

The Perceived Stress Level of Teachers' Handling MATATAG Curriculum

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Abstract: Teaching is a demanding profession that requires adaptability, patience, and resilience. Implementing the MATATAG Curriculum in the Philippines has introduced new challenges for educators, particularly regarding time management, workload, and instructional adjustments. This study examines the perceived stress levels of teachers handling the MATATAG Curriculum in Cluster I, Magalang, Pampanga. Using a mixed-method sequential explanatory approach, the research integrates quantitative surveys and qualitative interviews to analyze factors contributing to teacher stress. Findings indicate that teachers experience significant stress due to time constraints, excessive paperwork, and classroom noise—many struggles to fit comprehensive lessons into the 45-minute periods, impacting their instructional effectiveness. Additionally, the increased administrative workload and the transition to new assessment methods have contributed to feelings of burnout and frustration. Despite these challenges, teachers employ various coping strategies to mitigate stress, including time management, self-care practices, and emotional resilience. The study highlights the need for institutional support, such as stress management programs, workload reduction strategies, and professional development opportunities tailored to the MATATAG Curriculum. Addressing these concerns can improve teacher well-being, enhance classroom engagement, and foster a more sustainable teaching environment. By identifying key stressors and coping mechanisms, this research aims to contribute to developing policies that support educators in adapting to curriculum changes.

Keywords: Perceived Stress Levels, MATATAG Curriculum.

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Background

Teaching is the noblest profession; it is how individuals shape and improve their knowledge, skills, and attitudes. The Philippine educational system has resulted in a paradigm shift, which is the implementation of the MATATAG Curriculum, where students and teachers face many challenges. One of the issues they face is the time allotment, as they must fit the 45-minute class into each period. Most teachers have difficulty adjusting to the new education system, one of which is the time allocation in teaching time because they need to prepare before starting to teach, and their work is continuous and shifting from one class to another, causing stress for some teachers who are under in MATATAG Curriculum.

Stress Level

The teaching profession can be highly demanding, which increases the risk of burnout, low job satisfaction, and subpar work output. While stress is a natural reaction to difficult or upsetting situations, chronic stress can lead to pathological conditions. (Seo, 2017). Depression in teachers can have a substantial impact on their health, productivity, and function, with pervasive consequences on their personal and professional lives (Seritan A.L., 2020).

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Moreover, Stressors are both environmental and personal circumstances that cause stress. Stress involves "emotional disturbances or changes caused by stressors." Stress is not only a response to an environmental stimulus but also a process through which individuals feel and confront the challenges and threats in their environment (Al-Qahtani & Alsubaie, 2020). In some information, despite its noble origins, teaching is one of the most taxing and stressful occupations. Their ability to produce high-quality work would be compromised by the demands, which would cause physiological and psychological strain. (Vallejos & Alfarez, 2023). Additionally, DepEd has implemented stress management strategies to help teachers cope with work stress, implementing webinars and seminars to help them manage the stress they face post-pandemic. An excessive amount of stress among educators could lead to the inadequate mental, emotional, and physical health of teachers and have an impact on their effectiveness, student-teacher rapport, and/or subsequently, as well as the students' performance (Mingao, 2017).

In addition, this study aims to examine the difficulties of teachers that can lead to stress and address the challenges of

teachers. In this study, the researchers will determine the cause of stress and the perceived stress level of teachers who are handling or teaching the MATATAG Curriculum.

MATATAG Curriculum

The Department of Education's (DepEd) MATATAG Curriculum was introduced to improve the national curriculum and determine the actual needs of Filipino students (Ferolino, 2023). An important step toward improving the K-12 Basic Education Program in the Philippines is the MATATAG curriculum. It recognizes the difficulties encountered, the needs of the twenty-first century, and the significance of assessment results in creating curricula. The suggestions made will direct the curriculum's recalibration to better prepare students for the future. The planned, executed, evaluated, and completed curriculum phases are all examined during the curriculum review (Lagbao, 2024). Moreover, in one of the districts of a medium-sized division in a highly urbanized city in Central Philippines, the purpose of this study was to ascertain the degree of occupational stress experienced by teachers in connection to their performance level throughout the school year 2021–2022 (Servinias, Obrero 2024). According to DepEd (2023), the MATATAG program hopes to address fundamental education challenges, particularly access and quality, pushing the mantra "no children of school age shall be left behind." In addition, The MATATAG Curriculum is a thorough framework that includes classes, exercises, and hands-on learning opportunities to keep students interested throughout their academic careers (Saro & Montejo, 2024). The curriculum comprises thoughtfully planned classes, exercises, and experiences that students participate in throughout their instruction. It is a crucial component of educational systems, greatly influencing the subjects and methods students learn to understand (Morilla & Saro, 2024).

Moreover, this study aims to examine the difficulties of teachers that can lead to stress and address the challenges of teachers. In this study, the researchers will determine the cause of stress and the perceived stress level of teachers who are handling or teaching the MATATAG Curriculum.

Statement Of the Problem

The researchers aim to examine the perceptions of stress among teachers in a public secondary high school in cluster I, Division of Pampanga, Philippines, during the academic year 2024-2025. The findings of the study will be the basis for a stress management program.

Specifically, this seeks to answer the following question.

- How may the perceived stress of the respondents be described?
- Based on the findings of the study, what stress management program may be proposed?

Significance Of the Study

This research aims to provide crucial information and knowledge regarding the chosen topic from the respondents, recent studies or thesis, and related sites needed for the expected importance to the individual as follows. This study will benefit the following:

Teachers. The stated data will guide the teachers to better understand the stress of their fellow teachers caused by the MATATAG Curriculum. Teachers handling the MATATAG

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curriculum will participate in the study by completing surveys and/or interviews to provide data on their perceived stress levels. Teachers will provide valuable insights into their experiences, challenges, and coping mechanisms, informing the study's findings.

Students. This study will help students become aware of the causes of stress that many teachers face and understand their teachers' difficulties. Students will benefit from the study's findings, which will create a positive learning environment and improve teacher well-being. They may receive indirect benefits from the study's findings, such as improved teacher-student relationships and a more supportive learning environment.

School Administrator. The data gathered in this study will help school administrators better understand the effect of the MATATAG curriculum on teachers and take action to address the problems that each teacher is facing. School administrators will be informed about the study's findings and will have a vested interest in implementing strategies to support teacher well-being. School administrators may use the study's findings to inform policymaking and resource allocation decisions.

Future Researchers. This study will serve as a helpful reference for the students who intend to conduct related research, precisely on The Perceived Stress Level of Teachers' Handling of the MATATAG Curriculum. Future researchers will build upon the study's findings, contributing to the existing research on teacher stress and well-being. Future researchers will advance knowledge on teacher stress and well-being, contributing to developing effective strategies to support teachers.

Scope and Delimitation

The study's scope will tackle the stress level of the Secondary Teachers at one of the clusters in Pampanga under the MATATAG Curriculum. The area of study is different schools in Cluster I, Magalang, Pampanga.

Methods

Research Design

This study employed a mixed-method sequential explanatory technique. The sequential explanatory design combined quantitative and qualitative approaches in successive phases of a single study. The quantitative method was applied in the first phase, and then a thematic analysis was used in the qualitative approach. A historical analysis approach was utilized to complement the questionnaire survey data in a two-phase analysis. The first phase involved the use of a quantitative method, which was followed by a qualitative approach that involved a thematic analysis. In a two-phase analysis, a historical analysis approach was used to augment the data from the questionnaire survey (Stewart et al., 2020). Utilizing statistical tools to analyze the data, the systematic procedure of completing a quantitative phase was followed by a qualitative phase employing techniques including content analysis and thematic analysis. Benefits of this technique were highlighted, such as a more thorough comprehension of perplexing phenomena, assurance and triangulation, and the capacity to address research problems that need both deep qualitative insights and numerical data. In summary, the mixed methods sequential explanatory design improved the research process by offering a thorough strategy for comprehending complex research issues.

Respondents/Participants

The respondents of this study are the 7 Teachers under the Matatag Curriculum at Cluster 1 in Magalang, Pampanga. The researchers will use purposive sampling techniques as their guide in choosing respondents. Purposive Purposeful sampling is a technique commonly employed in qualitative research to identify and choose information-rich cases linked to the phenomenon of interest. Although there are various deliberate sampling procedures, criterion sampling is the most typically utilized in implementation research. However, combining sample methodologies may be more appropriate for the goals of implementation research and more in line with current advances in quantitative approaches. This paper examines the principles and practices of purposeful sampling in implementation research, summarizes the various types and categories of purposeful sampling strategies, and recommends using single or multistage strategy designs, particularly in state implementation research. The respondents of this study are the 7 Teachers under the MATATAG Curriculum at Cluster 1 in Magalang, Pampanga. The researchers will use purposive sampling techniques as their guide in choosing respondents. Homogeneous sampling was used. This selection focuses on a group that has similar traits. This narrows down various investigated experiences, allowing for a more in-depth look at the details of that sub-grouping and streamlining the analysis procedure (Ni-Kolopoulou (2023).

Instrument

The researchers will gather data at Cluster 1 in Magalang, Pampanga, about the Perceived Stress Level of the 7 Teachers under the MATATAG curriculum using a standardized questionnaire as their research instrument.

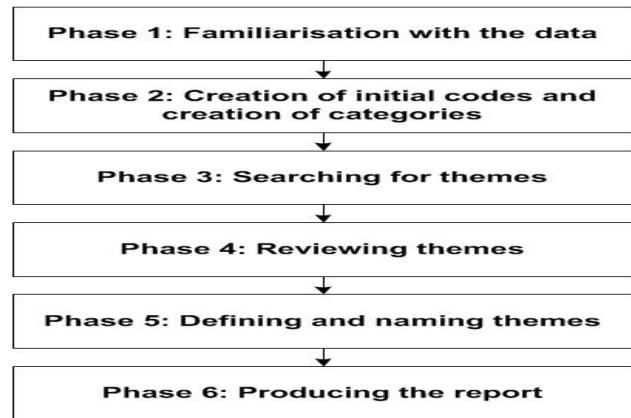
The researchers will gather data at Cluster 1 in Magalang, Pampanga, about the Perceived Stress Level of the 7 Teachers under the MATATAG curriculum using an interview guide as their research instrument.

Data Collection

Through a letter, the researchers requested the Teacher's permission to perform the study around CLUSTER 1. The researchers kept working on the study after it had been approved. To avoid interfering with the participants' respective classes, the researchers conducted the interview during their free time or during a break to collect the necessary data. The participants provided the necessary information, and the researchers then presented the study's contents, aim, and how the respondents' answers to the interview would be crucial for the research. The research examined, interpreted, and presented the results after the data collection. The researchers used homogenous sampling.

Before data collection, researchers obtained official approval through a letter request for interview questionnaire validation. Moreover, based on the quantitative findings, researchers conducted interviews with the participants, allowing them to freely share their perspectives on the topic. This open dialogue is intended to further investigate the perceived stress level of teachers by cross-validating participant responses and integrating both quantitative and qualitative data.

Data Analysis



Braun and Clarke first introduced their framework for thematic analysis in 2006, which has since gained significant traction across various disciplines. Their approach is characterized by its flexibility, allowing researchers to adapt it to different contexts while focusing on the subjective interpretation of participants' experiences and perspectives. This aligns with the interpretivist paradigm, emphasizing that reality is constructed through social interactions and personal experiences (DAWADI, 2020).

Statistical Treatment

The statistical tool researchers used in this study was a standard deviation to measure how dispersed the data is about the mean of the findings. A low or slight standard deviation indicates data are clustered tightly around the mean, and a high, significant standard deviation indicates data are more spread out. A standard deviation near 0 suggests that data points are relatively close to the mean, whereas a higher standard deviation shows that data points are spread out further from the mean. In the illustration, the curve on top is more spread out and has a more significant standard deviation, whereas the curve below is more grouped around the mean and hence has a lower standard deviation (Finding Using Health Statistics, n.d.)

Result and Discussion

Table 1 Perceive stress of the respondents

| Perceive Stress | Mean | Verbal Description |
|--|------|--------------------|
| 1. You feel rested | 2.22 | Often |
| 2. You feel that many too demand are being made on you | 2.07 | Often |
| 3. You are irritable or grouchy | 2.12 | Sometimes |
| 4. You have many things to do | 2.37 | Almost |
| 5. You feel lonely or isolated | 1.77 | Usually |
| 7. You feel you're doing things you really like | 1.92 | Usually |
| 8. You feel tired | 2.57 | Almost |
| 9. You fear you may not manage to attain your goals | 2.17 | Sometimes |
| 10. You feel calm | 2.22 | Sometimes |
| 11. You have too many decisions to make | 2.6 | Often |

| | | |
|---|-------------|-----------|
| 12. You feel frustrated | 2.3 | Often |
| 13. You are full of energy | 2.07 | Often |
| 14. You feel tense | 2.55 | Almost |
| 15. Your problems seem to be piling up | 1.9 | Usually |
| 16. You feel you're in a hurry | 2.1 | Often |
| 17. You feel safe and protected | 2.17 | Sometimes |
| 18. You have many worries | 2.32 | Almost |
| 19. You are under pressure from other people | 2.1 | Often |
| 20. You feel discouraged | 2.07 | Often |
| 21. You enjoy yourself | 2.15 | Sometimes |
| 22. You are afraid for the future | 2.45 | Almost |
| 23. You feel you're doing things because you have to, not because you want to | 2.07 | Often |
| 24. You feel criticized or judged | 2.1 | Often |
| 25. You are lighthearted | 1.9 | Usually |
| 26. You feel mentally exhausted | 2.4 | Often |
| 27. You have trouble relaxing | 2.1 | Often |
| 28. You feel loaded down with responsibility | 2.15 | Sometimes |
| 29. You have enough time for yourself | 2.25 | Sometimes |
| 30. You feel under pressure from deadlines | 2.4 | Often |
| TOTAL | 2.19 | |
| | | Sometimes |

Table 1 shows that the respondents' highest computed mean of 2.57 with the verbal description of "Almost" that they feel tired, followed by the statement they feel tense, which receives a 2.55 mean value with the verbal description of "Sometimes," and the statement they are afraid for the future which garnered a 2.45 mean value with the verbal description of "Sometimes", and the statement they have many things to do got the mean value of 2.37 with the verbal description of "Often", and the statement they have many worries garnered the mean value of 2.32 with the verbal description of "Often".

On the other hand, the statement their problems seem to be piling up. They are lighthearted" accumulated the same lowest mean value of 1.9, with the verbal description of "Usually" and the statement they feel lonely or isolated" with a 1.77 mean value with the verbal description of "Usually", and the statement they feel they are doing things they're really like obtained the mean value of 1.92, and the statement they feel they are making many too demand got the 2.07 mean value with the verbal description of "Often".

This simply shows that the respondent's cause of stress is being tired and tense. According to Kocalevent, et.al. (2011), feeling tired and tense can increase the stress level of a person.

When individuals are tired, their resilience diminishes, making them more vulnerable to stressors that would normally be manageable. While too much tension can increase stress, when individuals experience excessive tension, it can significantly raise their stress levels, placing considerable strain on both their bodies and minds. This tension often results in muscle tightness and discomfort, which can amplify feelings of anxiety and irritability. Consequently, even minor challenges may start to feel overwhelming for them.

Sequential explanatory data on the Perceived stress level of teachers

The discussion section should follow the order of the results section, clearly connecting the findings to the research questions they answer. The specific order is as follows: Family Influence in Career Choices, Passion for Teaching and Inspiring Others, inspiration to Teach, Stress, Classroom Noise, Excessive Paper, Resource Challenges in Education, Motivation and Reward, Mastering Time Management, Balance and Focus, Using Self-Love to Overcome Stress in Teaching, Emotional Management and Maintaining Professionalism in Teaching, Innovation in Education and Adapting to Modern Needs, Managing Stress, Emotional Resilience in Teaching, Flexibility in Teaching. The findings of the object were obtained from the participants.

Family Influence in Career Choices

They have had a fulfilling yet complex journey in their teaching career. Starting with a clear sense of purpose, they were encouraged by their older sister, who is also a teacher, and their classmates, to pursue this path. Their motivation was driven not only by personal inspiration but also by a deep desire to help their parents, reflecting a strong sense of responsibility and dedication. However, despite their commitment, they now regret their career choice. This suggests that, although they have been dedicated, they may not feel as fulfilled or aligned with their expectations as they once hoped.

This kind of feeling can be common after spending a decade in a profession, especially when the initial motivations—like helping their parents—haven't led to the satisfaction or joy they anticipated. It might be helpful for them to reflect on the aspects of teaching that have caused this regret and consider whether it is the nature of the work itself or external factors, like work-life balance or personal aspirations, that have led them to reconsider.

To regain a sense of purpose and satisfaction, it may be worthwhile to explore what they need in their current situation or future roles. Whether it's a shift in their approach to teaching, finding new ways to grow in their career, or taking a step back to evaluate their personal and professional goals, their feelings are valid. This self-reflection could be a crucial step toward realigning their passions and goals.

Family Influence research results show that family social capital factors include the father's occupation and the father's work unit, which greatly impact College students' employment intention. Finally, the researchers put forward relevant research suggestions: first, families respect college students' freedom of employment and provide strong support for job hunting; second, master students improve their employment confidence and reduce the family capital shortage in employment (Angel et al., 2022).

7 years na akong nag tuturo niyan kase dati nga 5 years sa Sta. Monica National High school and the 2 years dito nga yan sa September mag 2 years na And ano ngaba ang nakaka inspired bakit ako na inspired kumuha ng teaching kase yung ate ko yun nga yung ate ko ay nag tuturo sa elementary dito lang sa Sta. Lucia tas na inspired din ako kase yung mga classmate ko non kumuha din sila ng ano ng 18 unit sa DHVSU so ayun na enganyo ako din ako pero parang ngayon nag sisi nako (I have been teaching for seven years, starting at Sta. Monica, where I worked for five years. On September 2, I began my position at Rodolfo V. Feliciano Memorial High School, where I plan to stay for two years. My inspiration to pursue teaching came from my older sister, who teaches at an elementary school in Sta. Lucia. Additionally, my classmates encouraged me to take 18 units at DHVSU, which further motivated me. However, I now find myself feeling some regret about this career choice.) -TA1

I've been teaching in this career for a decade and I became a teacher to help my parents, and she is the one who inspired me in this profession (I've been teaching in this career for a decade, and I became a teacher to help my parents. She is the one who inspired me to pursue this profession.) -TD4

Passion for Teaching and Inspiring Others

Despite their youthful appearance, they are currently working as teachers, fueled by a profound passion for sharing knowledge with every student. For them, teaching transcends mere employment; it is a vocation and a true calling. Their aim is to inspire and educate others—not just to convey information but to create a significant impact on their students' lives. This commitment underscores their dedication to nurturing the minds and futures of those they teach, reflecting a sincere desire to promote growth and development in everyone.

Teacher's focus on "nurturing the minds and futures" of their students indicates a long-term vision. It involves planting seeds of knowledge, curiosity, and critical thinking that will flourish as the students' progress. This perspective suggests that they see their role as integral to the overall development and potential of their students.

Teaching is a profession that attracts those who are passionate about both learning and their discipline. (Sultemeier, 2014) The level of self-efficacy determines how persistent one may or may not be in carrying out an action. Individuals who have high expectations for both types of expectations are ensured greater success, as they will continue to be persistent when confronted by difficulties that hamper steady progress. (Stewart, 2017)

- Even the i look young so i work
- As decade now and maybe a became
- teacher because i want to a share
- knowledge every person and every
- people in there. (Even though I look
- young, I currently work as a
- teacher and aspire to share
- knowledge with every student.
- Teaching is not just a job for me.
- it's a passion to inspire and
- educate others.) -TB2

Inspired to Teach

They have been in the teaching profession for nearly three years, driven by a clear and purposeful dream: to inspire young people to believe in themselves and help them become better versions of themselves. This unwavering passion continually fuels their commitment to the profession. Their decision to pursue teaching has been profoundly influenced by their mother, who has significantly shaped their life and career choices.

Beginning their teaching journey in 2015, they are nearing a decade of experience, having worked in private and public-school environments. The initial inspiration for choosing this career came from observing the passion and dedication of their teachers. Witnessing the profound impact these educators had on their lives sparked a desire to replicate that positive influence, motivating them to become teachers themselves. Throughout their careers, they continue to draw from these early experiences, striving to provide the same encouragement and motivation they once received. There is now an increased incentive to consider new approaches to teaching as a provision has been made for staff promotions to be given primarily on teaching prowess, as opposed to the historical research focus only. (Campbell, 2013)

I've been in the teaching profession for almost 3yrs. My dream is to inspire the youth to believe in themselves and to help them be the better version of their own and that inspire me to be a teacher. My mom also plays a big role for me to become a teacher. (I've been in the teaching profession for almost three years. My dream is to inspire youth to believe in themselves and to help them become better versions of themselves. This passion inspires me to be a teacher. My mom also plays a significant role in my decision to become a teacher.) -TC3,

I been teaching 2015 so that will be almost 10 years both of part private and public school what are inspired tp become a teacher probably so may previous teacher i so how passionate there are teaching this is inspired. ("I have been teaching since 2015, which means I will have almost 10 years of experience in both private and public schools. I was inspired to become a teacher by my previous teachers, as I saw how passionate they were about teaching, and this inspired me.") -TE5

Stressful

They find teaching extremely stressful, with the pressure often beginning with something as straightforward as planning the week's lessons. The workload can feel overwhelming, and even at home, the stress persists as they try to determine the best ways to teach their students. This constant stress is a significant part of their professional life. Although they consciously try not to worry about how their students perceive them, the challenge of adapting to the newly introduced MATATAG Curriculum for Grade 7 is very real. This curriculum extends through Grade 12 and has changed how student assessments are conducted. One major shift is the move away from traditional paper tests, which many students are accustomed to, adding an extra layer of difficulty to the transition. As this is the first year of implementing the MATATAG Curriculum, these adjustments have been a source of stress for all educators, including them. The curriculum's new competencies differ from what teachers have previously known, requiring flexibility and adaptation. In particular, the influx of paperwork with these changes has added to their stress. Reflecting on the old curriculum, some teachers felt more comfortable with its structure and were familiar with navigating it. However, with the

MATATAG Curriculum being entirely new, they have found adapting to it quite stressful, as it requires new strategies, resources, and approaches to meet the updated educational standards in their country.

Research indicates that teachers face a multitude of stressors, including high workloads, classroom management challenges, and inadequate administrative support. A study found that 76% to 87.1% of teachers reported their stress levels as moderate or significant, with some experiencing "almost unbearable" stress (20%). Factors such as class size, student behavior, and the socioeconomic status of students contribute to heightened stress levels (Agyapong et al., 2022)

Actually, stress na stress ne maka stress ing maging mestra tutu kasi itapang isipan mu one-week isipan mupa maka nanu meng gawan ing lesson plan maka nanu meng turu kareng anak so andyang keng bale magobra ka so makanta ya ka stress na stress to the highest level ("Teaching is really stressful. Just thinking about the lesson plan for the week is overwhelming. Even when you're at home, you're still working and trying to figure out how to teach the kids. That's how stressful it is, it's incredibly stressful.") -TA1

As a teacher maybe i don't stress if a look my student but if you ask me how stress who i am today tha is because to work that decate today so in grade 7 they already change their curriculum and is call matatag curriculum is a the decate grade 12 but change wake we assess the student so maybe that one of the may factoe so we need to a look other activities that are now 10paper or paper text or there not aware the traditional.(As a teacher, I try not to stress about how I appear to my students. However, I do feel the pressure of adapting to the new curriculum that was introduced for Grade 7, known as the Matatag Curriculum. This curriculum extends up to Grade 12, and it has changed the way we assess students. One of the challenges is moving away from traditional methods, such as paper tests, which many students may not be familiar with.) -TB2

Since this school year is the first implementation of matatag curriculum the adjustment in the curriculum is what make us all stress. The adoption from the new competencies are also new to everyone but they are more flexible. (Since this school year marks the first implementation of the Matatag curriculum, the adjustments to the curriculum are causing stress for all of us. The adoption of the new competencies is also new for everyone, but they are more flexible.)-TC3

Stress in a sense that we were bombarded by paper works (Stress in a sense that we were bombared by paper works). - TD4

Previous curriculum i can say that i am already on how to direct myself in the old curriculum but since matatag curriculum is a new curriculum is become a little stressful because i need to get the box and uses just the cope our new curriculum in their country. (With the previous curriculum, I can say that I was already familiar with how to direct myself. However, since the Matatag curriculum is new, it has become a little stressful because I need to adapt and use the resources available to cope with our new curriculum in this country.)-TE5

Classroom Noise

They find the noise from students overwhelming and a significant source of stress. The noise can be distracting in the classroom, as some students are not paying attention and instead focus on their own activities. This lack of engagement makes it

challenging to foster a productive learning environment. Outside the classroom, the chaos continues, with the surrounding noise and disorder adding to their overall stress. It is particularly frustrating for them to see students not paying attention, as it undermines their practical teaching efforts.

Stress is not limited to student interactions; teachers also encounter challenges when working with colleagues. Not all coworkers are easy to collaborate with, and the workload can sometimes become overwhelming. Some colleagues are challenging to communicate with, which adds to the tension. While they often claim to be okay and not stressed, they recognize that managing different personalities in the workplace is unavoidable. Alongside these interpersonal challenges, the constant paperwork and the noise from students remain persistent sources of stress in their teaching careers.

Research shows that a high level of classroom noise can increase teacher stress. A study indicated that nearly 80% of educators report noise as a significant concern, with chronic exposure leading to various adverse effects, including stress, fatigue, distraction, and even increased blood pressure. Teachers working in noisy environments may experience vocal fatigue and absenteeism, which are indirect consequences of the stress induced by excessive noise. (Millett, 2022)

Yung ano yung ingay yung ingay ng mga bata tapos like yan diba dito sa loob ng class room maingay na may mga istudyante talagang dinaman talaga nakikineg no baon lang ang gusto nila tas yan sa labas den pinaka ano diyan yung ingay yung gulo yun yung parang diko a am conducive yun ano natin yung environment natin tas yon yun yung nakaka stress yung nakikita mong di nakikiniig yung mga ilan na istudyante atsyaka di lang yon minsan yung mga ano mga kasama mo den di latat ng ano sa aspetto ng trabaho reng kayabe mu minsan keng obra karin itang mabayat na ing obra makyabe lapa deng aliwang ka obra mu na masakit kasabi akung sumabi ok kami alakung stress karela dati mu talaga sa ibang ano syempre di nmn maiiwasan yung iba iba kayo ehh iba iba kayo ng personality (The noise from the kids is overwhelming. For example, in the classroom, it's noisy, and there are students who aren't really listening; they just want to focus on their own things. Outside, it's chaotic too. The noise and disorder in our environment don't help at all, and that's what makes it stressful seeing some students not paying attention. It's not just that; sometimes, it's also about your coworkers. Not everyone is easy to work with, and there are times when the workload is heavy. Some colleagues can be difficult to talk to. I often say that I'm okay and not stressed, but that's just how it is; you can't avoid the fact that everyone has different personalities.)- TA1

Paper works and of course the noise of the students. (Paperwork and, of course, the noise from the students.)-TD4

Excessive Paperwork

The Participants feel overwhelmed by the constant noise and disorder surrounding them. The classroom is noisy, with some students not paying attention and instead focusing on their activities, which adds to their stress. The chaotic environment, inside and outside the classroom, exacerbates the problem. They notice that not only the students cause disruptions; sometimes, but their coworkers can also be challenging to work with. Despite these difficulties, they tend to minimize their stress, often claiming that they are fine, even when it is evident that the pressure from

different personalities and a heavy workload is taking a toll on them.

A significant aspect of their role involves managing paperwork, which has become even more burdensome with transitioning to a new curriculum. The added forms and documents, such as Certificates of Enrollment, increase stress. They also recognize that classroom distractions prevent teachers and students from concentrating, emphasizing the need for engaging in activities to maintain order and capture students' attention amid the chaos.

The multi-related print paperwork of teachers is insurmountable even with the integration of technologies and state-of-the-art devices. Electronic forms of paperwork are also voluminous, contributing to teachers' experienced stress. Hence, teachers desire a degree of liberation from numerous printed-related tasks or electronic-related paperwork. This study aimed to examine the links between teaching-related paperwork and teachers' occupational stress. Hundani, Toquero et.al (2021).

Yung ano yung ingay yung ingay ng mga bata tapos like yan diba dito sa loob ng class room maingay na may mga istudyante talagang dinaman talaga nakikineg no baon lang ang gusto nila tas yan sa labas den pinaka ano diyan yung ingay yung gulo yun yung parang diko a am conducive yun ano natin yung environment natin tas yon yun yung nakaka stress yung nakikita mong di nakikinig yung mga ilan na istudyante atsyaka di lang yon minsan yung mga ano mga kasama mo den di lahat ng ano sa aspetto ng trabaho reng kayabe mu minsan keng obra karin itang mabatay na ing obra makyabe lapa deng aliwang ka obra mu na masakit kasabi akung sumabi ok kami alakung stress karela dati mu talaga sa ibang ano syempre di nmn maiwasan yung iba iba kayo eh iba iba kayo ng personality (The noise from the kids is overwhelming. For example, in the classroom, it's noisy, and there are students who aren't really listening; they just want to focus on their own things. Outside, it's chaotic too. The noise and disorder in our environment don't help at all, and that's what makes it stressful seeing some students not paying attention. It's not just that; sometimes, it's also about your coworkers. Not everyone is easy to work with, and there are times when the workload is heavy. Some colleagues can be difficult to talk to. I often say that I'm okay and not stressed, but that's just how it is; you can't avoid the fact that everyone has different personalities.)-TA1

Most of as i counter of paper work so if were just change study so maybe so a we feel stress compare to in less paper work in other country the teacher a gain a less paper work like if you notice have some document to sign we some paper make for example COE that you ask so if we will prepare that is other stress for as, of course if there is noise in the surrounding in there environment if will get easily distracted or will the student so ask a teacher is a flexible all times so wath you to do is noise in surrounding especially in this time so what what you going into so for me I'll go here are activities or there were just behave in order to get attention or just to a behave a because we need to manage our class all times.(A significant part of my role involves managing paperwork. The transition to a new curriculum means that we have more forms and documents to complete, which can be stressful. For instance, preparing documents like Certificates of Enrollment (COE) adds to our workload. Additionally, distractions in the classroom environment can make it difficult for both teachers and students to focus. Therefore, it's essential for us to create engaging

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activities that help maintain order and capture students' attention.)-TB2

Paper works and of course the noise of the students. (Paperwork and, of course, the noise from the students.)-TD4

Resource Challenges in Education

The Participants are dealing with insufficient teaching materials and facilities, as well as an excessive amount of paperwork. Despite these challenges, they acknowledge the importance of instructional materials in catering to their students' diverse abilities and learning preferences. They understand that effectively adapting to the MATATAG Curriculum requires having the appropriate resources to support various learning styles and ensure that all students' needs are addressed. This underscores their commitment to having the right teaching tools to create a more effective and inclusive learning environment.

Despite these difficulties, the teacher is fully aware of the critical role of "instructional materials" in facilitating diverse learning experiences. This indicates a strong pedagogical awareness—an understanding that varied materials can address students' different needs, whether in terms of cognitive abilities, learning preferences, or engagement.

A prominent issue highlighted in the literature is the lack of adequate teaching and learning resources. For instance, a study conducted in Kenya found that many small and medium-sized public secondary schools face significant challenges related to resource availability, including insufficient libraries, laboratories, and sports facilities. The principals surveyed reported that a substantial percentage of these schools assessed their resources as poor or average, indicating a critical need for improvement in the educational infrastructure. This lack of resources can undermine the quality of education and hinder students' academic performance. (Kilag et.al., 2024).

Lack of available teaching materials and also facilities and lots of paper works. (There is a lack of available teaching materials, facilities, and an excess of paperwork.)-TC3

1 Probably choosed i could be instruction materials because ask although power of student are diverse, you need deal different of kind of student preferences of learning and cope and also direct in the matatag curriculum. (I would probably choose instructional materials because, although students' abilities are diverse, you need to address the different preferences for learning and adapt to the Matatag curriculum.")-TC5

Motivation And Reward

The Participant feels particularly motivated, especially on Fridays, as they witness their students' achievements and progress—for example, the students at Sta. Monica is receiving honors, which provides a sense of relief from stress. The success and inspiration of these students serve as a strong motivator for them. Additionally, they recognize that salary plays a role in their motivation, indicating that financial compensation is an important aspect of their overall job satisfaction.

Seeing their students succeed, especially when they earn honors, brings them a sense of fulfillment, knowing that their efforts have contributed to their growth—the progress and achievements of the students at Sta. Monica helps alleviate the stress from daily challenges, making them feel appreciated and

validated in their role. This suggests that intrinsic rewards, such as witnessing the positive impact on their students, are significant motivators for them.

The acknowledgment of salary as a motivating factor indicates that while personal satisfaction from students' achievements is a major driver, external rewards like financial compensation also play a crucial role. It serves as a reminder that they need practical support—such as a salary—to sustain their work in this demanding field. This external motivator helps them meet personal needs and maintain job satisfaction, creating a necessary balance alongside the intrinsic fulfillment derived from student success.

Numerous studies have demonstrated that low salaries contribute to heightened stress levels among teachers. A report by the RAND Corporation found that teachers often earn less than their counterparts in other professions, which is a significant source of job-related stress. 59% of teachers reported frequent job-related stress, with low salaries among the top three stressors identified by educators. This financial anxiety affects not only teachers' well-being but also their job performance, attendance, and likelihood of remaining in the profession. A Stanford-led study highlighted that even in districts where teachers earn above-average salaries, financial anxiety remains prevalent. This anxiety can lead to decreased job performance and increased turnover rates, indicating that salary alone may not alleviate stress if it does not keep pace with the cost of living and other economic pressures (Spector, 2020).

Ano lang yung friday halimbawa ay dyosko friday na o tapus itang akakit mu na deng aliwang istudyante ma'am a makanyan makanyan halimbawa yung sa mga istudyante ko sa Sta. Monica ma'am makanini pu ana with honor kami itang balamu milalako ka stress a atin ku palang a inspired na anak wa itang a motivate ke ta tas itang sweldu ita makanta makanta mu ing kayi a manage. (I am moytivated when its friday You see some students, ma'am, acting this way and that. For example, my students at Sta. Monica are earning honors. You know, it relieves stress because there are inspired kids who motivate me. And then, there's the salary, of course.)-TA1

MASTERING TIME MANAGEMENT

The participant highlights the significance of effective time management in their role as Grade 7 teachers. They work hard to balance their responsibilities as teachers, managers, and partners, understanding that careful planning and scheduling are crucial for meeting all their commitments. By managing their time well, they can reduce stress by tackling tasks individually.

They also find comfort in listening to God's music, which helps them stay focused while completing their tasks, including paperwork. This suggests that structured time management and personal coping strategies allow them to handle their various roles and responsibilities more smoothly.

The participant recognizes that juggling multiple roles requires careful planning. A teacher, managers, and partners encounter various demands that necessitate effective time allocation. Their reliance on planning and scheduling reflects a strong sense of organization and prioritization. Concentrating on one task at a time prevents them from feeling overwhelmed, which in turn helps alleviate stress. This reveals an individual who values

structure and seeks to maintain control over their environment, ensuring they can fulfill each responsibility without feeling overburdened.

The Participants emphasize the importance of student interaction inside and outside the classroom. They recognize that managing stress is crucial for being effective as a teacher. The individual understands that if they cannot manage their stress, it may negatively affect their ability to engage with students and create a positive learning environment. They are careful not to project their stress onto their students, knowing that it could demotivate them and impact their study focus and motivation. This reflects the individual's commitment to maintaining a supportive atmosphere for their students, allowing them to thrive academically without being influenced by external stressors.

Effective time management is essential for teachers to balance their responsibilities, including lesson planning, grading, and administrative tasks. Research indicates that teachers who employ effective time management strategies experience lower stress levels and higher job satisfaction. A study found that teachers who participated in a training program focused on time management reported significant improvements in efficiency and focus, leading to enhanced learning productivity in the classroom (Sultoni, 2024).

Already we are in grade 7 that we need to manage the time right ,even work in schedule in a ethic schedule we need to manage budget our time so i manage my time a teacher i also manage time as manager and manage my time a partner with my a civil partner.(In Grade 7, effective time management is crucial. I strive to balance my responsibilities as a teacher, manager, and partner in my personal life. This requires careful planning and scheduling to ensure that I meet all my commitments.)-TB2

Managing my time is what help me cope up with stress by doing everything one at a time. (Managing my time helps me cope with stress by allowing me to do everything one at a time.)-TC3

Listening to God's Music and ofcourse the time management by managing my time I can finish my paper works one at a time. (Listening to God's music and, of course, managing my time allows me to finish my paperwork one task at a time)-TD4

Yes, definately because stress it is a mental phenomenon in as definately if you are stress sometimes affect it is not only personally are social life your student knowing a teaching you need deal with your stress to communicate have connections

The students. If you are stress probably sometimes a mood swing or change mood inside the classroom. (Yes, definitely, because stress is a mental phenomenon. If you are stressed, it can affect not only your personal life but also your social life. As a teacher, you need to manage your stress to effectively communicate and connect with your students. If you are experiencing stress, it can lead to mood swings or changes in your mood inside the classroom.")- TE5

Balance and Focus

The participant highlights the crucial role of time management and personal coping strategies in handling their workload. Listening to God's music calms them, helping them stay focused and centered. At the same time, effective time

management allows them to tackle tasks like paperwork step by step. This indicates that they view music as a spiritual or emotional tool that helps maintain their peace of mind, complementing their structured approach to managing their time.

By combining these two methods, they can reduce stress and manage their responsibilities more effectively. The blend of practical strategies, such as time management, with emotional support from music, creates a well-rounded approach to dealing with stress. Rather than relying on just one method, they integrate time management and personal coping practices into their routine. This reflects a holistic view of well-being, where they recognize the importance of structure and emotional resilience to navigate their various responsibilities successfully.

Maintaining a balance between professional responsibilities and personal life is essential for teachers to achieve job satisfaction and effectiveness. Research indicates that teachers who successfully manage their time and responsibilities report higher levels of fulfillment inside and outside the classroom. For instance, a study highlighted that intentional time management allows teachers to harmonize work and personal commitments, leading to greater well-being. (Askey,2024).

Listening to God's Music and ofcourse the time management by managing my time I can finish my paper works one at a time. (Listening to God's music and, of course, managing my time allows me to finish my paperwork one task at a time)-TD4

Using Self-Love to Overcome Stress in Teaching

The participant employs self-love as a key strategy for coping with stress in their teaching profession. They view teaching as a job and a personal commitment fueled by a genuine desire to be productive and make a positive impact. By reminding themselves of their intrinsic motivation, they stay grounded and focused, even when faced with challenges and stressors. This indicates that they rely on positive self-affirmation and a strong sense of purpose to maintain their dedication to their role, helping them navigate difficult moments with resilience.

The participant's use of self-love as a coping strategy highlights the importance of positive self-affirmation in managing stress. Rather than succumbing to negative feelings or burnout, they practice self-kindness and remind themselves of their deeper motivations. This approach emphasizes the value of mental and emotional well-being as a buffer against the pressures of teaching, underscoring the necessity of self-compassion in high-stress environments.

Research indicates that self-love plays a crucial role in mitigating stress levels. A study conducted by Neff and Germer highlights that self-compassion—an integral aspect of self-love—helps individuals cope with adversity more effectively. Those who practice self-compassion tend to recover more quickly from trauma and manage stress better than those who do not engage in self-kindness. This suggests that fostering a loving relationship with oneself can act as a buffer against the negative effects of stress (Patsi et al., 2016).

This me is funny , but self-love that will be strategies in ask cope my stress in teaching i always to myself to teach not because it is profession but i want to really want to become product with that way have a stressor .(This may sound funny, but self-love is a strategy I use to cope with my stress in teaching. I always remind

myself that I teach not just because it is my profession, but because I truly want to be productive, even when faced with stressors)-TE5

Emotional Management and Maintaining Professionalism in Teaching

The Participants acknowledge that stress is an inherent part of teaching, a reality they cannot escape due to the job's daily demands. They recognize that everyone has struggles, yet they strive to maintain a positive outward appearance. Comparing themselves to artists, they and their co-teacher at San Simon enter the classroom with cheerful demeanors to foster a positive student atmosphere. However, beneath this cheerful facade, they grapple with stress that they choose not to reveal, mindful of how it could impact their students' motivation and attention. This highlights their commitment to shielding their students from the stresses they face while creating a supportive and engaging learning environment.

The individual's choice to manage their emotions for the benefit of their students reflects a deep dedication to cultivating a nurturing and engaging classroom atmosphere. This approach allows them to protect students from negative emotions while effectively fulfilling their teaching responsibilities. Their actions demonstrate a conscious effort to shield students from external pressures, reinforcing the significance of student well-being in the educational process.

Emotions are complex reactions that connect an individual's environmental stimuli with physiological responses, behaviors, expressions, and subjective experiences. This intricate interplay is crucial for understanding how we navigate our daily lives and interact with others (Raehanun Febhillag et al.,2024).

Wa maka apeku ya ing stress kasi syempre ali mu keng pamanuru aldoldo syempre atin tamurin individual struggle's ne na pag daanan everyday so balamu artista kami kanta e nyang sinabi dapin itang ka co teacher ku karin keng san Simuan artista tanamaman lungub tana maman keng room gawan tane maman pikatulan itang balamu pakatulan mune mu ing sarili mu itang lungub ka diba makanyan pero deep inside stress ka emu naman papalto keng istudyante mu na makanyan ing situation kasi nga pati ila ela ma motivate na makiramdam keka ta makanita. (Stress can be impactful because you can't avoid teaching every day. Each of us has individual struggles that we face daily. It's like we're artists; even my co-teacher at San Simon is like that. We go in and try to make ourselves laugh, entering with a happy demeanor. But deep inside, there's stress that we don't show our students because it might demotivate them, and they might not pay attention.)-TA1

If talking about new curricula the a matatag curriculum, yes because i need to think other assessment a other that are traditional assessment so we need to look for pther option we need to look other way to how to teach on 21st century so the need a different factor that and then also we need to follow that in order to have ask matatag curriculum yes effectiveness (Regarding the new Matatag Curriculum, it's important for me to explore alternative assessment methods beyond traditional testing. We need to consider innovative ways to teach that are relevant in the 21st century, which requires adapting our approaches to meet the needs of our students effectively.)- TB2

Yes definately because stress it is a mental phenomenon in as definately if you are stress sometimes affect it is not only

personally are social life your student knowing a teaching you need deal with your stress to communicate have connections the students. if you are stresso probably sometimes a mood swing or change mood inside the classroom. (Yes, definitely, because stress is a mental phenomenon. If you are stressed, it can affect not only your personal life but also your social life. As a teacher, you need to manage your stress to effectively communicate and connect with your students. If you are experiencing stress, it can lead to mood swings or changes in your mood inside the classroom.")- TE5

Innovation in Education and Adapting to Modern Needs

The Participants emphasize the need to move beyond traditional testing methods in assessing students under the new MATATAG Curriculum. They believe exploring alternative assessment methods is essential to align with the evolving needs of 21st-century learners. Recognizing that teaching approaches must be innovative and adaptable, they express a desire to incorporate more relevant and modern strategies that evaluate student learning in diverse ways and enhance the overall learning experience. This perspective highlights their commitment to fostering an engaging and effective educational environment that meets the varied needs of all students.

The emphasis on "innovative and adaptable teaching approaches" underscores the participants' belief that educational practices must evolve to meet new demands. They understand that teaching methods and assessments need to be flexible and responsive to individual student's needs and the fast-paced, ever-changing nature of the world around them.

Innovation theory in education is a new field of scientific pedagogic knowledge. It is a paradigm of the inseparable unity and interconnection of the three main pedagogic processes in education: the creation of novelties, their mastering, and their application. (Nina M. Stukalenko et.al.,2016)

If talking about new curricula the a matatag curriculum, yes because i need to think other assessment a other that are traditional assessment so we need to look for pther option we need to look other way to how to teach on 21st century so the need a different factor that and then also we need to follow that in order to have ask matatag curriculum yes effectiveness (Regarding the new Matatag Curriculum, it's important for me to explore alternative assessment methods beyond traditional testing. We need to consider innovative ways to teach that are relevant in the 21st century, which requires adapting our approaches to meet the needs of our students effectively.)-TB2

Emotional Resilience in Teaching

The participant states that they do not feel affected by stress in the classroom because they are accustomed to it. They emphasize the importance of maintaining professionalism in front of their students, recognizing that teachers must remain composed despite challenges. The individual understands that visibly displaying their stress could negatively impact the students' motivation and hinder their ability to focus and learn effectively. This indicates that they value emotional control and professionalism and know that their behavior sets the tone for the classroom environment.

Their emphasis on professionalism suggests that they prioritize emotional regulation in front of students. They recognize that teachers are role models, and their emotional state can

significantly influence students' attitudes and behavior. They strive to create a stable and focused learning environment by maintaining a calm and composed demeanor.

The participant indicates that they do not feel affected by stress in the classroom because they have become accustomed to it. They emphasize the importance of maintaining professionalism in front of their students, recognizing that teachers must remain composed despite challenges. The individual understands that if they visibly display their stress, it could negatively impact students' motivation and hinder their ability to focus and learn effectively. This highlights their appreciation for emotional control and the importance of modeling professionalism, as they recognize that their behavior sets the tone for the classroom environment.

Their focus on professionalism suggests that they prioritize emotional regulation in front of students. They acknowledge that teachers are role models, and their emotional state can significantly influence students' attitudes and behaviors. They strive to create a stable and focused learning environment by maintaining a calm and composed demeanor.

The study revealed that this intention is negatively affected by job resources and self-efficacy. However, emotional resilience did not impact teachers' intention to quit. Based on the results, the article outlines avenues for further research and provides implications for strengthening teachers' emotional resilience (Dalia Bagdžiūnienė et al.,2023).

Wa maka apektu ya ing stress kasi syempre ali mu keng pamanuru aldoldo syempre atin tamurin individual struggle's ne na pag daanan everyday so balamu artista kami kanta e nyang sinabi dapin itang ka co teacher ku karin keng san Simuan artista tanamaman lungub tana maman keng room gawan tane maman pikatulan itang balamu pakatulan mune mu ing sarili mu itang lungub ka diba makanyan pero deep inside stress ka emu naman papalto keng istudyante mu na makanyan ing situation kasi nga pati ila ela ma motivate na makiramdam keka ta makanita. (Stress can be impactful because you can't avoid teaching every day. Each of us has individual struggles that we face daily. It's like we're artists; even my co-teacher at San Simon is like that. We go in and try to make ourselves laugh, entering with a happy demeanor. But deep inside, there's stress that we don't show our students because it might demotivate them, and they might not pay attention.)-TA1

Student interaction is very important inside and outside the classroom. If you don't know how to manage stress you cannot be effective. (Student interaction is very important both inside and outside the classroom. If you don't know how to manage stress, you cannot be effective.)- TC3

Yes, if you cannot handle your stress you cannot focus on what you are teaching. As a teacher it is important for us to know how to. Handle stress because that is part of our profession. (Yes, if you cannot handle your stress, you cannot focus on what you are teaching. As teachers, it is important for us to know how to handle stress because it is part of our profession.) -TC3

I need to assure that I will not pass my stress to my students kase as I answered the question number 5 baka maging unmotivated sila sa kanilang pag aarial. (I need to ensure that I do not pass my stress on to my students because, as I mentioned in question number 5, it might make them unmotivated in their studies.)- TD4

MANAGING STRESS

The Participant recognizes that student interaction is critical, not just within the confines of the classroom but also outside of it. This highlights the belief that fostering positive relationships and communication with students in various settings contributes to a more enriching educational experience. The individual acknowledges that effective teaching is about delivering content and managing personal well-being, particularly stress. Without proper stress management, they recognize that their ability to perform well as a teacher could be compromised, implying that emotional and psychological health directly influences professional effectiveness.

The Participant strongly desires to ensure that their stress does not affect their students. They recognize that projecting stress onto students can harm their motivation and focus, which could hinder their academic progress. This demonstrates an understanding of the emotional impact that teachers can have on their students and a commitment to maintaining a positive classroom atmosphere. The individual refers back to a previous point (likely made in a prior conversation or questionnaire) where they discussed the impact of stress on student motivation. This indicates consistency in their perspective on managing stress to create a conducive learning environment for students.

Teachers face a multitude of stressors, including classroom management, administrative responsibilities, and the pressure to meet diverse student needs. According to a study, approximately 44% of K-12 teachers report feeling burned out at work very often or permanently, with burnout rates in K-12 schools being among the highest across all professions. This chronic stress can lead to adverse outcomes for teachers and their students, as stressed educators may struggle to create a positive learning environment (Will, 2023).

Yes, if you cannot handle your stress, you cannot focus on what you are teaching. As a teacher it is important for us to know how to handle stress because that is part of our profession. (Yes, if you cannot handle your stress, you cannot focus on what you are teaching. As teachers, it is important for us to know how to handle stress because it is part of our profession.)- TC3

No. Kase sanay naman ako and as a teacher we need to be professional in front of our class if we show na stress kame maaaring mag lead sakanila na maging unmotivated. (No. Because I am already used to it, and as teachers, we need to be professional in front of our class. If we show that we are stressed, it may lead them to become unmotivated) - TD4

Yes, definitely because stress it is a mental phenomenon in as definitely if you are stress sometimes affect it is not only personally are social life your student knowing a teaching you need deal with your stress to communicate have connections the students. if you are stress probably sometimes a mood swing or change mood inside the classroom. (Yes, definitely, because stress is a mental phenomenon. If you are stressed, it can affect not only your personal life but also your social life. As a teacher, you need to manage your stress to effectively communicate and connect with your students. If you are experiencing stress, it can lead to mood swings or changes in your mood inside the classroom.") - TE5

Flexibility in Teaching

Indeed, there are many students, but you must set aside your personal feelings, especially when you are stressed. As a teacher, it is essential to be flexible in all situations. Therefore, you should avoid showing stress, as it might demotivate the students.

The emphasis on professionalism in the classroom indicates that the individual prioritizes emotional regulation in front of their students. They recognize that teachers are role models, and their emotional state can significantly influence students' attitudes and behaviors. They aim to create a stable and focused learning environment by maintaining a calm and composed demeanor.

The research examines the impact of flexibility on students, educators, and institutions, encouraging further exploration and evidence-based policy decisions. Beyond academia, the research suggests potential reshaping of the higher education landscape, positioning flexibility as a fundamental element to foster a more inclusive, supportive, and effective learning environment for students and educators. (Claude Müller et.al.,2024).

Syempre minsan nakaka ano din yon no nakaka a anong tawag dito madadame ladeng aliwang istudyanti ne pero isasan tabi mo kung ano man yung stress na meron ka syempre nga as a teacher kailangan sabi dapin dapat pag teacher ka kailangan flexible ka eganagana diyang mamanerak kaken mamag kanta kaken gawan mu emu papalto na stress ka kasi itapin ma unmotivated lareng anak("Of course, there are many students, but you have to set aside whatever you are feeling, especially when you're stressed. As a teacher, you need to be flexible in all situations. Therefore, you shouldn't show your stress because it might demotivate the students")- TA1

CONCLUSION

- Some teachers are being challenged by teaching. This situation can result in burnout, which is the emotional, physical, and mental exhaustion brought about by prolonged and excessive stress. High levels of perceived stress are evident in the respondents through pressures at work, tiredness, and decision overwhelm. Based on the results, Teachers implementing the MATATAG curriculum are experiencing varying stress levels, mainly due to the adjustments required by this new educational framework. While many educators appreciate the curriculum's focus on improving teaching methods, they encounter difficulties adapting to its structure, leading to increased stress. Research indicates that teachers often deal with burnout and emotional exhaustion from heavy workloads, negatively affecting their job satisfaction and performance.
- Implementing the MATATAG Curriculum has demonstrated promise in reducing stress levels among teachers by addressing earlier concerns about curriculum overload. By decreasing the number of subjects and learning competencies, this curriculum enables more profound engagement with essential content, enhancing teaching effectiveness and alleviating the feeling of being overwhelmed. Teachers have reported improvements in managing their workloads, contributing to a more supportive learning environment. However, challenges persist, particularly concerning the time constraints imposed by the shortened 45-minute class periods. Many educators experience increased stress due

to the pressure of delivering comprehensive lessons within these limited time frames, which can lead to exhaustion and frustration. This suggests that while the MATATAG Curriculum aims to foster a balanced educational approach, practical implementation issues still require attention. To further alleviate stress levels, educational authorities should consider extending class durations and providing ongoing professional development focused on time management and stress reduction techniques for teachers. Additionally, creating a supportive network among educators can enhance collaboration and resource sharing, further helping to reduce individual stressors.

- Teachers face various stressors, including classroom management, excessive tasks, and the need to meet diverse student needs. Educators should adopt a comprehensive approach incorporating mindfulness practices, effective time management, and clear boundaries between work and personal life to manage this stress effectively. Techniques such as deep breathing, meditation, and regular exercise can help alleviate anxiety and improve mental well-being. Prioritizing self-care through hobbies and adequate rest is essential for maintaining balance. Building strong support networks within schools also allows teachers to share resources and collaborate, reducing feelings of isolation. Using structured schedules and prioritizing tasks with tools like the Eisenhower Matrix, teachers can focus on what matters most and avoid feeling rushed. Setting realistic goals and learning to decline additional responsibilities can further help educators manage their workloads effectively.

RECOMMENDATION

- Teachers should consider using more coping strategies, such as self- and time management, and pursuing hobbies outside of teaching to provide mental breaks and rejuvenation.
- Add mindfulness activities such as deep breathing meditation or yoga to your daily schedule.

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