# BOOSTING TEACHER PERFORMANCE USING 3RS APPROACH

Rechelle M. Cardines[1], Fluellen L. Cos[2]

[1] Student, Graduate School, North Eastern Mindanao State University
[2] CID Chief, Department of Education, Division of Surigao del Sur,

## ABSTRACT

*Enhancing teacher performance is significant for the academic success and development of students. This study explores the extent of implementation of the 3Rs Approach—Reflections, Recharging, and Retreats—on boosting teacher performance, reducing burnout, and enhancing professional development. A sequential explanatory design is used in this study to provide a thorough understanding of the 3Rs Approach on teachers' performance. The quantitative phase applies a survey administered to one hundred teachers from Carrascal District. The first part shows the profile of the teachers. The second part evaluates the extent to which the 3Rs have been implemented in schools to improve teacher performance. The third part indicates the problems met in implementing the 3Rs. The qualitative phase employs in-depth interviews, conducted with eight selected teachers. These interviews aim to gain detailed insights into their personal experiences and the specific benefits of the 3Rs Approach. Statistical analysis is applied to identify significant patterns and correlations. The findings reveal most beneficial and strong positive correlation between regular reflective practices, recharging activities, and professional growth opportunities. Thus, the 3Rs Approach—Reflections, Recharging, and Retreats—offers a holistic framework for enhancing teacher performance and well-being. Department of Education should continue incorporating the 3Rs Approach into teacher professional development programs to support and sustain high levels of teacher performance and better student outcomes.*

**Keyword:** *Teacher performance, Reflections, Recharging, Retreat*

## 1. INTRODUCTION

Teacher performance is vital to building effective learning environments and promoting students' success. The 3Rs (reflections, recharging, and retreats) is one holistic strategy that has gained popularity. It addresses not only teachers' cognitive aspects but also their emotional and physical well-being. It improves performance even when faced with challenges such as professional exhaustion, wellness, and stagnant professional growth. As a proponent of continuous improvement in education, the researcher investigates a topic to enhance the teaching profession and benefit student engagement and society.

Humans possess the potential for infinite growth, boundless compassion, wisdom, and an awakening mind (James B. Apple, 2020). According to Gaur (2023), by reconnecting and replenishing oneself with patience, clarity, strength, and love, everyone can return to daily life with renewed energy, fulfilling their roles out of enjoyment rather than obligation. Wang et al. (2022) support the notion that student perceptions of the teacher correlate with engagement.

The 3Rs imply the potential benefits. However, further research is required to determine their combined impact on teacher performance and student engagement. It becomes apparent that the 12 percent data of the Individual Performance Commitment of teachers and the Review (IPCR) Ratings of the Carrascal District teachers school year 2022-2023 fall within the range of ratings from 2.500 to 3.499, equivalent to a satisfactory adjectival rating. It is very concerning that these 12 teachers led to an unsatisfactory performance and dismissal from service. Therefore, the researcher is motivated to conduct a study among teachers in Carrascal District.

This 3Rs wellness guidebook aims to improve educator performance, which falls under the managerial responsibility of school heads (as stated in RA 9155). It significantly benefits educators by promoting wellness and development, leading to professional growth and the learners by providing quality education. The study also aims to help school administrators identify and address educators' strengths and weaknesses and build strong stakeholder relationships that can foster goodwill, support, and resources for the teachers' well-being and growth.

### 1.1 Theoretical Framework

Integrating the 3Rs—Reflections, Recharging, and Retreat—into teacher professional development programs can significantly enhance teacher performance by reducing stress, preventing burnout, and fostering professional development. It shows that the absence of structured reflection practices, recharging activities, and retreat opportunities in traditional professional development leads to higher levels of stress, increased burnout, and lowered performance among teachers compared to those who engage in the 3Rs. Grounded in Gibbs' Reflective Cycle (1988), Recreational Theory (1883), and Oswald's Restoration Theory (1966), this approach fosters continuous professional growth, mental rejuvenation, and physical well-being, thereby contributing to better educational outcomes for students.

Gibbs' Reflective Cycle (1988) becomes a valuable tool for educators to enhance their performance and continuously improve their teaching practices and to elevate their teaching performance by fostering a reflective and adaptive mindset. It encourages teachers to embrace a growth-oriented approach, leading to a continuous cycle of improvement and, ultimately, providing a more enriching educational experience for their students and to reflect on their teaching practices, promoting continuous professional growth and self-awareness. By critically analyzing their experiences, teachers can identify areas for improvement and develop strategies for better classroom management and instructional techniques.

The Recreational or Relaxation theory by a German poet Moritz Lazarus (1883) is another valuable theoretical model for personal development and improving the quality of leisure time. The recreational theory of play can be applied to teaching to enhance teacher performance by promoting well-being, creating positive classroom environments and fostering a growth mindset. This theory underscores the importance of engaging in leisure activities to rejuvenate mental and physical health, suggesting that teachers who participate in recharging activities outside of work can mitigate the detrimental effects of stress and prevent burnout. This theory supports that maintaining a healthy work-life balance is crucial for sustained professional efficacy.

Oswald's Restoration Theory (1966) states that there is a need to rest to recover energy lost throughout the day so that everyone can be productive and healthy. Recovery occurs during breaks from work when job demands are no longer present (Meijman & Mulder, 1998). This theory further emphasizes taking breaks and engaging in restorative activities to recover cognitive and emotional capacities. Attending retreats, teachers can step away from their daily routines, reflect in a supportive environment, and return to their roles with renewed energy and motivation.

In this study, the interplay of Gibbs' Reflective Cycle (1988), Recreational Theory (1883), and Oswald's Restoration Theory (1966) provides a comprehensive framework for understanding and enhancing teacher performance through the 3Rs: Reflections, Recharging, and Retreat. These theories provide a robust foundation for the study, demonstrating how the 3Rs can improve teacher well-being, overall performance, and better student outcomes.

### 1.2 Conceptual Framework

This study is anchored on a mixed-method approach combining quantitative and qualitative data to examine the implementation of the 3Rs of Wellness—Reflections, Recharging, and Retreat—and their contribution to the Individual Performance Commitment and Review (IPCR) ratings of teachers for the school year 2022–2023. The quantitative phase involves a survey to gather teacher profiles (e.g., gender, age, teaching position, years of service, educational background, and designation), IPCR ratings, and the extent of 3Rs implementation based on Gibbs' Reflective Cycle and Moritz Lazarus' Recreational Theory. The qualitative phase explores in-depth the factors that influence IPCR performance, the degree of 3Rs integration into teaching practices, and challenges faced in their implementation.

Both datasets undergo triangulation and data analysis to synthesize insights, allowing for a more holistic understanding of teacher wellness practices. The integration of findings informs the development of a contextualized Wellness Guide Book, serving as an intervention tool to support educators in managing stress, enhancing performance, and promoting overall well-being in the teaching profession.

### 1.3 Objectives of the Study

This study aims to expose professional elementary teachers in the Carrascal District, Division of Surigao del Sur, to the 3Rs Wellness Guidebook as a supportive tool to enhance their teaching performance and well-being for the School Year 2024–2025. Specifically, it seeks to:

1. Determine the profile of the teacher-respondents in terms of:
    - Gender
    - Age
    - Teaching Position
    - Number of Years in Teaching
    - Educational Background
    - Designations
2. Identify the Individual Performance Commitment and Review (IPCR) accomplishment rating of the respondents for School Year 2022–2023.
3. Explore the factors that contributed to the accomplishment rating of the teachers' IPCR.
4. Assess the extent of implementation of the 3Rs of Wellness (Reflection, Recharging, and Retreat) in relation to teacher performance, specifically as to:
    - Identification of stressors (based on Gibbs' Reflective Cycle)
    - Understanding triggers
    - Evaluating experience
    - Analyzing lessons learned
    - Choosing alternatives
    - Creating plans of action
    - Choosing recreation (based on Moritz Lazarus' Recreational Theory)
    - Restoring lost energy
5. Identify the problems encountered by teachers in the implementation of the 3Rs.
6. Determine the significant relationship between the teachers' profile and the extent of 3Rs implementation.
7. Establish the significant relationship between the IPCR rating and the problems met in the implementation of the 3Rs.
8. Recommend a contextualized intervention in the form of a Wellness Guidebook to improve teacher performance and well-being through the effective application of the 3Rs framework.

## 2. METHODOLOGY

### 2.1 Research Design

This research used a mixed-methods sequential explanatory design, a two-phased design where the quantitative data were collected and analyzed first. Then, the qualitative data were collected and analyzed based on the quantitative results. The qualitative data were used to explain the quantitative data (Creswell, J.W., & Creswell, J.D.,2018).

The researcher employed thematic analysis through interviews as a qualitative method. Clarkes' framework was used in data gathering, such as familiarization of data, generation of codes, combining codes into themes, reviewing themes, determining significance of themes, and reporting of findings. The identified themes were then compared to the quantitative findings for possible relationships.

### 2.2 Research Participants

The The study included 100 teachers from Carrascal District schools for quantitative data and 8 from the same group for secondary qualitative data. The sampling technique of the sample size used Stratified proportional random sampling to select 100 people from the population. The 8 participants were the representatives of teachers with outstanding, satisfactory, and very satisfactory ratings. 2 participants were selected from outstanding, 4 from very satisfactory and 2 from satisfactory rating. Table 1 shows the distribution of 100 respondents.

**Table 1.** *Distribution of Respondents*

| School Name | Population Size (N) | Sample Size |
|---|---|---|
| Adlay Community School | 40 | 30 |
| Babuyan Elementary School | 8 | 7 |
| Bon-ot Elementary School | 9 | 7 |
| Caglayag Elementary School | 4 | 3 |
| Carrascal Central Elementary School | 30 | 22 |
| Dahican Elementary School | 7 | 5 |
| Panikian Elementary School | 14 | 11 |
| Tabon-tabon Elementary School, | 6 | 4 |
| Tag-anito Elementary School | 4 | 3 |
| Segunda R. Cuajao Memorial Elementary School. | 11 | 8 |
| Total | 133 | 100 |

**2.3 Research Instruments**

The instrument used for this study was a self-constructed questionnaire with a series of questions designed specifically for this study. The three experts in the field of education in the Surigao del Division validated the tool. The researcher personally handed the questionnaire to the validators and the panelists. After this, the research instrument was revised according to the comments and suggestions of the expert validators. As to content and reliability testing, the questionnaire was pilot-tested with a sample of teachers from various schools in Cantilan District to ensure its effectiveness and clarity. The researcher considered reliability testing through Cronbach's alpha.

The first portion of the questionnaire was the profile of the teachers. It comprised the gender, Age, Teaching Position, Years in teaching, Educational Background, and designations. The secondary data of the study was the IPCR rating of teachers S.Y. 2022-23. The IPCR included data on key performance indicators, goals, and outcomes. It provided a comprehensive overview that can incorporate data from various sources and periods, facilitating the comparison and validation of primary data findings.

The other parts of the questionnaire were questions relating to the extent of the implementation of the 3Rs (Reflections, Recharging, Retreat). The last part of the tool identified the problems met during the implementation. The researcher utilized interviews as primary data to triangulate the quantitative results. During an interview, a structured conversation unfolded, where one party asks questions and the other responds. This approach allowed for the detailed and nuanced information directly relevant to the research questions.

The Interviews offered the benefits of specificity, depth of information, and flexibility, as a researcher can delve deeper into responses for clarification.

**2.4 Data Gathering Procedure**

The researcher secured a certification and letter of request from the Graduate School of North Eastern Mindanao State University. Then, approval of the Schools Division Superintendent in the Division of Surigao del Sur was sought for the conduct of the study. Similar permission was obtained from the District Supervisor of Carrascal District and the school head of each elementary school.

The quantitative phase of data gathering was when the researcher visited the location of the study and obtained the consent of respondents. Respondents were given the opportunity to ask questions and understand their rights before agreeing to participate. The researcher assured respondents that their responses were confidential. They were informed about how their data will wbe stored, who have access to it, and how it will be used. Participation in the study was completely voluntary, with no coercion or pressure. Respondents were free to withdraw from the study at any time with no negative consequences. The researcher gave clear instructions and ensured that understood the questions asked and how to respond correctly. Once the respondents have completed the questionnaires, the researcher retrieved them. During the retrieval, the researcher respectfully and gently reminded the respondents to complete and return the questionnaire within the timeframe specified. When retrieving the tools, the researcher ensured that the respondents' responses are kept private and secured.

In the qualitative phase of data gathering, the researcher chose 8 representatives of teachers with outstanding, very satisfactory and satisfactory rating from the same sample size. Using interview, the researcher asked permission to the participants of data recording to capture all nuances. Then, conducted one-on-one interviews with participants, using semi-structured or unstructured formats to encourage detailed responses. After that, the researcher expressed gratitude to participants for their participation in the study and considered providing feedback on the study's outcomes or sharing relevant findings with participants to acknowledge their contributions.

### 2.5 Statistical Treatment of Data

The study utilized the following statistical treatment of data to arrive at the solutions to the problems presented.
Frequency Count. The study utilized this tool in describing the profile of the respondents, where appropriate count was used to determine the number of respondents' profile. It is also utilized in counting the IPCR rating of teacher S. Y. 2022-23. Meanwhile, frequencies were converted to percentages.

Weighted Mean. This is utilized to find the average mean of the extent of implementation of the 3Rs in teacher performance among the elementary teachers of Carrascal District. This was also used to find the average mean of the problems met in the implementation of the 3Rs.

Pearson R. Correlation. This treatment was used to decide on the significant relationship between the respondents' profile and the profile and the 3Rs implementation as well the significant relationship between the IPCR and problems in the 3Rs implementation.

## 3. RESULTS AND DISCUSSION

This chapter mainly presents the data gathered in the study. These data gathered were tabulated, analyzed and interpreted. Statistical testing was employed to facilitate the interpretation of the data.

### 3.1 The Demographic Profile of the Participants

**Table 2:** The Demographic Profile of the Participants

| **Profile** | | **Frequency** | **Percentage (%)** |
|---|---|---|---|
| **Gender** | Male | 17 | 17% |
| | Female | 83 | 83% |
| | Total | 100 | 100% |
| **Age** | 21- 30 | 34 | 34% |
| | 31-40 | 26 | 26% |
| | 41-50 | 24 | 24% |
| | 51-60 | 16 | 16% |
| | Total | 100 | 100% |
| **Teaching Position** | Teacher I | 49 | 49% |
| | Teacher II | 12 | 12% |
| | Teacher III | 28 | 28% |
| | Master Techer I | 11 | 11% |
| | Total | 100 | 100 |
| **Number of Years Teaching** | 5-Jan | 32 | 32% |
| | 10-Jun | 26 | 26% |
| | 15-Nov | 8 | 8% |
| | 16-20 | 11 | 11% |
| | 21-25 | 14 | 14% |
| | 26 and above. | 9 | 9% |
| | Total | 100 | 100 |
| **Education Background** | PhD/ EdD | 1 | 1% |
| | With units in phd/ EdD | 1 | 1% |
| | Master's Degree | 3 | 3% |

| | | | |
|---|---|---|---|
| | With MA units | 68 | 68% |
| | BEED | 27 | 27% |
| | Total | 100 | 100% |
| Designations | Adviser | 78 | 78% |
| | Coordinator | 21 | 21% |
| | None | 1 | 1% |
| | Total | 100 | 100 |

Table 2 provides an overview of the demographic profile of the respondents who participated in the study. It includes details such as gender, age, teaching position, number of years teaching, educational background, and designation within the educational institution.

As to the Gender, the majority of respondents were female, comprising 83% of the total sample, while males represent 17%. This gender distribution reflected the prevailing trend in the teaching profession, where women constitute a significant majority. According to the National Center for Education Statistics (NCES) report on the demographics of teachers in the United States, women make up the majority of the teaching workforce. Regarding age, the age distribution of respondents, with the largest group being between 21 and 30 years old and the smallest group between 51 and 60 years old, indicated a youthful workforce.

These suggested a recent influx of new graduates, bringing fresh ideas and contemporary methodologies into classrooms. The low number of older teachers pointed to the potential for long-term retention and succession planning. Addressing these issues through professional development, mentorship, and improved working conditions is crucial to maintaining a stable and effective teaching workforce (Genge G. Padilla et. all, 2021).

In terms of teaching position, the data show that nearly half (49%) of respondents were Teacher I and 11% were Master Teachers, suggesting a teaching workforce with many entry-level positions and fewer advanced roles. This distribution highlighted the need for robust support and professional development for new teachers to ensure career advancement and retention (D.E. Kusumaningrum et al,2019). Increasing the proportion of Master Teachers is important for educational leadership and mentoring, which can enhance teaching quality and student outcomes. (RA 9155).

The distribution of teaching experience among respondents revealed that 32% had been teaching for 1 to 5 years, indicating a significant influx of newer teachers. In contrast, only 8% had been teaching for 11 to 15 years, suggesting potential mid-career attrition. This pattern highlights the need for targeted professional development and mentorship programs to support early-career teachers and address factors contributing to mid-career exits. The study of Schraw et al. (2020) underscored the value of structured reflection in enhancing pedagogical skills, fostering self-awareness, and promoting continuous improvement among educators emphasized the importance of these strategies for improving teacher retention and performance.

The data showed that only 2% of respondents hold advanced degrees (PhD or EdD), while a significant majority (68%) have completed some units towards a Master's degree. This suggests that while few pursue the highest level of academic qualification, many were engaged in ongoing graduate-level education. The implication is that there is a strong commitment to professional development among teachers, which could enhance teaching quality and effectiveness. Supporting studies highlight that teachers with advanced education tend to employ more effective teaching strategies and positively impact student outcomes, underscoring the value of supporting teachers in their pursuit of higher education. (Reyes et al., 2020)

Moreover, the majority of respondents (78%) served as advisers, with 21% as coordinators, indicating that most teachers were directly involved in student guidance and support roles. The implication is that the advisory role is critical in shaping student experiences and academic success. Khomariyah et al, 2023, supported that effective advising positively impacts student retention, engagement, and achievement, emphasizing the need for training and resources to support teachers in these roles.

### 3.2 IPCR Rating accomplishment of the teachers' S. Y 20.22-2023

Table 3 presents the IPCR Rating accomplishment of the teachers' School Year 2022-2023.

Table 3. *IPCR Rating S.Y 2022-2023*

| IPCR Rating | | Number of Respondents | Percentage (%) |
|---|---|---|---|
| Range | Adjectival Rating | | |
| 4.500-5.000 | Outstanding | 11 | 11 % |
| 3.500- 4.499 | Very Satisfactory | 77 | 77 % |
| 2.500 – 3.499 | Satisfactory | 12 | 12 % |
| Total | | 100 | 100 % |

The table shows that 11 or 11% of respondent's rate outstanding, 77 or 77% as very satisfactory, and 12 or 12% rate satisfactory. It suggested that many teachers were already performing at a commendable level, demonstrating competence and effectiveness in their roles. However, there is still room for improvement, particularly among the 12% who rated as satisfactory. Addressing the needs of this group can lead to significant gains in overall teacher effectiveness and student outcomes. It implied that the 3Rs approach targeted professional development and support could help elevate these teachers' performance to higher levels. Studies, such as Maldonado and Bodmer (2022), showed that continuous professional development and supportive work environments are crucial for improving teacher effectiveness, ultimately leading to better student outcomes.

### 3.3 Factors that contributed to the accomplishment rating in the IPCR (Individual Performance Commitment and Review) for the S.Y. 2022-2023

Figure 3 shows the answers of the 8 teachers when asked about the factors that they believed contributed to the accomplishment rating in their IPCR for the year 2022-2023. It revealed several common themes. The answers accounted from 2 outstanding rating, 4 very satisfactory rating and 2 for satisfactory of the teacher citing the following themes (categorized and ordered for prevalence) in their reasoning.

**Table -4** Factors on the accomplishment rating in the IPCR

| THEMES | NARRATIVES |
|---|---|
| ➢ **Professional Growth and Development** | ➢ "*I believe participating in workshops and learning opportunities really helped me improve my teaching*." -(P1)<br>➢ "*I believe attending trainings and seminars and learning new teaching techniques really helped me improve. It's great to see teachers actively seeking out ways to enhance their skills*."-(P3)<br>➢ "*I believe investing time in professional development activities has been instrumental in my growth as an educator*. -(P6)<br>➢ "*In my point of view, seeking advice from experienced colleagues was crucial for my development*." –(P7)<br>➢ "*I think reflecting on past experiences and finding areas to improve made a big difference in my teaching." "In my opinion, investing time in professional development activities was key to my growth as a teacher*."-(P2) |
| ➢ **Support and Collaboration** | ➢ "*I believe having nice teachers and friends at school helped me do better." –(P8)*<br>➢ *"I believed that when we all cheered each other on, it made us feel good and we worked better*." –(P1)<br>➢ "*My friends and teachers gave me good ideas and helped me do better*."- (P3)<br>➢ *I could feel that I am supported by my colleague during LAC sessions, as we are not talking only about academics but oftentimes, we laughed, sing and share each other's sentiments in our teaching careers. With that, we could learn from one another some respective practices that we could employ in our daily teaching. -* |

| | |
|---|---|
| | (P2) |
| ➢ **Goal Setting and Organization** | ➢ "*At the start of the year, I made plans and tried to stick to them*." –(P1)<br>➢ "*I made sure to keep track of what I needed to do and when*." –(P4)<br>➢ "*I wanted to do my best and help my students do their best too*." –(P7)<br>➢ "*I made sure to take breaks and take care of myself so I could do my best.*" -(P8) |
| ➢ **Student-Centered Approaches** | ➢ "*I believe listening to my pupils' feedback and adjusting my teaching accordingly improved their learning experience*." (P1)<br>➢ "*For me, building strong relationships with students fostered a positive classroom environment*." –(P5)"*I think adapting lessons to cater to diverse learning styles ensured every pupil had an opportunity to succeed*."-(P7) "*I think creating a safe and inclusive space where pupils feel respected and heard was crucial for their engagement*."-(P8)<br>➢ "*The strategy that I employed to the hard behavior of my learners is to let them know the rules, the consequences of their act, and to reward those who are good in the class*." -(P2) |

Open-ended replies showed that several variables contributed to teacher effectiveness in the 2022-2023 Individual Performance Commitment and Review (IPCR). Teachers stressed professional growth and development by attending seminars, consulting experienced peers, and reflecting. Professional development improves teacher effectiveness and student learning, emphasizing the need for ongoing learning (Sancar et al., 2021). Collaboration and supportive connections among colleagues were also important for teacher performance. Kilag et al. (2023) found that cooperation promotes community and shared accountability, improving teaching and student results.

Moreover, goal planning, time management, and self-care were essential to teacher performance. Teachers may improve classroom performance and student results by defining clear objectives, being organized, and emphasizing well-being, according to Willis (2024). Teachers stressed the significance of adjusting classes to varied learning styles, utilizing student input, and building strong connections with students. Gezim and Xhomara (2020) say student-centered teaching improves engagement, motivation, and academic performance. A safe and inclusive classroom was also stressed for student progress.

### 3.4 The extent of 3Rs (Reflection, Recharging and Retreat) implementation in the teacher performance

**Table -5:** Extent of 3Rs Implementation

| Variables/Items | Mean | Verbal Description |
|---|---|---|
| A. Identification of stressors | 4.02 | Large Extent |
| B. Understanding Triggers | 4.03 | Large Extent |
| C. Evaluating Experiences | 4.11 | Large Extent |
| D. Analyzing Lessons Learned | 4.02 | Large Extent |
| E. Choosing alternatives | 4.16 | Large Extent |
| F. Creating Plans of Action | 4.15 | Large Extent |
| G. (Moritz Lazaruz recreational theory) Choosing Recreation | 4.08 | Large Extent |
| H. Restoring lost energy | 4.11 | Large Extent |
| **Average Mean** | **4.09** | **Large Extent** |

Table 5 presents the extent of implementation of the 3Rs—Reflections, Recharging, and Retreat—among respondents, providing insights into how these practices were integrated into their professional routines and their impact on teacher well-being and performance. Among the variables listed in Table 5, "Choosing alternatives" had the highest mean score of 4.16, indicating that respondents implemented this aspect of the 3Rs to a large extent. This suggested that teachers were highly proactive in exploring different approaches and strategies to manage their stress and improve their well-being. On the other hand, "Identification of stressors" and "Analyzing lessons learned" had the lowest mean scores, both at 4.02, still reflecting a large extent but indicating slightly less emphasis on these areas compared to others.

The high mean score for "Choosing alternatives" implied that teachers were adept at finding and applying various coping mechanisms and strategies, which is crucial for maintaining resilience and adaptability in the profession. The slightly lower scores for "Identification of stressors" and "Analyzing lessons learned" suggested potential areas for development, where further training or resources might help teachers become more aware of their stressors and more reflective on their experiences.

Smith (2023) identifies stressors in the lives of educators and holds importance in education, particularly in understanding and addressing the stressors experienced by teachers. Integrating retreat opportunities into professional development plans fosters collaboration and equips teachers with strategies to address challenges effectively (Bossche, 2021). By doing so, teachers will continue to value the profession and be eager to serve students' learning and success.

The average mean of 4.09 indicates a large extent of implementation for the 3Rs approach (Reflections, Recharging, and Retreat). The findings underscored the importance of supporting reflective practices, recharge activities, and retreat experiences in educational institutions. It carried significant implications for teacher well-being and professional development. Smith (2023) identified stressors in the lives of educators as important in education, particularly in understanding and addressing the stressors experienced by teachers. Integrating retreat opportunities into professional development plans fosters collaboration and equips teachers with strategies to address challenges effectively (Bossche, 2021).

### 3.5 The extent to which 3Rs have been implemented to enhance teacher performance

**Table -6**: Reasons on the extent implementation of the 3Rs

| THEMES | NARRATIVES |
|---|---|
| | ➢ "*I often take moments during the day, perhaps during my commute or before bed, to reflect on the day's events. I consider what went well, what didn't, and what lessons I can learn from both. These reflections help me refine my teaching methods and approach while also fostering a sense of mindfulness and gratitude. I trust and surrender everything to God that all is well*." -(P3)<br>➢ "*I think taking time to think about my lessons has really helped me get better as a teacher. I encountered this experience every time I had my classroom observation " –(P4)*<br>➢ *"Looking back on what worked and what didn't has really changed how I teach. I always reflect on my lessons prior to delivering them to class which I believe has shown me where I can improve*." –(P5)<br>➢ "*Reflecting on my classroom experiences and looking back on my past lessons has helped me grow and do better as a teacher*." –(P6)<br>➢ "*Listening to feedback from students and colleagues has helped me improve my teaching." On my side, I am currently assigned in the hazard area the distance of travel on rough road, dust since it is a mining area causes my back pain hence I am a CS Mom. But in terms of my work as I reflected using my own understanding of my daily routines, I did not encounter pressure from God's Grace because the pupils and my co- teachers were very thoughtful*." -(P1)<br>➢ "*Reflecting on my successes and challenges about my teaching journeys helps me set future goals." Recently, I experienced tremendous stress in training a learner in the* |

| | |
|---|---|
| Reflection | *regional festival of talents, while teaching on a regular hours and doing my paper works at night in order to meet the deadlines. I am also one of the teachers who spearheaded our money contest- a fund raising activity, so I have to look for the details of the said event."* -(P2) |
| Recharging | ➢ "*During family days, I recognize myself in the moment, cherishing the laughter, conversations, and shared experiences with my loved ones. It's a time to unwind, recharge, and gain perspective, reminding me of what truly matters outside the classroom." -(P1)*<br>➢ *"When I take breaks, I come back feeling refreshed, increased my patience, and makes me ready for new challenges." –(P3)*<br>➢ *"When I have time to relax, it gives me new energy and enthusiasm for teaching which makes me a better teacher overall." –(P6)*<br>➢ *"Regularly resting my mind and body during breaks, especially when the environment is cool and refreshing, helps me stay focused and engaged in teaching." –(P7)*<br>➢ *"Recharging my energy during regular breaks helps me keep a healthy balance between work and life and helps me give my best to my students." –(P8)*<br>➢ *"Taking breaks helps me avoid burnout and stay motivated, in return allows me to be more present and attentive in the classroom." –(P4)*<br>➢ *"Taking breaks helps me stay positive about teaching, which helps me come back feeling renewed and motivated." I coped up with the multiple demands of my work thru managing my time wisely and having a life- work balance. I see to it that during weekends, I will spend my time for my family, for myself and my God.-(P2)* |
| Retreat | ➢ *"I recognize the need to retreat entirely from the demands of teaching and immerse myself in a different environment. It involves taking a weekend getaway to a peaceful destination, where I can unwind, recharge, and gain perspective away from the hustle and bustle of daily life. These retreats offer valuable opportunities for reflection, relaxation, and self-discovery."- (P3)*<br>➢ *"I am glad that sometimes we have team building in our school incorporated into skills training and seminars. This makes us escape from the busy school environment and helps us reset and come back with new ideas." –(P5)*<br>➢ *"Going to a quiet place, getting away from a chaotic classroom, helps me clear my mind and focus on what's important."-(P4)*<br>➢ *"Going to nature or a quiet spot helps me relax and recharge, and helps me come back with a fresh perspective." –(P1)*<br>➢ *"Taking time away from work helps me take care of myself and avoid burnout." –(P8)*<br>➢ *"Stepping away from stressful situations helps me approach teaching with a clear mind." –(P6)*<br>➢ *"Taking breaks from work helps me recharge and come back feeling inspired which helps me prioritize my well-being." Yes, I will always reflect on the result of what I did in my profession and at the same time, I always take time to pamper myself and my family. There was also time that I had to talk to myself about life, spend time alone in my friend's resort at Ma'am Soi's especially when I am down to pick up the pieces of me. In times like that,I thanked the Lord when I am weak ,because when I am weak I will cling to my God and when I cling to my God, I am the strongest person in the world.-(P2)* |

Table 6 reveals the reasons of the respondents when asked an open-ended question on how they would describe the extent to which 3Rs approach has been implemented to enhance teacher performance, cited three (3) themes. They are categorized and arranged in table form according to the prevalence of their reasoning.

Based on the results of the interviews, three key themes emerged, aligning with the principles of the 3Rs (Reflection, Recharge, Retreat). Reflection allowed teachers to critically evaluate their teaching practices, identify areas for improvement, and make necessary adjustments. Chang (2019) suggested that reflective practices lead to a deeper understanding of teaching, which can enhance instructional strategies and student outcomes.

Recharging plays a vital role for maintaining mental and physical health, preventing burnout, and improving performance. Taking breaks allows teachers to return to work feeling refreshed, patient, and ready to tackle challenges. Lind and Mishchenko (2024) stressed the importance of regular breaks in preventing burnout. Spending quality time with family and engaging in leisure activities contribute to better recovery from work stress, as found by Lyubykh et al. (2022).

Retreating from the demands of teaching enables deep relaxation and self-reflection, essential for long-term sustainability in the profession. Kajosaari and Pasanen (2021) highlighted the restorative benefits of nature, emphasizing the importance of stepping away from professional demands. Organized retreats and team-building activities enhance collegiality and professional growth, providing opportunities for reflection and rejuvenation, as noted by Bergmark (2023).

The implementation of the 3Rs approach—Reflection, Recharging, and Retreating—is foundational for enhancing teacher performance and well-being. These practices ensure that teachers remain motivated, effective, and resilient, ultimately benefiting student learning and creating a positive educational environment (Wang and Shao 2023). Schools should promote and support these practices through policies and programs that encourage regular reflection, work-life balance, and opportunities for retreats and professional development.

### 3.6 Challenges encountered during the implementation of 3Rs

**Table 7.** Challenges during the implementation of 3Rs

| THEMES | NARRATIVES |
|---|---|
| 1. Time and Schedule Constraints | ➢ "As a teacher, finding dedicated time in our busy schedules for reflection and recharging activities is a major challenge. With back-to-back classes, meetings, and extracurricular responsibilities, it's often hard to carve out even a few moments for personal reflection or rejuvenation. Sometimes, I find myself staying late or arriving early just to have a quiet moment to reflect, but it's not always feasible." –(P3)<br>➢ "It's challenging to get consistent participation from all staff members in reflection and recharge activities. In our school, teachers have diverse commitments and responsibilities outside of the classroom. Some may have family obligations, while others are involved in coaching or club supervision. Coordinating a time that works for everyone is like solving a puzzle with missing pieces." –(P1)<br>➢ "Providing substitutes or coverage for teachers to participate in retreat activities is difficult due to budget constraints. While the idea of a retreat sounds rejuvenating, the reality is that finding funding to hire substitutes or cover classes can be a significant barrier. Without adequate financial support, it's hard to make retreats accessible to all staff members.".-(P2) |
| 2. Perception and Attitude Challenges | ➢ "One challenge I've faced during the implementation of the 3Rs is the perception that taking time to reflect and recharge might detract from teaching and learning. However, I've found that personally, engaging in these practices actually enhances my effectiveness in the classroom." –(P4)<br>➢ "There have been moments when I've questioned the benefits of reflecting and recharging, wondering if they're just passing trends. However, through personal experiences and learning from others, I've come to see their value in supporting my professional growth and well-being."-(P3)<br>➢ One hurdle I've encountered is the belief among some educators that prioritizing reflection and recharging is unnecessary or frivolous. Within our school culture, there's often an emphasis on productivity at the expense of self-care. Shifting this mindset requires a collective effort to recognize the importance of balance and well-being for both educators and students.-(P1)<br>➢ "I've grappled with feelings of guilt when taking time for myself, fearing it might be perceived as |

| | | |
|---|---|---|
| | | neglecting my responsibilities. However, I've come to understand that self-care isn't selfish; it's essential for sustaining my ability to support my students effectively."-(P2) |
| 3. | Resources and Support | ➢ "We have limited access to professional development opportunities focused on the 3Rs. In my experience, most of the professional development sessions offered by our school district focus on instructional strategies or curriculum development. While these are important, there's a clear need for more opportunities to learn about reflective practices, stress management techniques, and wellness strategies tailored specifically for educators." (-P3)<br>➢ "Providing substitutes or coverage for teachers to participate in retreat activities is difficult due to budget constraints. Our school's budget is tight, and there's little room for additional expenses like hiring substitutes for teacher retreats. As a result, many teachers end up skipping these opportunities or paying out of pocket to attend, which isn't sustainable in the long run."-(P2) |
| 4. | Logistics and Coordination | ➢ We struggle with finding quiet, uninterrupted spaces for reflection and retreat within the school environment. With noisy hallways, bustling classrooms, and shared office spaces, finding a peaceful retreat within the school building can feel like a challenge. I often find myself seeking out secluded corners or outdoor spaces to steal a moment of solitude amidst the chaos." –(P2)<br>➢ "We face logistical issues in coordinating group retreat activities, especially with diverse schedules and commitments. Planning a retreat that accommodates the schedules of all staff members, including part-time teachers and support staff, is like herding cats. It requires careful coordination, flexibility, and compromise to find a time and format that works for everyone."-(P1) |

Table 7 shows the qualitative answers of the teachers when asked an open-ended question about the challenges they have encountered during the implementation of 3Rs. It revealed different themes such as time and schedule constraints, perception and attitude challenges, resources and support, logistics and coordination which were categorized and arrange according to the prevalence of the responses.

In the first theme, which was time and schedule constraints, teachers faced significant challenges in finding time for reflection and rejuvenation amidst their busy schedules. The study of Hogan and White (2021) suggested that high workload and time pressure can lead to burnout among teachers, emphasizing the importance of creating opportunities for relaxation and reflection. The second theme, which was the perception and attitude challenges, attitudes towards reflective and recharging practices vary among educators, with some expressing skepticism or resistance. According to Cayir et al., (2021), attitudes towards self-care practices in education can be influenced by organizational culture and leadership support. The third theme, which was resources and support, revealed that limited access to resources and professional development opportunities presents a barrier to implementing the 3Rs effectively. Chan et al., (2021) highlighted the importance of organizational support and resources in fostering teachers' well-being. However, as one teacher stated, "We have limited access to professional development opportunities focused on the 3Rs." This underscored the need for school districts to invest in teacher training.

Lastly, the logistical and coordination challenges, such as finding suitable spaces for reflection and coordinating retreat activities, can hinder the implementation of the 3Rs. According to a study by Pantić et al. (2022), creating a supportive environment for teachers' well-being requires addressing logistical barriers and providing infrastructure that facilitates reflection and collaboration. Addressing logistical hurdles, like space and scheduling, is crucial for successful implementation.

### 3.7 Relationship between the profile of the respondents and the extent of 3Rs implementation

**Table 8.** Relationship between the profile of the respondents and the extent of 3Rs implementation

| Profile of the respondents | Extent of 3Rs Implementation | β | P-value | Decision |
|---|---|---|---|---|
| Gender | Identification of Stressors | -.095 | .345 | Not Significant |
| | Understanding triggers | -.169 | .092 | Not Significant |
| | Evaluating experience | -.062 | .540 | Not Significant |
| | Analyzing lessons learned | -.120 | .232 | Not Significant |
| | Choosing alternatives | **-.206** | **.040** | **Significant** |
| | Creating action plan | -.117 | .245 | Not Significant |
| | Choosing recreation | -.094 | 0.354 | Not Significant |

| | | | | |
|---|---|---|---|---|
| | Restoring lost energy | -.063 | 0.531 | Not Significant |
| Age | Identification of Stressors | .069 | .492 | Not Significant |
| | Understanding triggers | .063 | .536 | Not Significant |
| | Evaluating experience | .085 | .141 | Not Significant |
| | Analyzing lessons learned | .192 | .187 | Not Significant |
| | Choosing alternatives | .119 | .239 | Not Significant |
| | Creating action plan | .132 | .191 | Not Significant |
| | Choosing recreation | .093 | .357 | Not Significant |
| | Restoring lost energy | .163 | .106 | Not Significant |
| Teaching Position | Identification of Stressors | .090 | .372 | Not Significant |
| | Understanding triggers | .162 | .108 | Not Significant |
| | Evaluating experience | .141 | .161 | Not Significant |
| | Analyzing lessons learned | .187 | .063 | Not Significant |
| | Choosing alternatives | .056 | .582 | Not Significant |
| | Creating action plan | .207 | **.039** | **Significant** |
| | Choosing recreation | .086 | .396 | Not Significant |
| | Restoring lost energy | **.197** | **.050** | Not Significant |
| No. of Years in Teaching | Identification of Stressors | .095 | .349 | Not Significant |
| | Understanding triggers | .092 | .362 | Not Significant |
| | Evaluating experience | .144 | .154 | Not Significant |
| | Analyzing lessons learned | .135 | .179 | Not Significant |
| | Choosing alternatives | .110 | .278 | Not Significant |
| | Creating action plan | **.233** | **.019** | **Significant** |
| | Choosing recreation | .139 | .168 | Not Significant |
| | Restoring lost energy | .188 | .061 | Not Significant |
| Educational Background | Identification of Stressors | -.147 | .143 | Not Significant |
| | Understanding triggers | -.154 | .126 | Not Significant |
| | Evaluating experience | -.144 | .152 | Not Significant |
| | Analyzing lessons learned | -.141 | .160 | Not Significant |
| | Choosing alternatives | -.084 | .406 | Not Significant |
| | Creating action plan | -.051 | .611 | Not Significant |
| | Choosing recreation | -.070 | .486 | Not Significant |
| | Restoring lost energy | 0.031 | .759 | Not Significant |
| Designations | Identification of Stressors | .108 | .285 | Not Significant |
| | Understanding triggers | .181 | .072 | Not Significant |
| | Evaluating experience | -.027 | .788 | Not Significant |
| | Analyzing lessons learned | .187 | .062 | Not Significant |
| | Choosing alternatives | .037 | .714 | Not Significant |
| | Creating action plan | .137 | .174 | Not Significant |
| | Choosing recreation | .082 | .420 | Not Significant |
| | Restoring lost energy | .112 | .269 | Not Significant |

Based on the table, it appeared that only 'choosing alternatives' showed a statistically significant negative relationship with the gender particularly female ($\beta = -0.206$, p-value = 0.040). This suggests that female sex may be associated with a lower score on the choosing task. According to a meta-analysis by Dwyer, Hodson, and Leibbrandt

(2020), women tend to be more risk-averse than men and are less likely to engage in risky financial behaviors. This difference in risk preferences could extend to decision-making tasks involving choosing alternatives.

Additionally, the neuroeconomic methods to investigate gender differences in risk aversion found that neural responses to risk-related decision-making tasks differ between men and women, suggesting that there are biological underpinnings to gender differences in risk preferences and decision-making (Croson and Gneezy 2020). For all other cognitive abilities investigated (understanding triggers, evaluating experiences, analyzing lessons learned, creating action plan, choosing recreation, and restoring energy), the p-values were not statistically significant (all p-values > 0.05) and the beta value ranges from -0.062 to -0,206. This meant that there was no evidence to suggest that gender has a significant impact on these cognitive abilities. The findings indicated that while there were some differences in specific cognitive tasks favoring one gender over the other, overall, gender differences in cognitive abilities are relatively small (meta-analysis- Hyde et., al 2020).

On the other hand, none of the cognitive abilities investigated (understanding triggers, evaluating experiences, analyzing lessons learned, choosing alternatives, creating action plans, choosing recreation, and restoring energy) showed a statistically significant relationship with age (all p-values > 0.05). This means that there is no evidence to suggest that age has a significant impact on these cognitive abilities in this study. The longitudinal study by Mitchel et al. (2021) examined the intellectual abilities, particularly those related to life experience and accumulated knowledge, remain stable over time, supporting the idea that age does not significantly impact these cognitive abilities.

More so, two dimensions show significant correlations with teaching position. In the dimension of creating, there is a significant positive correlation ($\beta = 0.207$, $p = 0.039$), indicating that educators in certain positions may engage more in creative practices within the 3Rs framework. Similarly, in the dimension of restoring energy, there was also a significant positive correlation ($\beta = 0.197$, $p = 0.050$. Hughes, G. (2021) found that teachers in leadership roles are more likely to integrate creative strategies into their teaching, aligning with the significant positive correlation observed in the dimension of creating. Other cognitive abilities (stressor, understanding, evaluating, analyzing, choosing, recreation) showed no significant relationships. Klassen et al. (2020) concluded that teacher efficacy and cognitive abilities, such as understanding, evaluating, and analyzing, do not significantly differ based on teaching positions.

Further, the significant positive correlations observed in the dimensions of creating ($\beta = 0.207$, $p = 0.039$) indicated that educators in specific roles may prioritize creative practices and personal rejuvenation within the 3Rs framework. This underscored the importance of organizational support and leadership in fostering a conducive environment for creativity and well-being among educators. Nili and Tasavori (2022) highlighted in their study the importance of autonomy, resources, and recognition in fostering creative activities, as well as the role that leadership and organizational climate have in fostering creativity.

Furthermore, the examination of the relationship between the number of years in teaching and the 3Rs (Reflection, Recharging, and Retreat) implementation suggested that, in general, the duration of teaching experience does not significantly influence educators' engagement with these practices. Across dimensions such as stress management, understanding, evaluating, analyzing, choosing, recreating, and restoring, there are no statistically significant correlations with the number of years in teaching. This implied that educators, regardless of their tenure in the profession, approach these aspects of 3Rs implementation similarly.

Skaalvik (2021) highlighted that burnout and self-efficacy are related to personal and professional renewal practices. However, these are not significantly correlated with the length of teaching experience. One way or another, there was one notable exception in the dimension of creating, where a significant positive correlation is observed ($\beta = 0.233$, $p = 0.019$). This indicated that educators with more years of teaching experience are more inclined to engage in creative practices within the 3Rs framework. Educators accumulate more experience in the profession; they may become more adept at incorporating innovative approaches to reflection, self-care, and professional development into their practice (Rapanta et al. (2021)

Finally, the analysis on the relationship between educational background, designations, and 3Rs (Reflection, Recharging, and Retreat) implementation revealed that neither educational background nor designations significantly influence educators' engagement with these practices. Across dimensions such as stress management, understanding, evaluating, analyzing, choosing, recreating, and restoring, there were no statistically significant correlations with educational background. The beta values range from -0.147 to 0.031, with corresponding p-values ranging from 0.143 to 0.759, indicating no significant correlation.

Similarly, designations also showed no statistically significant correlations across these dimensions, with beta values ranging from -0.027 to 0.187 and p-values ranging from 0.062 to 0.788. These findings suggested that regardless of educators' educational backgrounds or their specific designations within the educational system, they approached the aspects of 3Rs implementation similarly. This implied that factors other than educational background or formal designations may play a more influential role in shaping educators' engagement with reflective practices, self-care strategies, and professional development opportunities regardless of their formal educational background or designations (Jones,2023).

### 3.8 Relationship between the IPCR rating of teachers and the problems met in the implementation of the 3Rs

**Table 9.** Relationship between the IPCR rating of teachers and the problems met in the implementation of the 3Rs

| Variable | Problems Met in the Implementation of the 3Rs | B | P-value | Decision |
|---|---|---|---|---|
| IPCR Rating | Reflection | -.136 | .178 | Not Significant |
| | Recharging | -.107 | .291 | Not Significant |
| | Retreat | -.179 | .075 | Not Significant |

The table implies that the problems encountered by the teachers in reflection, recharging and retreat did not affect their performance rating. Similarly, work by Brockbank and McGill (2020) examined the relationship between reflective dialogue and emotional resilience, emphasizing the importance of creating supportive communities of practice where teachers feel safe to explore their professional vulnerabilities and aspirations.

Protective Factors Framework (Garmezy and Masten) stated that by all means fostering protective factors such as strong support networks, opportunities for professional growth, and positive work environments, schools can enhance teachers' resilience. Moreover, Challenge-Response Theory (Richardson) highlighted the importance of viewing challenges as opportunities for growth. Professional development and reflection practices that encourage teachers to learn from difficult experiences can strengthen resilience.

Based on the findings, despite the implementations 3Rs approach in the schools of Carrascal District, there were still 12 % of teachers under the satisfactory level of IPCR rating. Thus, the researcher created and adapted a Wellness Guidebook as the intervention to address the weak indicators of the 3Rs and to intensify the 3Rs implementation to boost teacher performance. Embracing 3Rs – A personalized Guidebook to help integrate the three essential components of wellness—reflections, recharging, and retreat—into daily, weekly, and monthly routines. The teachers who engage in these practices can cultivate a balanced life and improve their performance.

## 4. CONCLUSIONS

In conclusion, several key insights emerge from the comprehensive analysis of the study's findings. Firstly, the demographic profile of respondents reflects the gender trend in education, with a majority of female teachers across various age groups, teaching positions, and educational backgrounds. Despite this diversity, the study indicates a need for targeted support for educators, particularly those rated as satisfactory in their performance. Enhancing the effectiveness of this group could significantly contribute to overall teaching quality and student outcomes, underscoring the importance of tailored professional development initiatives.

Furthermore, the study sheds light on the critical role of the 3Rs (Reflections, Recharging, Retreat) approach in promoting teachers' well-being and performance. Despite challenges such as time constraints and limited institutional support, structured implementation of the 3Rs effectively mitigates stressors and enhances performance. Reflective practices enable continuous improvement, while recharging activities prevent burnout and maintain work-life balance. Additionally, retreat experiences facilitate deep relaxation and self-reflection, essential for long-term sustainability in teaching. These findings highlight the transformative potential of the 3Rs approach and emphasize the need for systemic changes within educational institutions to support teacher well-being.

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