



STRESS MANAGEMENT AND TEACHERS' PERFORMANCE IN THE TERESIAN DAUGHTERS OF MARY-MANAGED SCHOOLS

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ABSTRACT

This study investigated the stress management and teachers' performance in the Teresian Daughters of Mary-Managed Schools High School Department. The study used the non-experimental quantitative research design utilizing correlational method. The respondents were composed of 149 teachers in the Teresian Daughters of Mary-Managed Schools High School Department using a universal sampling. The statistical tools used were Mean, Pearson Product Moment Coefficient Correlation and Regression Analysis. The findings revealed that the teachers were able to always observe stress management. This suggests that they are able to control their stress by being respectful and responsible, managing and communicating existing and future work, managing the individual within the team and reasoning/ managing difficult situations. Meanwhile teacher's performance is always observed by the teachers. This indicates that teacher is able to observe always the expected standard performance in terms of designing learning experiences for children, knowledge and understanding of subject matter, strategies for facilitating learning and interpersonal relationship. There is no significant relationship between the stress management and teacher's performance in the Teresian Daughters of Mary- Managed Schools High School Department. None of the domains of the stress management that significantly influence of the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. It is articulated in this study that that further study may be conducted on the other stress management indicators that may influence the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. It was concluded that teachers who have always observed stress management do not have an impact to their performance.

KEYWORDS: Stress management, Teacher's performance, Teresian Daughters of Mary- Managed Schools.

INTRODUCTION

Stress has become recognized as a major issue that has an impact on job, family, and quality of life (Chen, et al, 2022). When under stress, stress management refers to a plan of action and methods designed to lower individual stress levels and improve day-to-day functioning. (Bieñ & Konodyba-Rorat 2023).

Teachers should practice stress management since it can help them better handle their own stress and improve their capacity to instruct their students. (Asaloei, et al., 2020). Those that are successful manage their job and personal lives well (Demou, et al., 2020).

Teachers must learn how to effectively manage their stress because high levels of stress negatively impact their health, work satisfaction, and turnover rates, all of which have an effect on students' academic achievement (Asaloei, et al., 2020; Agyapong, et al., 2023). For educators to maintain emotional control, feel positive emotions, develop resilience, and enjoy what they do, stress management is essential (Edn Hepburn, et al., 2021).

Teachers' ability to manage their stress has a big impact on their wellbeing and productivity worldwide (Hepburn, et al., 2021). Some researches reveal that teachers all around the world suffer from stress, burnout, anxiety, and



depression, which lowers their job satisfaction, causes them to perform poorly, and makes them want to quit teaching (Agyapong, et al., 2022; Ibrahim, et al., 2021).

According to the American Institute of Stress Statistics, eighty percent of Americans, including teachers, report feeling stressed out at work (Patterson & Stockwell, 2022). This suggested that stress is rising for certain Americans instead of falling. Additionally, stress levels have increased 75% of education faculty members at all levels, up from 72% in 2021, report feeling pressured (Herr, 2022).

Another issue raised by Chesak, et al. (2019) is that stress among educators has been linked to poor performance in the classroom and in interactions with students. Additionally, stress has been shown to have a major negative impact on educators' ability to perform their jobs, as evidenced by decreased productivity, lower-quality work, absenteeism, and intentions to leave the teaching profession.

It's critical to acknowledge and mitigate the negative impacts of stress on educators' health in order to avoid long-term issues in their personal and professional life. (Jimenez, 2021). A global agreement on common measures to evaluate teachers' stress and mental health is also being called for, as are treatments that emphasize behavioral, cognitive-behavioral, and mindfulness to lessen unfavorable effects. (Ibrahim, et al., 2021; Jimenez, 2021).

Filipino teachers in the Philippines endure high levels of work-related stress, which negatively impacts their capacity to perform professionally (Sarabia, & Collantes, 2020). The primary causes of stress are unsafe working conditions, a lack of tools or resources to complete tasks efficiently, excessive supervision and demands for results from the school administration, emotional outbursts and exhaustion on a personal level, a low pay scale, high living expenses, and large class sizes (Alson, 2019; Vallejos, 2022; Sarabia, & Collantes, 2020).

This was supported by Alson (2019) who stated that stress at work causes teachers to be less productive, have worse morale, and be dissatisfied with their jobs. Teachers have created a variety of coping techniques to deal with this, including both emotional and cognitive approach. However, the search results indicate that more systemic support is needed from educational leaders and policymakers to promote teachers' well-being and improve the overall effectiveness of the education system (Alson, 2019).

This was collaborated by Orlanda-Ventayen & Ventayen (2021) who indicated Teachers' workloads caused them to feel stressed. In the Philippines, a full-time teacher typically works thirty hours a week, or six hours a day, however this does not include other responsibilities that come with the job. Teachers in the US often put in three to five hours a day at their jobs. It is evident that instructors who have a heavy workload at school may experience stress and depression at work, which could impair their performance.

Teachers in Davao City and the surrounding areas are suffering from high levels of stress, concern, and other mental health issues, which may be negatively affecting their performance at work (Clarion & Palarisan, 2023). It appears that there is a great demand in this field for enhanced teacher support, professional development opportunities, and better stress management techniques. According to a Davao de Oro public school teachers' study, the COVID-19 epidemic and the move to remote learning significantly increased teachers' stress, anxiety, and depressive symptoms (Clarion & Palarisan, 2023).

Furthermore, Olivar, et al., (2022) stated in their study that role ambiguity, disagreement, performance standards, the political atmosphere of the company, and strained relationships with coworkers are all factors that contribute to stress. Yet, stress had a detrimental impact on the employees' commitment, physical well-being, and general job satisfaction. (Olivar, et al., 2022).

It is in this premise that the researcher conducted the study to find out if Teachers' Performance in the Teresian Daughters of Mary-Managed Schools High School Department is being affected by their Stress Management. Given these, no study has been conducted in the Teresian Daughters of Mary-Managed Schools.



This study aims to investigate the stress management and teachers' performance in the Teresian Daughters of Mary-Managed Schools High School Department. Moreover, it seeks to answer the following inquiries;

1. What is the extent of stress management of the faculty in the Teresian Daughters of Mary Managed Schools High School Department in terms of:

- 1.1 being respectful and responsible;
- 1.2 managing and communicating existing and future work;
- 1.3 managing the individual within the team;
- 1.4 reasoning/ managing difficult situations?

2. What is the extent of teachers' performance of the faculty in the Teresian Daughters of Mary-Managed Schools High School Department in terms of:

- 2.1 designing learning experiences for children;
- 2.2 knowledge and understanding of subject matter;
- 2.3 strategies for facilitating learning;
- 2.4 interpersonal relationship?

3. Is there a significant relationships between the Stress management and Teachers' performance in the Teresian Daughters of Mary-Managed Schools High School Department?

4. What domains of the Stress management that significantly affect the Teachers' Performance in the Teresian Daughters of Mary-Managed Schools High School Department?

The null hypothesis were tested at 0.5 level of significance:

Ho 1: There is no significant relationships between the stress management and teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department.

Ho 2: None of the domains of the stress management that significantly affect the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department.

METHODOLOGY

Research Design

This study used non-experimental quantitative design utilizing correlation method. This method was used to investigate the causes of certain phenomena when the objectives described the state of the circumstance at the time of the investigation (Kowalczyk & Skidmore, 2023). The results of a non-experimental quantitative design are obtained by examining the correlations between two variables. To determine the significance of a link between two or more quantifiable variables, data is gathered in correlation research (Bonds-Raacke & Raacke, 2014). The aim of this research is to determine whether stress management has an impact on teachers' performance.

Research Respondents

This study was conducted in the Teresian Daughters of Mary-Managed Schools. Included in this study were the five Teresian Daughters of Mary-Managed Schools in Davao Region. There were 109 teachers who were involved as respondents of the study, who rated the stress management, and there were 40 subject area coordinators who were involved as respondents of the study, who rated the teachers' performance in the Teresian Daughters of Mary-Managed Schools High School Department in 2023. A universal sampling was employed in the selection of the respondents with at least 3 years in service.

Research Instrument

The research instrument used in this study was the standardized questionnaire taken from Stress management competency indicator tool by Houdmont et al. (2020) and performance indicators for teachers by Sinclair et al. (2013). Since the research instrument was adapted, validity and reliability was already established from the previous study. It is made up of two parts. Part I dealt with the stress management with the following indicators: being respectful and responsible, managing and communicating existing and future work, managing the individual within the team, and reasoning/ managing difficult situations. Part II dealt with Teachers' Performance which indicated the following: designing learning experiences for children, knowledge and understanding of subject matter, strategies for facilitating learning, and interpersonal relationship.



Research Procedure

The data were gathered through the following procedures: The researcher asked the approval of the endorsement from the dean of graduate school. A letter of permission was secured to conduct the study for the level of the stress management and Teachers' Performance in the Teresian Daughters of Mary- Managed Schools High School Department. Upon Approval of the school administrator, the teachers gathered and oriented about the purpose of the study. The teacher-respondents were requested to answer the questionnaire honestly so that valid and reliable data will be elicited. Ninety five percent (95%) of the questionnaire was retrieved.

Data Analysis

The following statistical tool were used in the study:

Mean. This was employed to determine the extent of the Stress management and Teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department.

Pearson Product Moment Coefficient of correlation (r). This was used to determine the relationship between the Stress management and Teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department.

Regression Analysis. This was used to determine the significant influence of the Stress management and Teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department.

Results and Discussions

The following are the findings of the study:

The overall extent of stress management of the faculty was very extensive. This means that the teachers were able to always observe stress management. This suggests that they are able to control their stress by being respectful and responsible, managing and communicating existing and future work, managing the individual within the team and reasoning/ managing difficult situations. While the overall extent of Teachers' Performance in the Teresian Daughters of Mary-Managed Schools High School Department was very extensive. This means that the extent of teachers' performance is always observed by the teachers. This indicates that teacher is able to observe always the expected standard performance in terms of designing learning experiences for children, knowledge and understanding of subject matter, strategies for facilitating learning and interpersonal relationship.

The relationship between the Stress Management and Teachers' Performance in the Teresian Daughters of Mary-Managed Schools High School Department revealed an overall computed r-value of .032 and negligible degree of correlation. Since the p-value of 0.00 is greater than the 0.05 level of significance, this indicates the null hypothesis was accepted, and it could be stated therefore that there is no significant relationship between the stress management and teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. This implies that the performance of teachers who have consistently observed stress management in the terms of being respectful and responsible, managing and communicating existing and future work, managing the individual within the team, and reasoning/ managing difficult situations would not be impacted.

The influence of the domains of Stress Management to the Teachers' Performance in the Teresian Daughters of Mary-Managed Schools High School Department shown an overall computed F-value 419 with a computed p-value of 0.834 at alpha 0.05 level of significance in this study. Since the overall is greater than the 0.05 level of significance, this indicates the null hypothesis is accepted, and it could be stated therefore that none of the domains of the stress management that significantly influence the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. This indicates that teachers who have always observed stress management in the terms of being respectful and responsible, managing and communicating existing and future work, managing the individual within the team, and reasoning/ managing difficult situations, do not have an impact to their performance.

Conclusions and Recommendations

Based on the overall findings of this research, the following conclusions are drawn:

The teachers of the selected Teresian Daughters of Mary-Managed Schools High School Department were able to control their stress by being respectful and responsible, managing and communicating existing and future work,



managing the individual within the team and reasoning/ managing difficult situations. Similarly, the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department were able to observe always the expected standard performance in terms of designing learning experiences for children, knowledge and understanding of subject matter, strategies for facilitating learning and interpersonal relationship.

There was no significant relationship between the stress management and teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. This implied that the performance of teachers who have consistently observed stress management would not be impacted. Likewise, none of the domains of the stress management that significantly influence the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. This indicates that teachers who have always observed stress management do not have an influence to their performance.

It is recommended in this study that stress management and teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department in low areas should be kept an eye by the teachers to encourage them to reach on the very extensive. It is also recommended in this study that further study may be conducted on the other stress management indicators that may affect the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department. Additionally, it is also recommended in this study further study may be conducted on the other variables that may affect the teacher's performance in the Teresian Daughters of Mary-Managed Schools High School Department.

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