

## THE EFFECTIVENESS OF TEACHER SUPPORT SYSTEMS, STRESS MANAGEMENT AND PERFORMANCE IN CITY SCHOOLS DIVISION OF CABUYAO FOR S.Y. 2024-2025

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### ABSTRACT

Teacher well-being significantly impacts teaching effectiveness and student outcomes. Despite research emphasizing the roles of teacher support systems and stress management, their interconnected influence on teacher performance in specific contexts remains underexplored. This study addresses this gap by examining these relationships among 256 junior high school teachers in the City Schools Division of Cabuyao during the school year 2024-2025. Using a descriptive-correlational design, data were collected through surveys assessing teacher support, stress management, and self-reported performance. Analysis revealed strong teacher support systems correlated moderately with stress management ( $r = 0.527$ ,  $p < .001$ ) and weakly but significantly with performance ( $r = 0.219$ ,  $p < .001$ ). Stress management also showed a weak correlation with performance ( $r = 0.225$ ,  $p < .001$ ). Regression analysis confirmed that both support and stress management significantly predicted performance. These findings underscore the importance of comprehensive support systems and effective stress management in enhancing teacher well-being and performance. The study proposes Project E.N.H.A.N.C.E., a professional development program to address these areas in Cabuyao and suggests future research to explore the long-term impacts of such interventions. This research contributes valuable insights for improving teacher well-being and student outcomes in urban educational settings.

**Keywords:** Educational leadership, instructional effectiveness, professional development, stress management, teacher performance, teacher support systems

### METHODS

#### Research Design

The study used a descriptive-correlational quantitative research design to examine the relationship between teacher support systems, teachers' stress, and performance. This design is appropriate as it allows for systematic measurement, description, and analysis of the variables without manipulating them. A descriptive approach was utilized to present the extent and nature of teacher support systems, teachers' stress, and performance indicators, while a correlational method determined the strength and direction of relationships between these factors. By employing this approach, the study aimed to generate empirical evidence that can guide educational institutions and policymakers in implementing data-driven strategies to enhance teacher well-being and instructional effectiveness (Amirian et al., 2023).

## Sources of Data

The primary source of data for this study was the responses gathered from teachers in the City Schools Division of Cabuyao. These educators provided firsthand information regarding their experiences with institutional support, workplace stress, and overall job performance.

## Population of the Study

The target population of this study consisted of 256 public secondary school teachers under the City Schools Division of Cabuyao. These educators served as the primary subjects of the research, as they directly experienced the effects of institutional support, workplace stress, and performance expectations within their respective schools.

## Instrumentation and Validation

This study utilized three structured survey questionnaires as primary data collection instruments, each designed to measure one of the three key variables: institutional support, teacher stress, and teacher performance. The survey instruments consisted of closed-ended questions using a four-point Likert scale (1 = Highly Unfavorable, 4 = Highly Favorable) to ensure quantitative comparability. To ensure the validity and reliability of these instruments, a rigorous validation process was conducted, including expert validation, pilot testing, and statistical validation.

Following expert validation, pilot testing was conducted with a small group of teachers who are not part of the main study sample. After the pilot test, statistical validation techniques were applied to further assess the reliability of the instruments. The results of the Chronbach alpha were 0.736, for level instructional supervisors' skills, 0.723 for teachers' Motivation and 0.763 for teachers' performance interpreted as acceptable.

After the validation, the final version of the questionnaires was distributed to teachers in the City Schools Division of Cabuyao. The surveys were conducted in electronic form.

## Evaluation and Scoring

To determine the level of effectiveness of teacher support systems, level of stress management and level of teachers' performance, the assigned points, numerical ranges, categorical answers, and corresponding verbal interpretations for the Likert scale items are as follows:

Assigned Points	Numerical Ranges	Categorical Response	Verbal Interpretation
<b>Assigned Points</b>	<b>Numerical Ranges</b>	<b>Categorical Response</b>	<b>Verbal Interpretation</b>
<b>4</b>	3.25 - 4.00	Highly Favorable	Very High
<b>3</b>	2.50 - 3.24	Favorable	High
<b>2</b>	1.75 - 2.49	Unfavorable	Low
<b>1</b>	1.00 – 1.74	Highly Unfavorable	Very Low

## Data Gathering Procedure

The data gathering procedure followed a structured and systematic approach to ensure the accuracy, reliability, and validity of the collected information. This study exclusively gathered quantitative data through a structured survey questionnaire designed to measure institutional support, teacher stress, and teacher performance.

The process commenced with securing the necessary approvals from relevant authorities, including the City Schools Division of Cabuyao and the respective school administrators. A formal request letter was submitted to gain permission to conduct the study and administer the survey to the selected teacher respondents. After the approval was granted, coordination with school representatives was conducted to facilitate the smooth distribution of the research instrument. Throughout the data collection process, strict ethical guidelines were followed. All responses were kept confidential, and no identifying information was disclosed at any stage of the study.

## Statistical Treatment of Data

This study employed the following statistical analyses:

1. Weighted means and rankings described the respondents' levels of: a) teacher support systems (professional development, mentoring, administrative support, counseling services, peer collaboration); b) teacher stress management (physiological, cognitive, emotional regulation, behavioral, environmental, and professional strategies); and c) teacher performance (instructional competence, classroom management, curriculum implementation, assessment literacy, community engagement, and professional development).
2. Pearson's  $r$  determined the correlation between: a) teacher support systems and teacher stress management; b) teacher support systems and teacher performance; and c) teacher stress management and teacher performance.
3. Stepwise regression analyzed the predictive power of teacher support systems and teacher stress management on teacher performance.

## Presentation, Analysis and Interpretation of Data

### 1. Effectiveness of Teacher Support Systems in the City Schools Division of Cabuyao

**Table 1**  
**Effectiveness of Teacher Support Systems in the City Schools Division of Cabuyao**

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Professional development	3.49	Very High	4.5
2. Mentoring	3.52	Very High	1
3. Administrative support	3.49	Very High	4.5
4. Counseling services	3.50	Very High	3
5. Peer collaboration	3.51	Very High	2
<b>Overall Weighted Mean</b>	<b>3.50</b>	<b>Very High</b>	

Table 1 summarizes the findings on teacher support systems in the City Schools Division of Cabuyao, which show a very high level of support across all indicators, with an overall weighted mean of 3.50. Mentoring received the highest rating (3.52), followed by peer collaboration (3.51) and counseling services (3.50), highlighting strong support for teachers' professional growth and well-being. Professional development and administrative support, while also rated very high (3.49), had the lowest scores, indicating areas for improvement.

These results align with existing research emphasizing the role of teacher support systems in fostering job satisfaction and effectiveness. Studies by Manegdeg and Paglinawan (2024) and Mustaev (2023) reinforce the importance of mentoring, peer collaboration, and workload management in enhancing teacher self-efficacy. The findings highlight the need for continuous improvement in teacher support initiatives to create a more empowering teaching environment.

## Level 2. The level of stress management among teachers in the City Schools Division of Cabuyao

**Table 2**  
**Level of stress management among teachers in the City Schools Division of Cabuyao**

	Indicator	Weighted Mean	Verbal Interpretation	Rank
1.	Physiological strategies	3.01	High	4
2.	Cognitive strategies	3.00	High	5.5
3.	Emotional regulation strategies	3.02	High	3
4.	Behavioral strategies	3.03	High	2
5.	Environmental strategies	3.00	High	5.5
6.	Professional strategies	3.48	Very High	1
	<b>Overall Weighted Mean</b>	<b>3.09</b>	<b>High</b>	

The data presented in Table 2 show that the study on stress management among teachers in the City Schools Division of Cabuyao found that overall stress management practices are rated as "High" (3.09). Professional strategies received the highest rating (3.48, "Very High"), indicating strong reliance on professional networks, self-reflection, and workload management. Behavioral (3.03), emotional regulation (3.02), physiological (3.01), environmental (3.00), and cognitive strategies (3.00) also scored highly, reflecting a holistic approach to stress management.

Teachers actively use behavioral and emotional regulation strategies to cope with stress, aligning with Falaminiano and Orge (2023), who emphasized their role in sustaining job performance. However, the relatively lower focus on physiological, cognitive, and environmental strategies suggests areas for improvement. Research by Iancu et al. (2022) highlights the effectiveness of diverse interventions, including physiological and cognitive approaches, in stress reduction. Schools should enhance current stress management programs by incorporating these strategies while continuing to promote professional development, wellness initiatives, and a supportive work environment.

### 3. Level of teacher performance in the City Schools Division of Cabuyao

**Table 3**  
**Level of teacher performance in the City Schools Division of Cabuyao**

Indicator	Weighted Mean	Verbal Interpretation	Rank
1. Instructional competence	3.49	Very High	1.5
2. Classroom management	2.98	High	6
3. Curriculum implementation	3.48	Very High	3
4. Assessment literacy	3.01	High	4
5. Community engagement	3.49	Very High	1.5
6. Professional development	3.00	High	5
<b>Overall Weighted Mean</b>	<b>3.24</b>	<b>High</b>	

Table 3 illustrates the Level of Teacher Performance in the City Schools Division of Cabuyao. The analysis of teacher performance within the City Schools Division of Cabuyao reveals varying levels of proficiency across six key indicators. Instructional competence and community engagement achieved the highest scores of 3.49, interpreted as "Very High," indicating exceptional performance. Curriculum implementation followed closely with a score of 3.48, also categorized as "Very High." Classroom management received the lowest score of 2.98 ("High"), suggesting an area for improvement. Assessment literacy and professional development scored 3.01 and 3.00, respectively, both categorized as "High." The overall weighted mean was 3.24, reflecting generally high teacher performance, with areas for further growth.

The strong performance in instructional competence aligns with research emphasizing the value of direct instruction for enhancing student outcomes, particularly in literacy and numeracy (Pearson, 2024). The high score in community engagement highlights the importance of family and community involvement in education, contributing to improved student performance (Canley Vale High School, 2024). However, the lower score in classroom management indicates a need for improvement, as maintaining supportive learning environments is critical for effective teaching. The relatively lower ratings in assessment literacy and professional development suggest that continuous professional growth and the development of assessment competencies should be prioritized (DepEd Memorandum 017, s. 2025) to further enhance teaching effectiveness.

### 4. Relationship between the level teacher support systems and level of stress management in City Schools Division of Cabuyao

**Table 4**  
**Relationship between the level teacher support systems and level of stress management in City Schools Division of Cabuyao**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Teacher support system	$r = 0.527$ (Moderately Positive Correlation)	0.00017	Null Hypothesis	Significant

and stress management strategies			Rejected	
Significant @.05				

Table 4 shows analysis on the relationship between the level of teacher support systems and level of stress management strategies. The findings indicate a moderately positive correlation ( $r = 0.527$ ,  $p = 0.00017$ ) between teacher support systems and stress management strategies, suggesting that increased institutional support enhances teachers' ability to manage stress effectively. This correlation was statistically significant, leading to the rejection of the null hypothesis.

The results align with previous research emphasizing the importance of workplace support, such as mentoring, professional development, and administrative responsiveness, in contributing to teachers' well-being and stress management (Collie et al., 2020). A well-structured support system provides emotional, instructional, and organizational assistance, helping teachers develop resilience and apply effective stress management strategies (Bakker & de Vries, 2021). Schools that prioritize teacher well-being experience lower burnout rates and higher job satisfaction (Skaalvik & Skaalvik, 2022), underscoring the need to strengthen teacher support initiatives to improve stress management and foster a more productive teaching workforce.

**Table 5**  
**Relationship Between the level teacher support systems and Level of Teachers' Performance**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Teacher support sytem and teachers' performance	$r = 0.219$ (Weak Positive Correlation)	0.00008	Null Hypothesis Rejected	Significant
Significant @.05				

Table 5 reveals analysis on the relationship between the level of teacher support systems and level of teacher performance. For the relationship between level of teacher support systems and level of teacher performance, a Pearson  $r$  value of 0.219 was obtained interpreted as weak positive correlation and it has a  $p$ -value of 0.00008 which was lower than the test of significance at 0.05, therefore the null hypothesis is rejected, and there were a significant relationship between the level of teacher support systems and level of teacher performance. It implies that a high level of teacher support systems contributes to a high level of teachers' performance.

The findings indicate a weak but significant positive correlation ( $r = 0.219$ ,  $p = 0.00008$ ) between teacher support systems and teacher performance, suggesting that while institutional support contributes to teacher effectiveness, other factors may also play a role. Previous research highlights that teacher support systems, including professional development, mentoring, and



administrative assistance, enhance instructional quality and overall job performance (Darling-Hammond et al., 2020). While the correlation is weak, the significance of the relationship suggests that a supportive environment fosters teacher motivation, engagement, and instructional competence, ultimately benefiting student learning outcomes. Moreover, sustained institutional support helps teachers refine their pedagogical strategies, leading to improved classroom management and assessment literacy (Kraft & Papay, 2022). Strengthening teacher support programs can thus serve as a foundation for continuous professional growth and enhanced teaching performance.

**Table 6**  
**Relationship Between level teachers' stress management strategies and their level of performance**

Variables	Statistical Treatment (Pearson's)	p-value	Decision	Interpretation
Teachers' stress management strategies and their performance	$r = 0.225$ (Weak Positive Correlation)	0.00009	Null Hypothesis Rejected	Significant
Significant @.05				

Table 6 shows analysis on the relationship between the level of teachers' stress management and their level of performance. For the relationship between the level of teachers' stress management strategies and their level of performance, a Pearson  $r$  value of 0.225 was obtained interpreted as weak positive correlation and it has a  $p$ -value of 0.00009 which was lower than the test of significance at 0.05, it indicates that the null hypothesis is rejected, and there were a significant relationship between the level of teachers' stress management and their level of performance. It implies that high level of teachers' stress management contributes to high level of teacher performance.

The results indicate a weak but significant positive correlation ( $r = 0.225$ ,  $p = 0.00009$ ) between teachers' stress management and their performance. This suggests that while effective stress management contributes to better teaching performance, additional factors may also influence overall effectiveness. Research supports that teachers who implement strong stress management strategies, such as mindfulness, emotional regulation, and work-life balance, exhibit higher job satisfaction, resilience, and instructional effectiveness (Herman et al., 2020).

Moreover, stress management plays a crucial role in maintaining teachers' well-being, reducing burnout, and enhancing their ability to engage students effectively (Jennings et al., 2021). Educators who can regulate stress are more likely to sustain enthusiasm, creativity, and adaptability in the classroom, leading to improved student outcomes (Skaalvik & Skaalvik, 2022). These findings emphasize the need for schools to integrate wellness programs and mental health support to foster a positive teaching environment and sustain high levels of teacher performance.

## 2. Regression Analysis of Level of Teacher support systems and Level of stress management on the Level of Teachers' Performance

**Table 7**  
**Regression Analysis of Level of Teacher support systems and Level of stress management on the Level of Teachers' Performance**

Predictor	Dependent Variable	B	R2	ANOVA	p-value	Decision	Interpretation
Teacher Support Systems	Teachers' Performance	0.604	0.353	F=129.316	0.0000623	Null Hypothesis Rejected	Significant
Stress Management Strategies		0.332	0.462	F= 100.312	0.0000721	Null Hypothesis Rejected	significant
*Significant @ 0.05							

Table 7 reveals the predictive value of the level of teacher s The regression analysis reveals that both teacher support systems and stress management strategies have a significant impact on teacher performance. The analysis shows that teacher support systems ( $B = 0.604$ ) explain 35.3% of the variance in teacher performance ( $R^2 = 0.353$ ), with an F-value of 129.316 and a p-value of 0.0000623, leading to the rejection of the null hypothesis. This indicates a significant positive relationship between teacher support systems and performance. Similarly, stress management strategies ( $B = 0.332$ ) explain 46.2% of the variance in teacher performance ( $R^2 = 0.462$ ), with an F-value of 100.312 and a p-value of 0.0000721, also resulting in the rejection of the null hypothesis and confirming the significance of stress management in enhancing teacher performance.

The findings suggest that both teacher support systems and stress management strategies are key predictors of teacher performance. Effective teacher support, such as professional development and mentoring, coupled with stress management strategies, significantly contributes to enhancing teacher effectiveness in the classroom. Schools should continue to invest in these areas to further improve teacher performance and overall educational support systems and level of stress management to the level of teachers' performance. Previous research underscores the critical role of institutional support, including mentoring, professional development, and administrative backing, in enhancing teacher motivation and engagement, which in turn leads to improved student outcomes (Hwang et al., 2020). Furthermore, effective stress management strategies are vital for maintaining teachers' well-being and resilience. Studies show that educators who engage in stress-reducing practices, such as mindfulness, work-life balance, and effective coping mechanisms, report higher job satisfaction and improved instructional quality (Gustems-Carnicer & Calderón, 2022). Teachers with lower stress levels tend to demonstrate greater adaptability, creativity, and overall effectiveness in the classroom (Lavy & Eshet, 2022). These findings highlight the importance of schools prioritizing both teacher support systems and stress management programs to enhance teacher performance and, ultimately, improve student learning outcomes. balance, and effective coping mechanisms, report higher job satisfaction and



improved instructional quality (Gustems-Carnicer & Calderón, 2022). Teachers with lower stress levels tend to demonstrate greater adaptability, creativity, and overall effectiveness in the classroom (Lavy & Eshet, 2022). These findings highlight the importance of schools prioritizing both teacher support systems and stress management programs to enhance teacher performance and, ultimately, improve student learning outcomes.

### 3. Proposed Professional Development Program

The results indicate the need to propose a professional development program that will enhance teacher support systems, improve stress management, and ultimately boost teacher performance in the City Schools Division of Cabuyao.

#### **Proposed Professional Development Program: Project ENHANCE (Empowering, Navigating, and Harnessing Advancement for Nurturing Competent Educators)**

##### **RATIONALE**

Teachers play a vital role in shaping student success, yet they face challenges related to professional growth, stress management, and instructional effectiveness. Project E.N.H.A.N.C.E. (Empowering, Navigating, and Harnessing Advancement for Nurturing Competent Educators) aims to strengthen teacher support systems, enhance stress management strategies, and improve overall performance. Grounded in research findings, this program provides targeted interventions such as professional development training, mentorship, and wellness initiatives. By fostering a supportive and sustainable learning environment, this initiative ensures that teachers are well-equipped to deliver high-quality education while maintaining their well-being and professional growth.

**Professional Development Program Matrix: Project ENHANCE**

Phase	Objective	Activities	Time Frame	Persons Involved	Resources	Success Indicator
<b>Pre-Implementation</b>	To assess teacher needs and prepare the program	- Conduct teacher needs assessment survey	Month 1	School Heads, Teachers, HR, Guidance Counselors	Surveys, Data Collection Tools, Meetings	98% of teachers complete assessment
		- Organize focus group discussions with teachers				
		- Set baseline performance indicators				
<b>Implementation</b>	To provide	- Conduct	Month	Trainers,	Training	98% of

<b>n</b>	targeted interventions for teacher development	training on ICT integration and differentiated instruction	s 2-6	Mentors, School Leaders, Mental Health Experts	Materials, Online Platforms, Wellness Kits	participants apply strategies in teaching
		- Implement mentorship and peer collaboration sessions				
		- Stress management workshops				
		- Establish administrative support mechanisms				
<b>Post-Implementation</b>	To evaluate the program's effectiveness and ensure sustainability	- Conduct performance assessments and feedback sessions	Month 7-8	Teachers, School Leaders, DepEd Officials	Evaluation Tools, Reports, Stakeholder Presentations	98% of teachers show improvement in key areas
		- Develop a continuous professional learning community				
		- Present findings to stakeholders				

Project Project Empowering, Navigating, and Harnessing Advancement for Nurturing Competent Educators (E.N.H.A.N.C.E.) is a structured Professional Development Program designed to enhance teacher support systems, improve stress management strategies, and boost overall teacher performance. This initiative follows a three-phase approach: Pre-Implementation, Implementation, and Post-Implementation, ensuring a 98% success rate in fostering teacher growth and well-being.

The Pre-Implementation Phase focuses on identifying the specific needs of teachers through needs assessment surveys and focus group discussions. This phase establishes baseline performance indicators to tailor the program according to the challenges faced by educators in the City Schools Division of Cabuyao. School heads, teachers, HR personnel, and guidance counselors collaborate in gathering data using surveys and discussion tools, ensuring a well-informed foundation for the intervention. The Implementation Phase introduces targeted

interventions to support teacher development. This includes training on ICT integration and differentiated instruction, mentorship and peer collaboration sessions, and stress management workshops. Additionally, administrative support mechanisms are reinforced to provide teachers with a conducive and supportive working environment. Trainers, mentors, school leaders, and mental health experts facilitate these activities using training materials, online platforms, and wellness kits, equipping educators with the necessary skills and strategies to enhance their teaching effectiveness. The program's success during this phase is measured by the 98% application of acquired strategies in teaching.

The Post-Implementation Phase ensures the program's sustainability and effectiveness by conducting performance assessments, feedback sessions, and establishing a continuous professional learning community. Additionally, findings from the program are presented to stakeholders to gain further support and refinement for future initiatives. Teachers, school leaders, and DepEd officials collaborate in evaluating the outcomes using assessment tools, reports, and stakeholder presentations. The 98% improvement in key teaching areas signifies the program's effectiveness in enhancing teacher performance and stress management strategies.

Through Project E.N.H.A.N.C.E., educators receive holistic support, continuous learning opportunities, and well-structured stress management strategies, ultimately fostering a more effective and motivated teaching workforce.

## SUMMARY OF FINDINGS

### **1. Level of Teachers' support system as assessed by teacher-respondents**

The teacher support systems in the City Schools Division of Cabuyao are highly effective, with an overall weighted mean of 3.50. Mentoring received the highest rating (3.52), followed by peer collaboration (3.51) and counseling services (3.50). Professional development and administrative support scored 3.49, highlighting strong efforts in fostering teacher growth and well-being.

### **2. Level of stress managements as assessed by teacher-respondents**

Teachers in the City Schools Division of Cabuyao exhibit a "High" level of stress management (3.09), with professional strategies rated the highest (3.48, "Very High"), emphasizing networking, self-reflection, and workload management. Behavioral (3.03), emotional (3.02), physiological (3.01), environmental (3.00), and cognitive (3.00) strategies also contribute to stress reduction through social engagement, wellness practices, emotional regulation, physical well-being, and healthy lifestyle habits.

### **3. Level of teacher performance as assessed by teacher-respondents**

Teachers in the City Schools Division of Cabuyao exhibit a high level of performance (3.24), excelling in instructional competence and community engagement (3.49, Very High). Curriculum implementation (3.48) also ranked Very High, while assessment literacy (3.01) and professional development (3.00) were rated High. Classroom management scored the lowest (2.98, High), indicating an area for improvement. Overall, teachers are proficient in their roles, with a need to enhance classroom management and professional growth.

### **4. Relationship between the level of teachers' support system, level of stress management and teacher performance**

#### **4.1 Relationship between the level of teachers' support systems and level of stress management**

Teacher support systems and stress management strategies has a significant relationship with moderately positive correlation (Pearson  $r = 0.527$ ,  $p = 0.00017$ ).

#### **2. Relationship between the level of teachers' support systems and level of teacher performance**

The teacher support systems and teacher performance revealed a significant relationship but has weak positive correlation (Pearson  $r = 0.219$ ,  $p = 0.00008$ ).

#### **4.3 Relationship between level of stress management and level of teacher performance**

The teachers' stress management and their performance demonstrated a significant relationship but has weak positive correlation (Pearson  $r = 0.225$ ,  $p = 0.00009$ ).

#### **5. Regression analysis of the level of teachers' support system and level of stress management on the level of teacher performance**

Teacher support systems (35.3%) and stress management (46.2%) significantly contribute to the variability in teacher performance. Both factors have p-values lower than 0.05, confirming them as predictors of teacher performance.

#### **6. Proposed Professional Development Program**

Based on the results, Project Empowering, Navigating, and Harnessing Advancement for Nurturing Competent Educators (E.N.H.A.N.C.E.) is proposed which aims to strengthen teacher support systems, enhance stress management strategies, and improve overall performance..

### **CONCLUSION**

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

1. The teacher support systems in the City Schools Division of Cabuyao are highly effective.
2. There is a high level of stress management among teachers in the City Schools Division of Cabuyao.
3. The level of teachers' performance in the City Schools Division of Cabuyao is high.
4. Based on the findings on the relationship between teacher support systems, stress management and performance, the researcher concludes the following:
  1. The high level of teacher support systems contributes to a higher level of stress management.
  2. The high level of teacher support systems contributes to a high level of teachers' performance.
  3. The high level of teachers' stress management contributes to a high level of teachers' performance.
5. Teacher support systems and stress management are both significant predictors of teachers' performance.
6. Project Empowering, Navigating, and Harnessing Advancement for Nurturing Competent Educators (E.N.H.A.N.C.E.) needs to be proposed and to be implemented in order to strengthen teacher support systems, continuous learning, and stress management, fostering a motivated and effective teaching workforce for improved educational outcomes.

## RECOMMENDATIONS

Based on the study's findings, the following recommendations aim to enhance teachers' support system, stress management strategies, and teachers' performance. These are directed toward key stakeholders and future researchers to foster continuous improvement in education.

1. School leaders should enhance mentoring programs, peer collaboration, and stress management initiatives while expanding professional development opportunities.
2. School leaders should implement structured wellness programs, promote workload management strategies, and facilitate networking opportunities to support teachers' mental health.
3. Learning and development coordinators should provide targeted training in classroom management, strengthen mentoring initiatives, and encourage participation in professional learning communities.
4. Based on the findings on the relationship between teacher support systems, stress management and performance, the researcher recommends the following:
  - 4.1 Policymakers must institutionalize workplace wellness policies, allocate funding for school-based psychological services, and incorporate mental health programs into teacher support frameworks.
  - 4.2 School administrators and instructional supervisors should implement data-driven teaching strategies, technology-enhanced professional development, and interdisciplinary collaboration opportunities to optimize teacher performance.
  - 4.3 School administrators and instructional supervisors should introduce structured workload management policies, time management training, and designated reflection periods within the school schedule, while also establishing peer wellness committees to proactively prevent burnout to ensure work-life balance for teachers requires
5. School administrators should integrate Project E.N.H.A.N.C.E. into the school's improvement plan to strengthen and sustain teacher support, continuous stress management and improved teachers' performance.
6. Future researchers should explore the long-term impact of support systems and stress management on teacher retention and student outcomes while identifying best practices to improve teaching effectiveness. These actions will help improve Project E.N.H.A.N.C.E. to create a more supportive environment, reducing stress and enhancing overall teacher performance.

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