

FACTORS ASSOCIATED WITH STRESS AS RELATED TO THE TEACHER'S JOB PERFORMANCE AND STUDENTS LEARNING OUTCOMES: BASIS FOR STRESS MANAGEMENT TRAINING

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ABSTRACT

This research wants to further study the relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training. This study will use the Descriptive Quantitative research method in gathering information. This method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. Specifically, the researcher stylized a questionnaire type of descriptive quantitative research method, the Likert scale to be specific, which enables researcher to gather information from the respondents without the respondents having any difficulties in answering the questions required for the researcher to have information regarding the relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training.

In order to collect data needed, research instrument will be use. Questionnaires will be use to gather information from the respondents. It includes questions/ statements about relationship of relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training. Questionnaire is answerable by using rate scale or the respondent rate. It will be use to gather data that will assess by the teachers and students from District V, Schools Division of San Pedro.

Finding shows that the level of level of factors associated with stress in terms of physical stress, psychological stress, psychosocial stress and emotional stress are all high which can imply that teachers are experiencing stress however they are able to manage it properly. While the level of teacher's job performance in terms of mastery of subject, designing learning experiences, facilitating learning, interpersonal relationship and professional development are also interpreted as high. Variables under teacher's job performance also obtain a high mean which implies that teachers show good performance in their work. Then, the level of student outcomes in terms of knowledge and comprehension, challenge and skills, perseverance and commitment, academic engagement and skills and abilities are all high which can imply that students also show good performance and outcomes related with the teacher's performance. Lastly, findings reveal that factors associated with stress have a significant relationship with the teacher's job performance and student's outcome which incites that stress could really affect the behavior, job commitment and the productivity of the teachers, also the outcomes of the student. The study shows that the factors associated with stress have a significant relationship with the teacher's job performance and student's outcome. Thus, the researcher concludes that the research hypotheses stating that "There is no significant relationship between factors associated with stress and teacher's job performance" and "There is no significant relationship between factors associated with stress and student's learning outcome" It is suggested for the school head to continue monitor their teachers and be aware of their emotions. Teachers should be given enough time for their job and daily life to lessen the experience of having lack of sleep, lack of exercise and fatigue. In this way, teachers can feel more comfortable even they have experienced a lot of stress. It is highly recommended for the school head and school administration to provide programs and other recreational activities that will involve the teachers such as physical activities, team building activities, socialization and community involvement. On this way, teachers may develop positive resiliency and well-being towards their working environment to lessen the effect of factors associated with stress. It is suggested for the teachers to also regulate themselves and be aware of their emotions so that they can get help from other people whenever they needed. Teachers should also try to develop their own coping mechanism such as engagement to the people around,

maintaining good relationship on to peers and seeking feedback from other people. It will help them to prevent being loaded and over stresswith their job. It is suggested for the students to do not directly rely with their teachers as they also responsible for their own outcome. Theyalso need to be resilient, develop self-regulation to maintain their positive academic engagement.

Keywords:

Stress Management, *Teacher's* Job performance, stress factors

INTRODUCTION

Job market has been shifting due to a large number of teachers changing careers and pivoting into new industries. Teacher stress is one of the main factors that has been pushing many out of the profession. While teaching has always been stressful, it's been exacerbated by challenges many educators experienced due to Covid-19. Additionally, Teachers work longer hours than many other positions, which often leads to burnout and stress. Some of the many contributing factors are lack of resources, work-life balance and political issues.

Moreover, teachers are losing what little time they have for planning due to sub shortages, which is stretching them thin. Students are coming back to school with new behavioral challenges, and teachers do not have the resources to support them. There has been a rise in concerns over personal safety due to these behavioral issues becoming violent. According to Mendoza & Hife 2020, Educational leaders should learn to adjust the organization's direction in response to a changing environment. It is recommended that educational leaders focus on understanding the strengths of their employees and their potential for more responsibility to take control and initiative.

These factors are associated with the stress experiencing by the teachers. Their effectivity and efficiency also become at stake if they feel stress and uncomfortable everytime, they facing their students. Research further stated that teachers in the high stress, high burnout, and low coping class were associated with the poorest student outcomes. Implications for supporting teachers to maximize student outcomes are discussed. (Herman, Rosa and Reinke, 2017)

Lastly, the effects of the teachers' stress on the performance have been widely recognized. It also shows that stress has a very negative effects in shape of low morale, absenteeism, poor teaching quality, less students' satisfaction and turn over on the overall performance of teachers. Under this process certain factors like resources, both personal as well as job resources buffer the negative effects of stress on the performance. (Khan, 2017)

This research wants to further study the relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training.

This study aims to determine the relationship of relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training.

Specifically sought to answer the following questions:

1. What is the level of stress of the respondents in the following factors;
 - 1.1 Physical;
 - 1.2 Psychological;
 - 1.3 Psychosocial; and
 - 1.4 Emotional ?
2. What is the level of teacher's job performance in terms of;
 - 2.1 Mastery of subject;
 - 2.2 Designing learning experiences;
 - 2.3 Facilitating learning;
 - 2.4 Interpersonal relationship; and
 - 2.5 Professional development?
3. What is the level of student's learning outcomes in terms of;
 - 3.1 Knowledge and comprehension;
 - 3.2 Challenge and skills;
 - 3.3 Perseverance and commitment;
 - 3.4 Academic engagement; and
 - 3.5 Skills and abilities?
4. Are the factors associated with stress significantly related on teacher's job performance?
5. Are the factors associated with stress significantly related on student's learning outcomes?
6. Proposed Plan for Stress Management Training.

REVIEW OF RELATED LITERATURE

The mastery of subject matter is the foundation upon which the education of a teacher is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher which

contributes to the growth of a teacher as a person. The teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz and Latham, 2013).

According to Abel, M., & Sewell, J. (2019) teachers have different job skills, knowledge, behaviors, attitudes, and concerns at different points in their careers. A number of these characteristics follow a regular developmental pattern. Three stages of teacher career development have been identified, with different developmental characteristics at each stage. In the survival stage, which occurs during the first year of teaching, the major concern of the teacher is meeting professional responsibilities and adjusting to the school environment. The second, third, and fourth years of teaching are years of adjustment, growth in classroom techniques, and increasing confidence.

Research on teacher wellbeing has focused largely on stress and burnout. Organizational and social pressures such as administration workload, classroom management issues, and lack of supervisor and team support have been extensively studied. To date, however, the interpersonal relationships between teachers and students have been largely ignored as a factor of significance to teacher wellbeing (Friedman 2016).

Everley & Rosenfeld, (2013) cautions that "complete freedom from stress is death", while some stress acts as a motivating agent for achievement. Such stress is necessary and contributes to a person's adequate functioning in life.

Too much or too little stress can reduce a person's productivity. Positive (good) stress (for example an opportunity, a promotion, a challenge) is referred to as 'eustress' by Keiper & Buselle (2016).

Conceptually, teachers who feel more confident in their capacity to manage classroom behaviors are more likely to deliver effective practices and observe positive student outcomes. In turn, positive student responses to effective classroom management serves as a positive feedback loop for increasing self-efficacy and the likelihood the teacher will deliver effective practices in the future (Han & Weiss, 2015). On the contrary, lack of confidence or efficacy may interfere with a teacher's ability to be effective in meeting the needs of students

teacher self-efficacy and subject knowledge affected teacher behavior, thereby creating an indirect relationship to student academic achievement. Self-efficacy predicts future behavior. Self-efficacy

theory suggests that if a teacher experiences success on a task, then he/she is likely to believe that he/she will be successful again in that task (Tschannen-Moran & Hoy, 2017).

Teaching is a high-stress profession, and many teachers experience serious emotional problems related to the stress of their job (Maslach, C., et al 2016). Stress interferes with personal well-being and can weaken performance. When teachers are stressed and not coping well, the relationships they have with students are likely to suffer, leading to negative academic and behavioral outcomes for students

Teaching is becoming a more challenging profession worldwide. Surveys conducted worldwide revealed widespread concern about the effects of stress on teachers' sense of wellbeing and their willingness to stay in the profession. Before 1970's, teaching was considered as as a noble profession. However, in the recent years, researches have proved that teaching profession is one of the stressful professions, (Huberman, A. M. 2019).

The issue of stress among teachers is becoming as one of the serious problems where adequate attention is needed. Experiencing high level of stress could lead to various negative consequences such as poor performance, lack of commitment, lack of motivation and poor quality of classroom teaching. Thus, stress seems pervasive among all teachers working at different level in different institutions, (Carver, C. 2015).

METHODOLOGY

This study used the Descriptive Quantitative research method in gathering information. This method enables the researcher to interpret the theoretical meaning of the findings and hypothesis development for further studies. This type of research provides a detailed and accurate picture of the characteristics of a particular population or subject. By observing and collecting data on a given topic, descriptive research helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies. Specifically, the researcher designed a questionnaire type of descriptive quantitative research method, the Likert scale to be specific, which enables researcher to gather information from the respondents without the having any difficulties in answering the questions required for the researcher to have information regarding the relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training.

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. (Bhandari, 2021)

Respondents of the Study

The respondents that will be used in the study will be the teachers and students from District V, Schools Division of San Pedro. In selecting the respondents, the researcher used the random sampling technique.

Random sampling is one of the simplest forms of collecting data from the total population. Under random sampling, each member of the subset carries an equal opportunity of being chosen as a part of the sampling process.

According to Ariola et.al. (2006) when it is not possible to study the entire population, a smaller sample was taken using a random sampling technique.

In order to collect data needed, research instrument will be use. Questionnaires will be use to gather information from the respondents. It includes questions/ statements about relationship of relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training. Questionnaire is answerable by using rate scale or the respondent rate. It will be use to gather data that will assess by the teachers and students from District V, Schools Division of San Pedro.

In the questionnaire, a five-point rating scale indicated below will used to determine of the selected respondents.

| | | |
|---|-------------|-----------|
| 5 | 4.20 – 5.0 | Always |
| 4 | 3.40 – 4.19 | Often |
| 3 | 2.60 – 3.39 | Sometimes |
| 2 | 1.80 – 2.59 | Rarely |
| 1 | 1 – 1.79 | Never |

The gathered data will be tabulated, and interpret using following tools. Mean and standard deviation have been used to determine the mean level of relationship of factors associated with stress to the teachers' job performance and student's learning outcomes basis for stress management training. This response tabulated was used as the basis for the statistical treatment of data. Mean was used to convert the responses into scores as basis for determining the verbal interpretation as scaled into five optional answers. Standard deviation was used to have a better idea on how the data entries differ from the mean. Pearson r and regression was used to determine the significance relationship of factors associated with stress and job performance and student's learning outcome.

RESULT AND DISCUSSION

Table 1. Level of Factors Associated with Stress in Terms of Physical Stress

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|-----------|
| Have a complete sleep and time for physical exercise. | 3.00 | 1.06 | Sometimes |
| Breathe properly and do not feel over fatigue. | 3.40 | 0.89 | Sometimes |
| Control panic attacks and anxiety. | 3.80 | 0.81 | Often |
| Have a strong physical muscle and bone. | 3.63 | 0.87 | Often |
| Maintain and balance normal blood pressure. | 3.70 | 0.94 | Often |

Overall Mean = 3.51

Standard Deviation= 0.96

Verbal Interpretation= High

Table 1 illustrates the level of Factors Associated with Stress in terms of Physical Stress

From the statements above, “Controlpanic attacks and anxiety” yielded the highest mean score (M=3.80, SD=0.81) and was remarked as Often. This is followed by “Maintain and balance normal blood pressure” with a mean score (M=3.70, SD=0.94) and was also remarked as Often. On the other hand, the statement “Have a complete sleep and time for physical exercise” received the lowest mean score of responses with (M=3.00, SD=1.06) yet was also remarked Sometimes.

The level of Factors Associated with Stress in terms of Physical Stress attained a weighted mean score of 3.51 and a standard deviation of 0.96 and was High among the respondents. Stress among education teachers, the factors that contribute stress and level of occupational stress among education teachers who are teaching in education classes revealed that pupil misbehavior as the main source of teacher stress among education teachers, followed by workload, time and resources difficulties, recognition, and interpersonal relationship.

Table 2. Level of Factors Associated with Stress in Terms of Psychological Stress

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Handle pressure under challenges. | 3.71 | 0.66 | Often |
| Control the outcome of the situation. | 3.64 | 0.66 | Often |
| Manage time, works and activities. | 3.76 | 0.82 | Often |
| Manage emotions when worrying to something. | 3.70 | 0.82 | Often |
| Control relationship with other people and take responsibilities for every own actions. | 3.84 | 0.75 | Often |

Overall Mean = 3.73

Standard Deviation= 0.75

Verbal Interpretation= High

Table 2 illustrates the level of Factors Associated with Stress in terms of Psychological Stress

From the statements above, “Manage time, works and activities” yielded the highest mean score (M=3.76, SD=0.82) and was remarked as Often. This is followed by “Handle pressure under challenges” with a mean score (M=3.71, SD=0.66) and was also remarked as Often. On the other hand, the statement “Control the outcome of the situation” received the lowest mean score of responses with (M=3.64, SD=0.66) yet was also remarked Often.

The level of Factors Associated with Stress in terms of Psychological Stress attained a weighted mean score of 3.73 and a standard deviation of 0.75 and was High among the respondents. The findings of this study revealed that academic staffs are going through academic, administrative, job-related, student-imposed, social and psychological stress. In order to reduce academic staff stress and improve performance, school administrators, policy makers and Department of Education need to provide an

enabling environment for academic staff, increase teachers' motivation, support them in achieving their set goals and facilitate their job satisfaction.

Table 3. Level of Factors Associated with Stress in Terms of Psychosocial Stress

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Avoid getting stress whenever there is new or increasing work responsibilities. | 3.53 | 0.86 | Often |
| Sustain increasing demands from works. | 3.51 | 0.72 | Often |
| Handle moods and emotions toward certain situation. | 3.76 | 0.71 | Often |
| Adapt to a new working environment. | 3.87 | 0.72 | Often |
| Manage relationship with other people from the surroundings. | 3.94 | 0.70 | Often |

Overall Mean = 3.72

Standard Deviation = 0.76

Verbal Interpretation = High

Table 3 illustrates the level of Factors Associated with Stress in Terms of Psychosocial Stress

From the statements above, "Manage relationship with other people from the surroundings" yielded the highest mean score ($M=3.94$, $SD=0.70$) and was remarked as Often. This is followed by "Adapt to a new working environment" with a mean score ($M=3.87$, $SD=0.72$) and was also remarked as Often. On the other hand, the statement "Sustain increasing demands from works" received the lowest mean score of responses with ($M=3.51$, $SD=0.72$) yet was also remarked Often.

The level of Factors Associated with Stress in terms of Psychosocial Stress attained a weighted mean score of 3.72 and a standard deviation of 0.76 and was High among the respondents. Stress of teachers also increases due to the different situations that challenge them. Some factors associated with teacher's stress are physical, psychological, psychosocial and emotional stress. These factors can be manageable for others but may become worst for some. If the teachers cannot react positively, their performance and even the learners' education may be forsaken.

Table 4. Level of Factors Associated with Stress in Terms of Emotional Stress

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Easily make decisions for achieving goals and securing solutions for every situation. | 3.57 | 0.79 | Often |
| Control feelings and emotions. | 3.77 | 0.71 | Often |
| Develop resiliency and own coping mechanism. | 3.73 | 0.66 | Often |
| Develop higher self-confidence and own motivation to work better. | 3.74 | 0.72 | Often |
| Concentrate on works and task without getting emotionally stress. | 3.61 | 0.77 | Often |

Overall Mean = 3.69

Standard Deviation= 0.73

Verbal Interpretation= High

Table 4 illustrates the level of Factors Associated with Stress in terms of Emotional Stress

From the statements above, “Control feelings and emotions” yielded the highest mean score (M=3.77, SD=0.71) and was remarked as Often. This is followed by “Develop higher self-confidence and own motivation to work better” with a mean score (M=3.74, SD=0.72) and was also remarked as Often. On the other hand, the statement “Easily make decisions for achieving goals and securing solutions for every situation” received the lowest mean score of responses with (M=3.57, SD=0.79) yet was also remarked Often.

The level of Factors Associated with Stress in terms of Emotional Stress attained a weighted mean score of 3.69 and a standard deviation of 0.73 and was High among the respondents. Teacher stress between and measured the relationships between teacher stress and numerous other constructs including coping, burnout, emotional responses, personality mediators, personal support, environmental structure, and background characteristics. Results showed that the strongest association of teacher stressors exists with negatively oriented emotional responses confirming the central role of teachers’ coping mechanisms, personality mediators, and burnout potential according to our model of the stress. **Table 5. Level of Teacher’s Job Performance in Terms of Mastery of Subject**

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Specific, clear and demonstrate learning objectives. | 3.93 | 0.80 | Often |
| Explain every information regarding the lesson. | 4.00 | 0.70 | Often |
| Allow getting feedback from the students. | 3.97 | 0.66 | Often |
| Use differentiated instructional materials in teaching. | 3.99 | 0.63 | Often |
| Integrate various techniques and technological tools in teaching. | 3.91 | 0.78 | Often |

Overall Mean = 3.96

Standard Deviation= 0.71

Verbal Interpretation= High

Table 5 illustrates the level of Teacher’s Job Performance in terms of Mastery of Subject

From the statements above, “Explain every information regarding the lesson” yielded the highest mean score (M=4.00, SD=0.70) and was remarked as Often. This is followed by “Use differentiated instructional materials in teaching” with a mean score (M=3.99, SD=0.63) and was also remarked as Often. On the other hand, the statement “Integrate various techniques and technological tools in teaching” received the lowest mean score of responses with (M=3.91, SD=0.78) yet was also remarked Often.

The level of Teacher’s Job Performance in terms of Mastery of Subject attained a weighted mean score of 3.96 and a standard deviation of 0.71 and was High among the respondents. It encompasses imparting of knowledge, skills and attitudes. The mastery of subject matter is an essential skill that a teacher requires to be endowed with, in the teaching and learning process as it has a direct impact on

teaching and learning process in schools. Teachers are required to know what they are teaching because understanding of subject matter by a teacher implies that the teachers is able to grasp the main points and teach them to the learners, and to correct any misconceptions of knowledge, and all this revolves around the teachers understanding of the subject matter.

Table 6. Level of Teacher's Job Performance in Terms of Designing Learning Experiences

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Encourage social and collaborative learning. | 4.17 | 0.78 | Often |
| Make instructional materials that cultivate multiple intelligences. | 3.97 | 0.64 | Often |
| Relate the lesson with real-life experiences. | 4.26 | 0.79 | Always |
| Give students opportunities to make personal connections with the lesson. | 4.14 | 0.73 | Often |
| Design instructional tools that can cultivate <i>student's motivation</i> . | 4.13 | 0.64 | Often |

Overall Mean = 4.13

Standard Deviation= 0.72

Verbal Interpretation= High

Table 6 illustrates the level of Teacher's Job Performance in terms of Designing Learning Experiences

From the statements above, "Relate the lesson with real-life experiences" yielded the highest mean score ($M=4.26$, $SD=0.79$) and was remarked as Always. This is followed by "Encourage social and collaborative learning" with a mean score ($M=4.17$, $SD=0.78$) and was also remarked as Often. On the other hand, the statement "Make instructional materials that cultivate multiple intelligences" received the lowest mean score of responses with ($M=3.97$, $SD=0.64$) yet was also remarked Often.

The level of Teacher's Job Performance in terms of Designing Learning Experiences attained a weighted mean score of 4.13 and a standard deviation of 0.72 and was High among the respondents. Teachers have different job skills, knowledge, behaviors, attitudes, and concerns at different points in their careers. A number of these characteristics follow a regular developmental pattern.

Table 7. Level of Teacher's Job Performance in Terms of Facilitating Learning

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Allow students to explore their own understanding. | 4.13 | 0.80 | Often |
| Give students to develop their own passion in learning and studying. | 4.20 | 0.67 | Often |
| Create a conducive learning environment that is accessible for all kinds of students. | 4.27 | 0.70 | Always |

| | | | |
|---|------|------|-------|
| Give reinforcement and constructive punishment for every action that students made. | 4.10 | 0.68 | Often |
| Encourage the learners to take on their own learning process. | 4.13 | 0.64 | Often |
| Overall Mean = 4.17 | | | |
| Standard Deviation= 0.70 | | | |
| Verbal Interpretation= High | | | |

Table 7 illustrates the level of Teacher's Job Performance in terms of Facilitating Learning

From the statements above, "Create a conducive learning environment that is accessible for all kinds of students" yielded the highest mean score (M=4.27, SD=0.70) and was remarked as Always. This is followed by "Give students to develop their own passion in learning and studying" with a mean score (M=4.20, SD=0.67) and was also remarked as Often. On the other hand, the statement "Give reinforcement and constructive punishment for every action that students made" received the lowest mean score of responses with (M=4.10, SD=0.68) yet was also remarked Often.

The level of Teacher's Job Performance in terms of Facilitating Learning attained a weighted mean score of 4.17 and a standard deviation of 0.70 and was High among the respondents. Students are encouraged to take more control of their learning process. The trainer's role becomes that of a facilitator and organizer providing resources and support to learners.

Table 8. Level of Teacher's Job Performance in Terms of Interpersonal Relationship

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Listens well and communicate relentlessly. | 4.06 | 0.74 | Often |
| Show interest with other people opinions. | 4.01 | 0.73 | Often |
| Builds connection with the students and make them feel comfortable with them. | 4.14 | 0.75 | Often |
| Engage on conversation actively and maintain good relationship with other people. | 4.06 | 0.72 | Often |
| Seek for other <i>people's</i> feedback and respect their own perspectives. | 4.03 | 0.74 | Often |

Overall Mean = 4.06
Standard Deviation= 0.73
Verbal Interpretation= High

Table 8 illustrates the level of Teacher's Job Performance in terms of Interpersonal Relationship

From the statements above, "Builds connection with the students and make them feel comfortable with them" yielded the highest mean score (M=4.14, SD=0.75) and was remarked as Often. This is followed by "Listens well and communicate relentlessly" and "Engage on conversation actively and maintain good relationship with other *people*" with a mean score (M=4.06, SD=0.74, 0.72) and was also remarked as

Often. On the other hand, the statement “Show interest with other people opinions” received the lowest mean score of responses with (M=4.01, SD=0.73) yet was also remarked Often.

The level of Teacher’s Job Performance in terms of Interpersonal Relationship attained a weighted mean score of 4.06 and a standard deviation of 0.73 and was High among the respondents. Interpersonal relationship is a stressor among lecturers; often result from difficulties in developing and maintaining relationships within themselves and other people such as non-teaching colleagues, students, even subordinates in the university environment.

Table 9. Level of Teacher’s Job Performance in Terms of Professional Development

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Identify own goals and take a step to achieve it. | 4.20 | 0.65 | Often |
| Openness to learn new skills to help grow in teaching. | 4.23 | 0.62 | Always |
| Attend seminars/webinars and other programs that can help gain knowledge about <i>own’s</i> career. | 4.23 | 0.73 | Always |
| Join trainings, workshops and/or symposium that can help grow and success. | 4.19 | 0.67 | Often |
| Reflect on <i>own’s</i> practice and take initiative to develop as a professional. | 4.13 | 0.66 | Often |

Overall Mean = 4.19

Standard Deviation= 0.66

Verbal Interpretation= High

Table 9 illustrates the level of Teacher’s Job Performance in terms of Professional Development

From the statements above, “*Openness to learn new skills to help grow in teaching*” and “*Attend seminars/webinars and other programs that can help gain knowledge about own’s career*” yielded the highest mean score (M=4.23, SD=0.62, 0.73) and was remarked as Always. This is followed by “Identify own goals and take a step to achieve it” with a mean score (M=4.20, SD=0.65) and was also remarked as Often. On the other hand, the statement “*Reflect on own’s practice and take initiative to develop as a professional*” received the lowest mean score of responses with (M=4.13, SD=0.66) yet was also remarked Often.

The level of Teacher’s Job Performance in terms of Professional Development attained a weighted mean score of 4.19 and a standard deviation of 0.66 and was High among the respondents. Stress which the teachers experienced can be understood by examining their feelings of professional confidence, security, and maturity at various career stages. Teachers were uncertain and confused about many aspects of the job. They didn’t feel confident and were not certain how the situation would improve. They often were not sure how to deal with certain problems, were frustrated, and wondered if they were “measuring up.” They also expressed the need to feel confident, effective, and competent in the first year but apparently did not achieve these feelings at that time.

Table 10. Level of Students Learning Outcomes in Terms of Knowledge and Comprehension

| Statements | Mean | Standard Deviation | Remarks |
|--|------|--------------------|---------|
| Improve vocabulary and able to understand different information. | 4.10 | 0.76 | Often |
| Summarize and comprehend the lesson. | 4.10 | 0.64 | Often |
| Answer questions that are related on the topic discussion. | 4.21 | 0.66 | Always |
| Visualize the importance of the lesson and relate it on a real-life situation. | 4.27 | 0.66 | Always |
| Connect previous knowledge with the present knowledge. | 4.19 | 0.80 | Often |

Overall Mean = 4.17

Standard Deviation= 0.71

Verbal Interpretation= High

Table 11 illustrates the level of Students Learning Outcomes in terms of Knowledge and Comprehension

From the statements above, “Visualize the importance of the lesson and relate it on a real-life situation” yielded the highest mean score ($M=4.27$, $SD=0.66$) and was remarked as Always. This is followed by “Answer questions that are related on the topic discussion” with a mean score ($M=4.21$, $SD=0.66$) and was also remarked as Always. On the other hand, the statement “Improve vocabulary and able to *understand different information*” and “*Summarize and comprehend the lesson*” received the lowest mean score of responses with ($M=4.10$, $SD=0.76$, 0.64) yet was also remarked Often.

The level of Students Learning Outcomes in terms of Knowledge and Comprehension attained a weighted mean score of 4.17 and a standard deviation of 0.71 and was High among the respondents. The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The teacher is required to arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. This calls for teachers’ competence in subject content mastery and content delivery.

Table 11. Level of Students Learning Outcomes in Terms of Challengeand Skills

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Identify own strengths and weaknesses and able to regulate it positively. | 4.14 | 0.75 | Often |
| Define which skills need to improve. | 4.17 | 0.72 | Often |
| Go out from comfort zones and take risk. | 4.07 | 0.75 | Often |
| Accept constructive criticism and suggestions. | 4.14 | 0.67 | Often |

| | | | |
|---|------|------|--------|
| Take challenges as a positive part of growing and developing own characteristics. | 4.23 | 0.71 | Always |
|---|------|------|--------|

Overall Mean = 4.15

Standard Deviation= 0.72

Verbal Interpretation= High

Table 11 illustrates the level of Students Learning Outcomes in terms of Challenge and Skills

From the statements above, “Take challenges as a positive part of growing and developing own characteristics” yielded the highest mean score (M=4.23, SD=0.71) and was remarked as Always. This is followed by “Define which skills need to improve” with a mean score (M=4.17, SD=0.72) and was also remarked as Often. On the other hand, the statement “Go out from comfort zones and take risk” received the lowest mean score of responses with (M=4.07, SD=0.75) yet was also remarked Often.

The level of Students Learning Outcomes in terms of Challenge and Skills attained a weighted mean score of 4.15 and a standard deviation of 0.72 and was High among the respondents. The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. Training helps the teacher to comprehend a number of activities, knowledge and skills which they can use professionally to develop their teaching techniques.

Table 12. Level of Students Learning Outcomes in Terms of Perseverance and Commitment

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Manage time effectively and shows punctuality. | 4.07 | 0.80 | Often |
| Express the desire to help other people. | 4.24 | 0.60 | Always |
| Create a positive environment for classmates and peers. | 4.24 | 0.65 | Always |
| Acknowledge own accomplishments and take steps to achieve more goals. | 4.17 | 0.54 | Often |
| Do work with utmost integrity and professionalism. | 4.13 | 0.56 | Often |

Overall Mean = 4.17

Standard Deviation= 0.64

Verbal Interpretation= High

Table 12 illustrates the level of Students Learning Outcomes in terms of Perseverance and Commitment

From the statements above, “Express the desire to help other people” and “Create a positive environment for classmates and peers” yielded the highest mean score (M=4.24, SD=0.60, 0.65) and was remarked as Always. This is followed by “Acknowledge own accomplishments and take steps to achieve more goals” with a mean score (M=4.17, SD=0.54) and was also remarked as Often. On the other hand, the statement “Manage time effectively and shows punctuality” received the lowest mean score of responses with (M=4.07, SD=0.80) yet was also remarked Often.

The level of Students Learning Outcomes in terms of Perseverance and Commitment attained a weighted mean score of 4.17 and a standard deviation of 0.64 and was High among the respondents. Students with mastery goals do not view an achievement situation as an evaluation of their capabilities, so anxiety or stress should not be present both before and after a challenging task

Table 13. Level of Students Learning Outcomes in Terms of AcademicEngagement

| Statements | Mean | Standard Deviation | Remarks |
|---|------|--------------------|---------|
| Brainstorm with other students during classroom activities. | 4.20 | 0.75 | Often |
| Share and express feelings with classmates and/or peers. | 4.19 | 0.73 | Often |
| Actively participate in every classroom and schoolactivities. | 4.20 | 0.71 | Often |
| Do not hesitate to perform various kinds of activities that are related on academics. | 4.11 | 0.63 | Often |
| Engage self in a more fruitful learning. | 4.10 | 0.73 | Often |

Overall Mean = 4.16

Standard Deviation= 0.71

Verbal Interpretation= High

Table 13 illustrates the level of Students Learning Outcomes in terms of Academic Engagement

From the statements above, “Brainstorm with other students during classroom *activities*” and “*Actively participate in every classroom and school activities*” yielded the highest mean score (M=4.20, SD=0.75, 0.71) and was remarked as Often. This is followed by “Share and express feelingswith classmates and/or peers” with a mean score (M=4.19, SD=0.73) and was also remarked as Often. On the other hand, the statement “Engage self in a more fruitful learning” received the lowest mean score of responses with (M=4.10, SD=0.73) yet was also remarked Often.

The level of Students Learning Outcomes in terms of Academic Engagement attained a weighted mean score of 4.16 and a standard deviation of 0.71 and was High among the respondents. Research finds that support of students’ basic psychological needs for autonomy in the classroom promotes their self-regulated learning, academic engagement, academic performance and psychological wellbeing

Table 14. Level of Students Learning Outcomes in Terms of Skills andAbilities

| Statements | Mean | Standard Deviation | Remarks |
|--|------|--------------------|---------|
| Set goals and monitor own progress. | 4.07 | 0.82 | Often |
| Observe and listen from <i>other’s</i> opinion towards your skills and abilities. | 4.07 | 0.67 | Often |
| Cultivate your capabilities by practicing and engaging yourself in various learning. | 4.09 | 0.63 | Often |

| | | | |
|---|------|------|--------|
| Expand your network and do not limit yourself from gaining new knowledge. | 4.11 | 0.60 | Often |
| Enjoy doing what you want. | 4.33 | 0.68 | Always |

Overall Mean = 4.13

Standard Deviation= 0.69

Verbal Interpretation= High

Table 14 illustrates the level of Students Learning Outcomes in terms of Skills and Abilities

From the statements above, “Enjoy doing what you want” yielded the highest mean score (M=4.31, SD=0.68) and was remarked as Always. This is followed by “Expand your network and do not limit yourself from gaining new knowledge” with a mean score (M= 4.11, SD=0.60) and was also remarked as Often. On the other hand, the statement “Set goals and monitor *ownprogress*” and “*Observe and listen from other’s opinion towards your skills and abilities*” received the lowest mean score of responses with (M=4.07, SD=0.82, 0.67) yet was also remarked Often.

The level of Students Learning Outcomes in terms of Skills and Abilities attained a weighted mean score of 4.13 and a standard deviation of 0.69 and was High among the respondents. Stress makes people to be nagging, uncooperative with coworkers and highly intolerant of people around them. Prolonged stress decreases mental capacity and results in reduced problem-solving skills.

Table 15. Significant Relationship between Factors Associated with Stress and Teacher’s Job Performance

| Factor's Associated with Stress | Job Performance | r-value | Degree of Correlation | p-value | Analysis |
|---------------------------------|--------------------------------|---------|-----------------------|---------|-------------|
| Physical Stress | Mastery of subject | 0.473 | Moderate Correlation | 0.000 | Significant |
| | Designing Learning Experiences | 0.409 | Moderate Correlation | 0.000 | Significant |
| | Facilitating learning | 0.445 | Moderate Correlation | 0.000 | Significant |
| | Interpersonal relationship | 0.485 | Moderate Correlation | 0.000 | Significant |
| | Professional development | 0.353 | Weak Correlation | 0.003 | Significant |
| Psychological Stress | Mastery of subject | 0.641 | Strong Correlation | 0.000 | Significant |
| | Designing Learning Experiences | 0.602 | Strong Correlation | 0.000 | Significant |
| | Facilitating learning | 0.535 | Moderate Correlation | 0.000 | Significant |
| | Interpersonal relationship | 0.549 | Moderate Correlation | 0.000 | Significant |
| Psychosocial Stress | Professional development | 0.482 | Moderate Correlation | 0.000 | Significant |
| | Mastery of subject | 0.532 | Moderate Correlation | 0.000 | Significant |

| | | | | | |
|------------------|---|----------------|--|----------------|----------------------------|
| Emotional Stress | Designing Learning Experiences | 0.500 | Moderate Correlation | 0.000 | Significant |
| | Facilitating learning | 0.495 | Moderate Correlation | 0.000 | Significant |
| | Interpersonal relationship | 0.460 | Moderate Correlation | 0.000 | Significant |
| | Professional development | 0.396 | Weak Correlation | 0.001 | Significant |
| | Mastery of subject | 0.657 | Strong Correlation | 0.004 | Significant |
| | Designing Learning Experiences | 0.606 | Strong Correlation | 0.000 | Significant |
| | Facilitating learning | 0.611 | Strong Correlation | 0.000 | Significant |
| | Interpersonal relationship Professional development | 0.612 0.532 | Strong Correlation Moderate Correlation | 0.000 0.000 | Significant Significant |

Legend: $\pm 0.80 - \pm 1.00$ *Very strong* $\pm 0.60 - \pm 0.79$ *Strong* $\pm 0.40 - \pm 0.59$ *Moderate* $\pm 0.20 - \pm 0.39$ *Weak* $\pm 0.00 - \pm 0.19$ *Very weak*

Table 15 presents the significant relationship between Factors Associated with Stress and Teacher's Job Performance

The Physical Stress, Psychological Stress, Psychosocial Stress and Emotional Stress of Factors Associated with Stress was observed to have a significant relationship to the Teacher's Job Performance. This is based on the computed r values obtained from the tests with weak to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

Table 16. Significant Relationship between Factors Associated with Stress and Student's Learning Outcomes

| Factor's Associated with Stress | Student's Learning Outcome | r- value | Degree of Correlation | p- value | Analysis |
|---------------------------------|-----------------------------|----------|-----------------------|----------|-------------|
| Physical Stress | Knowledge and comprehension | 0.305 | Weak Correlation | 0.010 | Significant |
| | Challenge and skills | 0.388 | Weak Correlation | 0.001 | Significant |

| | | | | | |
|----------------------|-----------------------------|-------|----------------------|-------|-------------|
| | Perseverance and commitment | 0.394 | Weak Correlation | 0.001 | Significant |
| | Academic engagement | 0.357 | Weak Correlation | 0.002 | Significant |
| | Skills and abilities | 0.378 | Weak Correlation | 0.001 | Significant |
| | Knowledge and comprehension | 0.462 | Moderate Correlation | 0.000 | Significant |
| | Challenge and skills | 0.509 | Moderate Correlation | 0.000 | Significant |
| Psychological Stress | Perseverance and commitment | 0.533 | Moderate Correlation | 0.000 | Significant |
| | Academic engagement | 0.426 | Moderate Correlation | 0.000 | Significant |
| | Skills and abilities | 0.388 | Weak Correlation | 0.000 | Significant |
| | Knowledge and comprehension | 0.339 | Weak Correlation | 0.004 | Significant |
| | Challenge and skills | 0.488 | Moderate Correlation | 0.000 | Significant |
| Psychosocial Stress | Perseverance and commitment | 0.490 | Moderate Correlation | 0.000 | Significant |
| | Academic engagement | 0.443 | Moderate Correlation | 0.000 | Significant |
| | Skills and abilities | 0.420 | Moderate Correlation | 0.000 | Significant |
| | Knowledge and comprehension | 0.497 | Moderate Correlation | 0.000 | Significant |
| | Challenge and skills | 0.518 | Moderate Correlation | 0.000 | Significant |
| Emotional Stress | Perseverance and commitment | 0.505 | Moderate Correlation | 0.000 | Significant |
| | Academic engagement | 0.479 | Moderate Correlation | 0.000 | Significant |
| | Skills and abilities | 0.442 | Moderate Correlation | 0.000 | Significant |

Legend:

±0.80 – ± 1.00 *Very strong*

±0.60 – ± 0.79 *Strong*

±0.40 – ± 0.59 *Moderate*

±0.20 – ± 0.39 *Weak*

±0.00 – ± 0.19 *Very weak*

Table 16 presents the significant relationship between Factors Associated with Stress and Student’s Learning Outcomes

The Physical Stress, Psychological Stress, Psychosocial Stress and Emotional Stress of Factors Associated with Stress was observed to have a significant relationship to the Student’s Learning Outcomes. This is based on the computed r values obtained from the tests with weak to moderate

relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

CONCLUSION

The study shows that the factors associated with stress have a significant relationship with the teacher's job performance and student's outcome. Thus, the researcher concludes that the research hypotheses stating that "There is no significant relationship between factors associated with stress and teacher's job performance" and "There is no significant relationship between factors associated with stress and student's learning outcome" are both rejected.

RECOMMENDATIONS

Based on the drawn conclusions resulted to the following recommendations:

1. It is suggested for the school head to continue monitor their teachers and be aware of their emotions. Teachers should be given enough time for their job and daily life to lessen the experience of having lack of sleep, lack of exercise and fatigue. In this way, teachers can feel more comfortable even they have experienced a lot of stress.
2. It is highly recommended for the school head and school administration to provide programs and other recreational activities that will involve the teachers such as physical activities, team building activities, socialization and community involvement. On this way, teachers may develop positive resiliency and well-being towards their working environment to lessen the effect of factors associated with stress.
3. It is suggested for the teachers to also regulate themselves and be aware of their emotions so that they can get help from other people whenever they needed. Teachers should also try to develop their own coping mechanism such as engagement to the people around, maintaining good relationship on to peers and seeking feedback from other people. It will help them to prevent being loaded and over stress with their job.
4. It is suggested for the students to do not directly rely with their teachers as they also responsible for their own outcome. They also need to be resilient, develop self-regulation to maintain their positive academic engagement.

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