

SOURCE OF STRESS, STRESS TOLERANCE, COPING MECHANISM, AND TEACHERS' PERFORMANCE: BASIS FOR WELLNESS PROGRAM DEVELOPMENT

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ABSTRACT

This descriptive study aimed to determine the **source of stress, stress tolerance, coping mechanism, and teachers' performance** of elementary school teachers in the District of **San Dionisio**, school year **2017-2018**. The data were gathered through the use of a researcher-made questionnaire. The statistical tools employed were **frequency count, mean, t-test, ANOVA, Pearson-r, and Multiple Regression Analysis**. The result of the study revealed that the **number one source of stress** of elementary school teachers was **excessive paperwork or documentation**, which was described as **"high"**. Those who were **Master's Degree graduates and with high monthly income** had their **stress tolerance** described as **"high"**, while those classified by **age, sex, marital status, educational background, monthly income, and length of service** had an **"average"** stress tolerance. Their **coping mechanism** was also rated as **"average"**, while their **teaching performance** was considered **"average"** as well. Performance was **"very satisfactory"**. There was no significant difference in the stress tolerance and coping mechanism of elementary school teachers when they were classified as to age, sex, marital status, educational background, monthly income, and length of service. There was a significant difference in the teaching performance of elementary school teachers when classified as to age, sex, marital status, monthly income, and length of service but no significant difference when classified as to educational background. The best predictor of the teachers' performance was their sex, then their monthly income.