is effective, the implementation phase might require additional focus to ensure that expectations are consistently met across the board. Overall, the insights gathered from the respondents paint a picture of a well-received curriculum and planning strategy while also emphasizing the importance of continual improvement and support in fully achieving those expectations.

Problem 3. Is there a significant relationship between teachers' behavioral management practices and teachers' performance?

Table 16: Results of the Test on Relationship Between Behavioral Management Practices and Teachers' Performance

	Content Knowledge and Pedagogy r-value p-value	Learning Environment and Diversity of Learners r-value p-value	Curriculum and Planning r-value p-value	Assessment and Reporting r-value p-value	Personal Growth and Development r-value p-value	Overall r-value p-value
Accepting Responsibility	0.189 (WPR) 0.013* S	0.279 (WPR) 0.002 S	0.329 (WPR) 0.001* S	0.239 (WPR) 0.001* S	0.188 (WPR) 0.002* S	0.245 (WPR) 0.004 S
Confrontive Coping	0.125 (WPR) 0.074 NS	0.116 (WPR) 0.121 NS	0.173 (WPR) 0.016* S	0.078 (NLR) 0.344 NS	0.122 (WPR) 0.068 NS	0.123 (WPR) 0.123 NS
Distancing	0.053 (NLR) 0.596 NS	0.058 (NLR) 0.294 NS	0.203 (WPR) 0.023 S	0.044 (NLR) 0.502 NS	0.049 (NLR) 0.561 NS	0.081 (NLR) 0.395 NS
Escape-Avoidance	0.185 (WPR) 0.002* S	0.026 (NLR) 0.757 NS	0.330 (WPR) 0.001* S	0.226 (WPR) 0.002* S	0.186 (WPR) 0.010* S	0.191 (WPR) 0.154 NS
Planful Problem-Solving	0.129 (WPR) 0.071 NS	0.216 (WPR) 0.001* S	0.269 (WPR) 0.002* S	0.077 (NLR) 0.309 NS	0.127 (WPR) 0.067 NS	0.164 (WPR) 0.090 NS
Positive Re-	0.049	0.274	0.028	0.093	0.049	0.099

Appraisal	(NLR) 0.561 NS	(WPR) 0.002 S	(NLR) 0.743 NS	(NLR) 0.408 NS	(NLR) 0.519 NS	(NLR) 0.447 NS
Seeking Social Support	0.114 (WPR) 0.118 NS	0.096 (NLR) 0.196 NS	0.075 (NLR) 0.313 NS	0.219 (WPR) 0.002* S	0.116 (WPR) 0.117 NS	0.124 (WPR) 0.149 NS
Self- Controlling	0.126 (WPR) 0.072 NS	0.054 (NLR) 0.093 NS	0.209 (WPR) 0.003* S	0.217 (WPR) 0.002* S	0.128 (WPR) 0.077 NS	0.147 (WPR) 0.049 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 17 presents the correlation between different behavioral management practices and various performance indicators. The behavioral management practices assessed include accepting responsibility, confrontive, distancing, escape-avoidance, planful problem-solving, positive re-appraisal, seeking social support, and self-controlling. Performance is evaluated across domains such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and personal growth and development.

The data shows a significant relationship between accepting responsibility and teachers' performance. Accepting responsibility has a significant correlation with content knowledge and pedagogy ($r = 0.189$, $p = 0.013$), indicating that individuals who take responsibility tend to be more effective in mastering and applying subject matter and teaching techniques. The correlation is even stronger with the learning environment ($r = 0.279$, $p = 0.002$), suggesting that those who embrace responsibility are more successful in creating and maintaining a positive, productive classroom atmosphere.

A significant relationship between accepting responsibility and curriculum and planning ($r = 0.329$, $p = 0.001$) was seen in the result, demonstrating that individuals who take accountability are significantly better at organizing and executing curriculum plans. This extends to assessment and reporting ($r = 0.239$, $p = 0.001$), where those who accept responsibility also excel in evaluating and communicating student progress. Additionally, accepting responsibility and personal growth and development have a significant relationship ($r = 0.188$, $p = 0.002$), indicating that responsibility plays a role in fostering personal development. Thus, accepting responsibility is a key factor in professional growth and effectiveness across several critical areas.

Similarly, self-controlling has significant positive correlations with curriculum and planning ($r = 0.209$, $p = 0.003$), assessment and reporting ($r = 0.217$), and overall performance ($r = 0.165$, $p = 0.045$). The results indicate that self-control plays a significant role in various aspects of professional performance. Specifically, self-controlling has a positive and statistically significant correlation with curriculum and planning ($r = 0.209$, $p = 0.003$), suggesting that individuals who exercise better self-control tend to be more effective in organizing and implementing curriculum plans. Similarly, the positive correlation between self-control and assessment and reporting ($r = 0.217$, $p = 0.002$) highlights that those who are more self-regulated are also more efficient in evaluating and reporting tasks.

While the correlation with overall performance ($r = 0.165$, $p = 0.045$) is slightly weaker, it remains statistically significant, indicating that self-control still positively impacts overall effectiveness. Altogether, these findings demonstrate that self-control is an important factor in enhancing various dimensions of professional performance, particularly in structured tasks like planning and assessment, as well as in contributing to overall success.

Escape-avoidance, typically seen as less practiced, shows significant correlations with content knowledge ($r = 0.185$, $p = 0.002$), curriculum and planning ($r = 0.330$, $p = 0.001$), assessment and reporting ($r = 0.226$, $p = 0.002$), and personal Growth ($r = 0.186$, $p = 0.010$). This indicates that individuals who exhibit escape-avoidance tendencies may still demonstrate a strong grasp of subject matter, organize, and implement curriculum plans effectively.

Other behavioral management practices, such as confrontive, distancing, and planful problem-solving, also showed significance. Confrontive behavioral correlates with curriculum and planning ($r = 0.173$, $p = 0.016$), involves an assertive and sometimes aggressive approach to dealing with problems. Distancing significantly correlates with curriculum and planning ($r = 0.203$, $p = 0.023$), suggesting that in this specific area, distancing may play a useful role. Planful problem-solving correlates significantly with learning environment ($r = 0.216$, $p = 0.001$) and curriculum and planning ($r = 0.269$, $p = 0.002$), suggesting that individuals who apply planful problem-solving are better equipped to create and maintain a conducive and supportive classroom atmosphere, and are more effective in organizing and executing instructional plans.

On the other hand, practices like positive re-appraisal and seeking social support demonstrated more limited connections. Positive re-appraisal was only significantly related to the learning environment ($r = 0.274$, $p = 0.002$), which involves reframing challenges in a more positive light, which can enhance resilience but may not necessarily lead to actionable changes in teaching practices or performance outcomes. Seeking social support is significantly related to assessment and reporting ($r = 0.219$, $p = 0.002$), indicating that individuals who actively seek help or advice from others tend to perform better in tasks involving evaluation and reporting.

Conclusion

The study revealed that positive reappraisal was the most frequently practiced behavioral management among teachers. This indicates that teachers actively reframe challenges, allowing them to stay motivated and maintain a productive learning environment. Additionally, the learning environment and diversity of learners emerged as the highest among teachers' performance, highlighting their commitment to inclusivity and learner engagement. Teachers expressed confidence in addressing diverse learners' needs, viewing classroom diversity as an asset rather than a challenge.

The results indicate that teachers who frequently engage in positive reappraisal are better equipped to create an inclusive and engaging learning environment, suggesting that a resilient and adaptive mindset enhances their ability to meet diverse learners' needs. This adaptability allows teachers to approach challenges with a solution-oriented mindset, reframe difficulties as opportunities for growth, which make them maintain their enthusiasm for teaching.

Recommendation

Based on the findings, the following recommendations were presented:

1. DepEd Misamis Oriental officials may conduct Awareness Campaigns on the Effectiveness of Behavioral Management Practices. They should host informational sessions or workshops that explain the distinctions among different behavioral management practices, particularly emphasizing the drawbacks of escape-avoidance. These campaigns may feature personal testimonials, success stories, or research-supported data to illustrate the advantages of more effective behavioral management approaches.

2. Based on the results, it is suggested that DepEd officials focus on initiatives improving teachers' skills in curriculum and planning. Specifically, DepEd could introduce specialized professional development programs that emphasize innovative curriculum creation, lesson preparation, and effective teaching methods. Furthermore, providing teachers with access to current curriculum materials, consistent mentoring, and opportunities for collaborative planning can enhance their development in this domain. Enhancing support systems and ensuring that teachers have the necessary resources and training will promote better curriculum planning and, in turn, increase overall teaching effectiveness.

3. Although no significant relationship was found, it is important for educators to continuously refine their behavioral management skills. Officials from DepEd Misamis Oriental may establish a support framework that encourages adaptive behavioral management approaches in line with professional responsibilities. Incorporating training on problem-solving, positive reappraisal, and social support into professional development can improve teachers' capacity to handle curriculum planning, assessment, and classroom diversity.

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