

# Grievance and Discipline Management and Performance as Mediated by Teacher's Morality

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## Abstract

The study aimed to determine the impact of grievance and discipline management and performance as mediated by teachers' morality.

The descriptive research design was used to gather information about prevailing conditions or situations for the purpose of description and interpretation.

The researcher used one hundred fifty-five (155) descriptive research because of its appropriateness. Specifically, the descriptive survey was utilized since the researcher administered survey questionnaire to teachers in San Francisco District in determining the impact of the implemented Grievance and Discipline Management and Teacher's Performance as mediated by the Teachers Morality.

Study also revealed that Discipline Management has both direct and indirect impact on teachers' performance as mediated by teacher's morality. Thus, partial mediation exists. Teacher-respondents are fully aware of the discipline management as to grounds and penalties; thus, this improved their morale and helped them exhibit excellent performance.

Study proved that: The morality of the teachers practiced at work significantly mediate the relationship between the implemented Grievance Management Process and the level of teacher's performance; The morality of the teachers practiced at work significantly mediate the relationship between the level of awareness of the teachers toward Discipline Management and the level of teacher's performance.

The study recommends good grievance and discipline management in handling concerns and issues.

Future research may replicate the findings of this study by selecting larger sample which could give affluent, in-depth, and well-substantiated conclusion.

*Keywords: Grievance; Discipline Management; Teacher's Morality; Teacher's Performance;*

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Grievance, as defined in DepEd Order No. 35, Section 2004, relates to work-related discontent or dissatisfaction expressed verbally or in writing and, in the perspective of the aggrieved teacher, ignored or dropped without consideration. It is where the management needs to cross the threshold; they should settle it through a fair and just grievance process. It is a challenge for the school administrators to deal with and address these kinds of issues with the intention of resolving them as early as possible.

This paper examined the impact of teacher's grievance management process on organizational performance as mediated by teacher's morality. The study proved that effective management of teacher's grievance is essential for harmonious workplace relationship, bolstering of teacher's loyalty and commitment, as well as improvement of overall organizational productivity and performance.

Conversely, lack of or poor teacher's grievance management in organizations gives rise to negative organizational outcomes such as reduced productivity, absenteeism problem, disobeying of orders, indiscipline behavior and reduced quality of work. Effective teacher grievance management is vital for effective harmonious management-labor relationship which helps to enhance organizational performance. It is recommended, among other things, that grievances be managed as soon as they are reported in order to avoid the negative consequences of unresolved grievances in the workplace. Furthermore, a grievance management strategy should be established that leaders will utilize as a guide to manage grievance occurrences inside the workplace in order to ensure harmony and improve teachers' morale which is important for organizational improved performance. Organizations should ensure that those in charge of teacher's grievance management are well trained to enable them handle grievance and conflict issues very well and should also educate their teachers about grievance process arrangement available in their organization, and the need to follow laid down grievance procedure when presenting their grievances.

### **Background of the Study**

Teachers who exhibit both professional and personal traits are also people; they make mistakes just like everyone else. There are situations that could cause them to feel uneasy and dissatisfied at work. These circumstances account for the fact that, despite their earnest commitment, teachers sometimes take actions that violate the institution's regulations and policies (Lucilla, 2015).

Considering the number of public elementary school in Laguna province and the number of teachers working in each institution, they are all working in fulfilling DepEd's mission and vision despite their diversity. It is a significant task for teachers to finish eight hours of work while overcoming disagreements and doing their jobs with mutual respect. They came from diverse backgrounds, education, and experiences. These, become the reasons why teachers experience discomfort in the workplace and end up with misunderstanding. This may later jeopardize the established accommodating work environment. The reasons of grievance between teachers include pay scale inequities, leave allowed, management attitude, favoritism, age discrimination, behavior of seniors, workload, parental attitudes toward teachers, indiscipline, promotion, injustice, and religious variations are all examples of differences.

Aside from the dissatisfaction of teachers when they feel that improper treatment. Another source of frustrations is dealing with coworkers or co-teachers. Misconduct and deficient performance and other misdeed, which are all against institutional policy, call for administrative discipline. The researcher noticed that in the public elementary schools established within the province, delinquent bureaucratize practices exist. Common practices like tardiness, frequent absenteeism, not wearing proper uniform and other administrative concerns like deficient performance and even misconduct also need instantaneous attention of the administrator. There are times that the school administrators do not properly address these. These practices tolerated unconsciously by the school authorities by keeping matters "within school premises." They choose to protect the person by not raising the issue to the proper authority for the sake of good reputation of an educational institution thus, resulting for the teachers to repetitively commit the unacceptable behavior. Keeping oneself out of the inquiry process is one of the reasons why this scenario arises in today's educational

platform.

The achievement of educational goals is mostly the responsibility of a teacher and a school administrator. If a teacher keeps on committing undesirable behavior or poster dissatisfaction toward work, it will affect his performance professionally and personally. Thus, the successful teaching learning process is much affected. Considering the above-mentioned scenarios, the researcher found herself reflecting on varied perceptions referring to professional but keep on committing mistakes and proving that he is not afraid with whatever consequences he may receive. She thinks that the teacher is not aware with what will happen next if he keeps on committing those deplorable behaviors or even with the mandated policies of an institution in addressing such offenses. The researcher asked her colleagues on how much they know about the process in handling employees' misbehavior and the corresponding disciplinary measures on it. Most of her coworkers are unfamiliar with the procedures for processing grievances and disciplinary actions. Their responses fueled the researcher's motivation to carry out this study and uncover dependable and consistent answers to her questions regarding why a professional teacher continually commit undesirable work behavior despite the presence of mandated policies. These policies primarily aim to safeguard teachers and assist them in carrying out their duties properly and efficiently.

### **Theoretical/Conceptual Framework**

As defined by the Social Contract Theory, morality is a set of standards governing behavior that reasonable people would accept if others did as well. Teachers' moral and/or political obligations, according to this view, are dependents on a contract of agreement among themselves to construct the society in which they live. It means that teachers' compliance toward their work responsibilities was based on their agreed circumstances.

This also suggests that people tend to commit mistakes in the absence of rules and regulations that should be governing them. Ignorance is not an excuse but is one of the key reasons why human kept on doing and repeating actions in congruence to the law set by an institution. Teachers who are unaware of an institution's current norms and regulations may perform behaviors that violate the institution's prescribed standards.

The grievance procedure employed by different employers may change slightly, but if it complies to the ACAS Code advice, it is likely to be a process. The informal approach entails speaking with the teacher who has made the complaint in order to understand how they want the matter resolved. The goal of the informal approach is to try to prevent the matter from escalating and to settle the problem early on. It is important during this stage to listen to and consider what the employee has to say, to reassure them that the complaint is being taken seriously and that it will be addressed. If an informal approach is not appropriate or does not address the grievance, the supervisor must act. Formal meeting involves holding a grievance hearing with the teacher. Colleagues or a coworker has the legal right to accompany a teacher to a grievance hearing. The meeting provides an opportunity for them to explain the complaint and provide details, information, or evidence to back it up. The administrator's goal should be to establish facts such as who, what, where, when, why, and how the issue arose. If a grievance investigation is required, it will include interviews with witnesses and anybody else engaged in the case. This will help to clarify the complaint and establish the facts of the case. The teacher should be informed of the decision. If the complaint is upheld, it may be settled now. However, if it is partially upheld or rejected, or if the teacher remains dissatisfied, the process may go to the next step. The outcome of the grievance should notify the individual of their right to file an appeal. The appeal hearing chair should then evaluate why the teacher is appealing the decision and what resolution he is seeking. Before making an appeal decision, the case should be thoroughly reviewed, the grounds for appeal investigated, and all relevant factors should be considered fairly. The appeal is typically the last step in the grievance process.

Wedaga (2012) listed the following grounds for disciplinary action: dishonesty, oppression,

neglect of duty, misconduct, disgraceful and immoral conduct, being notoriously undesirable, discourtesy in the course of official duties, inefficiency, and incompetence and incompetence in the performance of official duties, conviction of a crime, unauthorized solicitation, violation of existing Civil Service Law, falsification of official documents, unauthorized absences or tardiness, habitual drunkenness, gambling prohibited by law, refusal to perform official duty, immoral or dishonest, physical or mental incapacity, borrowing money by superior officers from subordinates, lending money at usurious rates of interest, willful failure to pay just debts or to pay taxes due the government, and engaging in partisan political activities.

According to Scheepers (2016), a proven breach of duty is punishable by dismissal from the service. Different institutions around the world took the same disciplinary action. Employees cannot be disciples for misconduct committed by them if they were unaware and indifferent to the idea that the misconduct was criminal and breached a workplace rule, according to Breed (2014). It denotes that awareness toward grounds for disciplinary action is particularly important and teacher should poster full awareness on this aspect.

When a teacher is dissatisfied, his performance may suffer. In fact, the process of imparting education to students is dependent on the teacher's performance. Therefore, many factors contribute to it. A good teacher must not only teach in such a way that he or she can satisfy the class with his or her prominent teaching style, but also manage time and other factors. Teachers' performance can be broadly categorized into three key categories, namely task performance, contextual performance, and adaptive performance (Bakker et al., 2010). Task performance refers to the set of behaviors that a teacher exhibits when recognizing and comprehending that the organizational goals have been highlighted and explored (Cai et al., 2006). The technical behavior and activities involved in the teacher's job are referred to as task performance (Griffin et al., 2000). In this section, the employee's ability to perform technical tasks is evaluated (Borman et al., 1993). From the standpoint of teaching, task performance refers to a set of regulated job behaviors that a teacher can engage in. Instructional effectiveness, teacher-student connection, and instructional value are all components of teacher task performance (Cai et al., 2006). Aside from task performance, contextual performance refers to the activities of employees that do not contribute to the technical core but support the organizational, social, and psychological environment in which the organizational goals are pursued (Borman et al., 1993). It comprises of job morale, job dedication, and teacher aid and cooperation (Cai et., 2006). Finally, adaptive performance includes dimensions such as dealing with emergencies, dealing with stress at work, solving problems creatively, demonstrating interpersonal adaptability, and demonstrating physically oriented adaptability (Pulakos, et al., 2000). These three types of teacher performances influence one another. Furthermore, they are equally important in contributing to a teacher's overall performance (Conway, 1999).

An employee cannot do effective work if he is experiencing dissatisfaction with his supervisor or the organization in general, Ubeku (1975; 211). The despair he feels as a result of his grievances will impair his morale and, as a result, his efficiency, whether he appreciates his job or not. Morality is made up of four parts. According to consultant Lynn W. Swaner, moral sensitivity is the ability to see how our actions affect others, moral judgment is the ability to correctly reason about what should be done in a specific situation, and moral character is the courageous persistence in the face of fatigue or temptations to take the easy way out.

**Table 1.** Test of Relationship Between Grievance Management Process and Morality

Grievance Management Process	Morality of the Teachers			
	Sensitivity	Judgement	Motivation	character
Informal	.503**	.451**	.468**	.523**
Formal	.604**	.558**	.579**	.681**
Investigation	.505**	.453**	.471**	.550**
Outcome	.462**	.465**	.431**	.515**
Appeal	.498**	.500**	.464**	.558**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Using Pearson r correlation analysis reveals the respondent's perception as regards to Grievance Management Process is significantly related to Morality of the Teachers as to sensitivity, judgement, motivation, and character.

Teachers tend to commit mistakes in the absence of rules and regulations that should govern them. Ignorance is not an excuse but is one of the key reasons why a person kept on doing and repeating actions in congruence to the law set by an institution. Teachers who are unaware of an institution's current norms and regulations may perform behaviors that violate the institution's prescribed standards. As a result, disagreements or dissatisfaction will be voiced through grievances. Their unhappiness may lead to inappropriate behavior against coworkers or even management.

Meanwhile when grievance management is well implemented, morale improves, commitment increases, and even organizational citizenship behavior emerges, all of which are critical for greater organizational performance. Kottawatta et al., (2016) cited that the traditional motivations for discipline and discharge are the results of a grievance. They added contract interpretation as a new cause of action. Individuals occasionally fail to follow an institution's current norms and regulations, and most of the time they behave disrespectfully toward their superior or colleague. Such inappropriate behavior may be grounds for disciplinary action implemented by management.

**Table 2.** Test of Relationship Between Grievance Management Process and Teachers' Performance

Grievance Management Process	Teacher's Performance		
	Task	Contextual	Adaptive
Informal	.587**	.496**	.449**
Formal	.606**	.604**	.561**
Investigation	.615**	.510**	.463**
Outcome	.634**	.508**	.429**
Appeal	.591**	.530**	.456**

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 18 showed that using Pearson r correlation analysis it reveals that the respondent's perception as regards to Grievance Management Process is significantly related to Teacher's Performance as to task, contextual, and adaptive.

People are critical to an organization's survival and efficiency. The ability of management to ensure everyone's grievances are handled impartially, justly, and fairly is a benefit for any management team, as proper management of teacher's grievances ensure a harmonious connection between management and workers. When there is harmony between management and teachers, they will become more devoted, which causes them to put in more effort, which helps to increase performance.

According to Melchades (2013), "employee performance is affected by any type of grievance, and grievance management deals directly with workers and all that concerns them, so it can influence worker performance and organizational productivity."

**Table 3.** Test of Relationship Between Discipline Management and Morality

Awareness Level Toward Discipline Management	Morality of the Teachers		
	Sensitivity	Judgement	Motivation
Grounds	.702**	.660**	.644**
Penalties	.707**	.665**	.681**

\*\*. Correlation is significant at the 0.01 level (2-tailed)

Using Pearson r correlation analysis reveals the respondent's perception as regards Awareness level Toward Discipline Management is significantly related to the Morality of the Teachers as to sensitivity, judgement, motivation, and character.

It can be interpreted that when a teacher knows the corresponding penalties for his/her unwanted behavior, there is a high tendency of avoidance in committing such undesirable behavior because teacher is afraid of the consequences of his misdeed. Disciplinary action, in the perception of the employee or teacher is punishment for wrong doings and this can be one of the reasons why they are afraid to any corrective measures coming from the administrator or management.

People would always perform well on the job in an ideal world, and managers would never need to impose discipline. Unfortunately, administrators must discipline their personnel. The type of discipline and how it is administered have an impact on the morale of the employee who is subject to discipline as well as other employees in the organization. The appropriate kind of discipline ensures future employee performance and can even boost staff morale.

According to Wise Step, regular and fair application of workplace discipline reinforces the norms established for workplace conduct and enhances person morale. They know where they stand and how they are expected to behave when workplace standards are explicit, apply to everyone, and are routinely enforced. They are more inclined to follow workplace regulations if they know they will be enforced, lowering the likelihood of disciplinary action in the future.

**Table 4.** Test of Relationship Between Disciplinary Management and Teacher's Performance

Awareness Level Toward Discipline Management	Teacher's Performance		
	Task	Contextual	Adaptive
Grounds	.773**	.729**	.719**
Penalties	.675**	.742**	.732**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Using Pearson r correlation analysis, reveals the respondent's perception as regards to teachers' performance is significantly related to the awareness level towards discipline management as to ground and penalties.

Teachers will behave and fear losing their jobs if they are aware of the grounds and consequences that they may face as a result of their conduct. Meanwhile, if they are unaware of it, they will tend to act without thinking about how their decisions and actions might influence others. The data above shows that the teachers are fully informed and accountable for every decision and consequence they make.

According to Los Reyes (2017), disciplinary action is used to address issues connected to poor performance or unacceptable behavior. It should be applied fairly and consistently, with an emphasis on resolving the problem rather than penalizing the teacher. Teachers will be reminded of the quality of their current performance and the desired performance through disciplinary action.

Teachers are uncomfortable with disciplinary action like an instance that their administrator tells

them that their performance does not meet the standard (Budd et al., 2008). Disciplinary action on the perception of employee is a threat or ground for losing their present job or career. It also implies being uncompetitive in work.

**Table 5.** Test of Relationship Between Morality of the Teachers at Work and Performance

Morality of the Teachers	Teachers' Performance		
	Task	Contextual	Adaptive
Sensitivity	.707**	.762**	.818**
Judgment	.757**	.721**	.780**
Motivation	.711**	.776**	.810**
Character	.741**	.763**	.806**

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Using Pearson r correlation analysis reveals the respondent's perception as regards to morality of the teachers is significantly related to teachers' performance as task, contextual and adaptive performance.

A teacher is expected to carry out his career professionally while maintaining a high morale, since good performance would undoubtedly affect the quality of teaching. If teachers' morale at work declines, the results of their work (performance) for which they are responsible will not be maximized, and organizational goals will not be maximized.

Individuals who work with a strong work ethic or morale are very committed to their work and are more satisfied at work (Abbasi and Ghulam, 2012) and based on research by (Sudirman et al., 2019) revealed that the work ethic or morale has a positive impact on performance improvement.

**Table 6.** Mediating Effect of Teacher's Morality on the Relationship Between the Implemented Grievance Management Process and the Level of Teacher's Performance

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.1703	.0452	.0809	.2596	3.7655	.0002
Indirect	.4236	.0860	.2656	.6019	4.9256	.0002
Total	.5938	.0592	.4768	.7108	10.0282	.0000

  

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Grievance --> Morality	.5404	.0596	.4226	.6582	9.0619	.0000
Grievance --> Teacher's Performance	.1703	.0452	.0809	.2596	3.7655	.0002
G --> M --> TP	.4236	.0860	.2656	.6019	4.9256	.0002



It shows that the morality of the teachers practiced at work has a partial mediating effect on the relationship between grievance management process and teachers' performance.

Grievance Management Process has both direct and indirect effects on Teachers' Performance thus, partial mediation exist.

If the Grievance Management Process is effectively carried out in the school, it will have a significant impact on the morale of the teachers. They will never face unjust treatment, disappointment, or other workplace concerns. Harmonious partnerships will increase teachers' confidence and morale.

Meanwhile, if teachers have excellent morale, it indicates they are content and are not immediately distracted by other issues or circumstances at school; as a result, teacher performance will be affected substantially. They are motivated, inspired, and complete tasks on time while additionally supporting other co-teachers beyond their job description. This would subsequently benefit the school's overall productivity and performance.

For an instance, a teacher cannot do effective work if he is experiencing dissatisfaction with his supervisor or the organization in general, Ubeku (1975; 211). The depression he feels as a result of his grievances will lower his morale and, as a result, his efficiency, regardless of whether he enjoys his job or if he is well paid or not.

According to Gupta (2014) if the dissatisfaction of employee goes unattended or the conditions which are causing it are not immediately resolved, then the irritation is likely to increase and lead to unfavorable attitude towards management and unhealthy relations in the organization. This would then affect the performance of the teachers.

**Table 7.** Mediating Effect of Teacher's Morality on the Relationship Between the Level of Awareness of the Teachers toward Discipline Management and the Level of Teacher's Performance

Effect	Estimate	SE	95% Confidence Interval		T	p
			Lower	Upper		
Direct	.3841	.0500	.2853	.4829	7.6834	.0000
Indirect	.4238	.0640	.3122	.5663	6.6219	.0000
Total	.6965	.0477	.6023	.7908	14.6038	.0000

  

Effect	Estimate	SE	95% Confidence Interval		T	p
			Lower	Upper		
Discipline --> Morality	.7831	.0422	.6996	.8665	18.5423	.0000
Discipline --> Teacher's Performance	.3841	.0500	.2853	.4829	7.6834	.0000
D --> M --> TP	.4238	.0640	.3122	.5663	6.6219	.0000

Table 7 shows that the morality of the teachers practiced at work significantly and partially mediate the relationship between the level of awareness of the teachers toward discipline management and the level of teachers' performance.

Discipline Management has both direct and indirect effects on Teachers' Performance thus, partial mediation exist.

When a teacher is fully informed of disciplinary management, he is more likely to do the appropriate thing. He is sensitive, driven, of good moral character, and endowed with good moral judgment, all of which contribute to his efficiency and performance at work. Meanwhile, if he is not aware of disciplinary management, he tends to make hasty decisions and is just concerned with his own feelings without considering others. This event would have an impact on the teacher's performance as well as his pleasant relationship with his co-teachers.

As stated by Los Reyes (2017) study, disciplinary action serves to deal with problems related to poor performance or inappropriate conduct. It should be administered equitably and consistently, with emphasis on correcting the problem rather than on punishing the teacher. Through disciplinary action, teachers will be reminded about the quality of their current performance and the desired performance.

## **SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter summarizes the findings, conclusions, and suggestions based on the data that was gathered, evaluated, and interpreted.

### **Summary**

This study attempted to identify the impact of the implemented grievance management process on teachers' performance, as mediated by teacher's morality. The extent of the implementation of Grievance Management Process when it comes to: Informal Approach, formal meeting, investigation, grievance outcome, Grievance appeal. Teacher-respondents awareness towards Discipline Management in terms of: Grounds for disciplinary action; and Penalties for disciplinary action. The extent morality of the teachers practiced at work in terms of: Sensitivity; Judgement; motivation; and character. Teacher-respondents level of performance at work be described in terms of: Task; Contextual; and Adaptive. To determine if there is significant relationship between the implemented Grievance Management Process and the: Morality of the teachers; and Teachers' performance, significant relationship between the level of awareness of the teachers toward Discipline Management and the: Morality of the teachers; and Teachers' performance, significant relationship between the morality of the teachers practiced at work and their performance.

### **Summary of Findings**

**The study reveals the following findings:**

1. Grievance management process is highly implemented in public elementary schools in San Pablo City- San Francisco District.
2. There is a significant relationship between the implemented grievance management process and Morality of the teacher, the findings revealed that the adopted grievance management process influences how teachers behave.

3. There is a significant relationship between the implemented grievance management process and teacher's performance, the findings revealed that the effective grievance management process improves the overall organizational performance and productivity.
4. Grievance Management Process has both direct and indirect impact on teachers' performance as mediated by teacher's morality. Thus, partial mediation exists.
5. Discipline Management has both direct and indirect impact on teachers' performance as mediated by teacher's morality. Thus, partial mediation exists.
6. Teacher-respondents are fully aware of the discipline management as to grounds and penalties; thus, this improved their morale and helped them exhibit good performance.
7. There is a significant relationship between the morality of the teacher practiced at work and their performance, so teacher's performance in each task is determined by his level of morale.

### **Conclusions**

Based on the above-mentioned findings, the following conclusions are formulated:

1. There is a significant relationship between the implemented Grievance Management Process and the Morality of the teachers, thus, the null hypothesis is rejected.

There is also a significant relationship between the implemented Grievance Management Process Teachers' performance. Thus, the null hypothesis is rejected.

2. There is a significant relationship between the level of awareness of the teachers toward Discipline Management and the Morality of the teachers.

There is a significant relationship between the level of awareness of the teachers toward Discipline Management and Teachers' performance. Thus, the null hypothesis is not sustained.

3. There is a significant relationship between the morality of the teachers practiced at work and their performance. Thus, the null hypothesis is not sustained.

4. The morality of the teachers practiced at work significantly mediate the relationship between the implemented Grievance Management Process and the level of teacher's performance thus the null hypothesis is not sustained.

6. The morality of the teachers practiced at work significantly mediates the relationship between the level of awareness of the teachers toward Discipline Management and the level of teacher's performance thus the null hypothesis is not sustained.

### **Recommendations**

The following recommendations are made based on the study's findings:

1. In the informal meeting in grievance management process, in order to address concerns as soon as possible, the immediate supervisor must ask about the nature of the complaint and how he would want the matter to be resolved in a fair and just manner.
2. In terms of the extent of a grievance appeal, a thorough analysis of evidence, interviews, and meeting records would aid in analyzing the case, preventing the aggrieved from feeling dissatisfied and depressed as a

result of the outcome. Rules and policies must also be followed appropriately, and the process must be informed.

3. To enhance public elementary school teachers' level of awareness on DepEd grievance management process and Discipline handling as to understanding and supporting legal policies of the school, grievance committees at all levels may initiate collaborative information drive campaign for the dissemination of essential information and in propagation of mandated rules and regulations of an institution.

4. Teachers should attend seminars or training about the RA 7836 Code of Ethics for Professional Teachers as a guiding principle for teachers to show good behavior throughout the community at all times to strengthen the morality of the teachers practiced at work in terms of character.

5. Teachers' adaptive performance at work may be the topic of teacher training and seminars, as teachers must deal with job stress easily. This seminar would also boost teacher's morale, and performance at work.

6. Future researchers could continue the findings of this study by using a bigger sample size and conducting research on the proposed model in figure 2, which will provide an affluent in-depth, and well-substantiated conclusion.

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