

TEACHERS' WORK STRESSORS TOWARDS ACHIEVEMENT AND LEARNERS' PERFORMANCE

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ABSTRACT

This study evaluated the association between teachers' work stressors towards their achievement and learner's performance. This study utilized descriptive-correlational and phenomenological research designs in attempt to evaluate the work associated stressors among teachers towards their achievement and learner's performance in Matalam South District of the Municipality of Matalam during the school year 2021. The researcher made survey questionnaire was disseminated to two hundred one (201) teachers of Matalam South District schools in the Municipality of Matalam Cotabato which will be chosen using quota sampling. The statistical tools used for the quantitative data were weighted mean. Multiple linear regressions and correlation analysis were used in order to answer the hypothesis of the study. In this study, data were obtained from the teachers of the chosen schools. Results of the study revealed that the teachers were often having work stressors on the aspects of personal task management, and professional task management. However, teachers were only sometimes having work related stressors on the aspects of instructional demands and handling conflicts. On the teachers' achievement, result pointed out a very satisfactory achievement on income generating projects, research, instruction, and recognition. Moreover, teachers' work achievement is highly dependent on teachers' stressors.

Keyword: Teachers' work stressor, achievement, learners' performance.

INTRODUCTION

Educational institutions face unstable environment and insecurity. Responsiveness and adaptability of the teachers have become key elements of the success of the educational institutions. In fact, teachers should be given a competitive environment that requires methods of organizing complex dimensions of performance to reduce work related stressors, in order to push teachers to develop high level of performance and creativity [1]. Aside from teachers, students were also experiencing stress in their academic endeavor [2].

Scholars and academic researchers agreed that teaching is most critical yet a gentle social profession which creates all other professions in the whole world. Teaching is a distinct and an important profession in this world because all other professions grow and are sustained due to this profession [3]. Teachers are expected to produce logical thinkers who will contribute important and effective inputs for a society. Teachers are also base stones for the advancement and development of the society.

Today, education is becoming a business where teachers are under-paid employees like other industries and students are the customers. This badly affects the teacher's mental health and creates job stress. Stress is an emotional response towards any condition that affects any individual's health. According to Selye [4], stress can be defined as an inner force or outer actions that disturb the individual stability.

Stress is said to be a response of an individual towards harmful effects such as irritation and helplessness that becomes a threat to his/her self-respect. Particularly, job stress is related with mental stress and pressure that is associated with worker's capabilities to react and handle any situation at their workplace thoughtfully [5].

In other words, it is related with all those dangerous emotional responses of employees where their skills and abilities are not well matched with job demands [6].

Workload, organizational constraints, problems in the classroom, and interpersonal conflicts are the major factors that contribute to teachers' stress [7]. Role conflict, role ambiguity, workload, and workplace conflict are factors of stress known as stressors [8].

Teacher's stress level is also increased when they do not get proper social status in the economy. A teacher is regarded as a person with high quality skill but no standard power. Shah, Ali and Khan [9] is of the view that teachers are normally disappointed with their societal status. However, these situations have become a foundation of societal distress, where teachers believe that there is no proper system of improving social status associated to their profession [10]. Similarly, occupational burnout among teachers was the result of their work demands [11,12].

Job stress negatively affects employee's job performance which creates lower job satisfaction and decreased quality of output [13]. Job performance is significantly important for organizations, individuals, and colleges alike. Individuals feel self-efficacy, satisfaction, and motivated when tasks are properly accomplished by showing high performance [14].

There are many definition of job performance which shows the complication and complicated nature of the concept. Selamat, Samsu, & Kamalu [15] defined teacher's job performance to be how teachers behave while teaching and it is directly related with teacher's effectiveness. Originally, teaching profession is among the less stressful profession.

Fisher [16] indicated that teaching profession has less workload, work independence, and elastic working hours. However, with the appearance of political and socio-economic trends, working of educational institutions have changed a lot and now teaching is considered as one of the tough profession [17].

Job burnout is another factor related to job stress. Teacher's job performance and loyalty is affected by job burnout. Maslach et al. [18] indicated that lower productivity and effectiveness are the problems related to burnout, and it has negative impact on their colleagues by disturbing job tasks and results to more personal conflicts. Ashtari, Z., Farhady, Y., & Khodae, M. R. [19] is of the view that job burnout and failure during job performance are significantly correlated. With the aforementioned gaps, this research was conceptualized.

The main purpose of this research was to evaluate the association between teachers' work stressors towards their achievement and learner's performance.

METHODOLOGY

This study utilized descriptive-correlational research designs in attempt to evaluate the work associated stressors among teachers towards their achievement and learner's performance in Matalam South District of the Municipality of Matalam during the school year 2021. The researcher made survey questionnaire was disseminated to two hundred one (201) teachers of Matalam South District schools in the Municipality of Matalam Cotabato which will be chosen using quota sampling. Correlation analysis was used in order to answer the hypothesis of the study.

RESULTS AND DISCUSSION

Relationship between Teachers' Work Stressors and Teachers' Achievements

It can be gleaned in table 1 the relationship between teachers' work stressors and achievement. As shown in the table, all aspects of teachers' work stressors show significant relationship with the teachers' achievement. It reveals that teachers' work stressors have high significant relationship on teachers' achievements in terms of income generating project, research, instruction, and awards and recognition.

Personal task management have positive association to income generating project, research, instruction, and awards and recognition with coefficient and probability value viz: 0.505**, 0.000; 0.429**, 0.000; 0.612**, 0.000; and 0.544**; 0.000**. The correlation coefficient can be interpreted as highly correlated. This relationship means that the higher the teachers' work stressor in managing personal task, the higher the teachers' achievements. It implies that pressure and anxiousness in meeting high expectations do not affect teachers' achievement. They are able to submit necessary reports and documents on time. More so, they can even work beyond school hours even Saturdays and Sundays.

Instructional demand has positive association to income generating project, research, instruction, and awards and recognition with coefficient and probability value viz: 0.322**, 0.000; 0.335**, 0.000; 0.394**, 0.000; and 0.421**, 0.000**. The correlation coefficient can be interpreted as highly correlated. This relationship means that the higher the teachers' instructional demand, the higher the teachers' achievements. It implies that teachers in spite of their ancillary functions, they are able to update their lesson and plan and always prepare with instructional activities to deliver the desired competencies among the learners.

Furthermore, professional task management have positive association to income generating project, research, instruction, and awards and recognition with coefficient and probability value viz: 0.631**, 0.000; 0.422**, 0.000; 0.611**, 0.000; and 0.558**, 0.000**. The correlation coefficient can be interpreted as highly correlated. This relationship means that the higher the teachers' work stressor in managing professional task, the higher the teachers' achievements. The ability of teachers to manage stress is a contributory factor to their achievements. It implies that teachers are able meet and finished assigned work given to them on time without feeling stressed because they don't find it difficult to organize their time in order to complete the tasks.

Meanwhile, handling conflicts have positive association to income generating project, research, instruction, and awards and recognition with coefficient and probability value viz: 0.588**, 0.000; 0.501**, 0.000; 0.582**, 0.000; and 0.516**, 0.000**. The correlation coefficient can be interpreted as highly correlated. This relationship means that the higher the teachers' work stressor in handling conflicts, the higher the teachers' achievements. It implies that conflicts do not affect the teachers their health and well-being. They are optimistic enough that every conflict will be solved without affecting them physically and mentally.

Safdar [20] found five major sources of stress that influence teachers' academic performance. He discovered a substantial interaction impact between their mode/nature of appointment (regular or contractual) and the workload they are given. The findings of this study showed that intrinsic factors have a significant impact on teacher performance.

Table 1. Relationship between Teachers' Work Stressors and Teachers' Achievements.

		Income Generating Projects	Research	Instruction	Awards and Recognition	
Spearman's rho	Personal Task Management	Correlation Coefficient	.505**	.429**	.612**	.544**
		Sig. (2-tailed)	.000	.000	.000	.000
	Instructional Demand	Correlation Coefficient	.322**	.335**	.394**	.421**
		Sig. (2-tailed)	.000	.000	.000	.000
	Professional Task Management	Correlation Coefficient	.631**	.422**	.611**	.558**
		Sig. (2-tailed)	.000	.000	.000	.000
	Handling Conflicts	Correlation Coefficient	.588**	.501**	.582**	.516**
		Sig. (2-tailed)	.000	.000	.000	.000

** highly Significant

Relationship between Teachers' Work Stressors and Pupils' Achievements

The relationship matrix between teachers' work stressors and pupils' achievement is shown in Table 2. It reveals that teachers' stressors on instructional demand is significantly correlated with pupils' achievement. This indicates that pupils' achievement is dependent on the teachers work stressor on instructional demand. Thus, high instructional demand among teachers will eventually result to a satisfactory performance among learners.

The result implies that when the teachers have high instructional demands, they prepare their classroom activities and lesson well, they know what strategies and techniques should be implemented among the diversity of the learners that will make the teaching and learning process become more effective.

Cascio [21] stated that performance appraisal has several benefits, namely for the implementation of reward and punishment system, provision of feedback for teachers to develop their competencies, identification of training needs, and evaluation of teaching practices. Further, performance is related to management skills [22].

Table 2. Relationship between Teachers' Work Stressors and Pupils' Achievements.

		1 st Quarter	2 nd Quarter	3 rd Quarter	GPA
Personal Task Management	Pearson Correlation	-.185	-.103	.060	-.034
	Sig. (2-tailed)	.376	.623	.774	.859
Instructional Demand	Pearson Correlation	.202	.244	.405*	.339
	Sig. (2-tailed)	.333	.239	.045	.072
Professional Task Management	Pearson Correlation	.121	.202	.298	.248
	Sig. (2-tailed)	.565	.332	.148	.195
Handling Conflicts	Pearson Correlation	.134	.199	.319	.265
	Sig. (2-tailed)	.524	.340	.120	.164

CONCLUSIONS

The teachers were having work stressors on the aspects of personal task management, professional task management, instructional demands and handling conflicts. Teachers were sometimes stress with their personal and task management. However, the teachers indicated a very satisfactory achievement on income generating projects, research, instruction, and recognition. It can be also concluded that teachers' work stressors are associated with the teachers' achievement. Result of the qualitative data reveals that teachers were able to cope their stress and handle their stress by planning, time management, having faith, positive outlooks and leisure.

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