REGRESSION ANALYSIS ON PERCEIVED STRESSORS AND TEACHING PRACTICES OF TEACHERS TOWARDS TEACHING PERFORMANCE

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ABSTRACT

Stress is inevitable as everyone faces it as a normal part of life. A certain amount of stress is unavoidable, and an appropriate level might serve as a challenge to increase instructors' efficiency. A descriptive-correlational design was utilized in this study, which employs statistical data to ascertain the strength of a relationship between two or more variables. It determined the levels of teachers' educational practice, stress factors, and teaching performance and their relationships. The research locale of the study was in the four campuses of Davao De Oro State College (DDOSC). Results revealed that the level of educational practices of teachers is very high. This suggests the very high manifestation of communication, relationship, and organization to a greatest extent or almost always. Correspondingly, the level of the perceived stressors of the teachers is sometimes manifested in terms of demand, control, relationship, role, change, and support. On the other hand, teaching performance obtained an overall mean of 4.11, described as high. The Pearson correlation coefficient showed that educational practices is not statistically correlated with perceived stressors given its p-value which is above the set level of significance. Further, perceived stressor is statistically not correlated with teaching performance. Hence, it is recommended to give rewards or incentives to improve their education, and have professional development for increasing teachers' adoption of student-centered practices and improved activities.

Keywords: Teaching Practices; Teaching Performance; Stressors; Regression Analysis; Philippines

INTRODUCTION

Stress is one of the obstacles that everyone faces in life. A certain amount of stress is unavoidable, and an appropriate level might serve as a challenge to increase instructors' efficiency. To accomplish quality education for sustainable growth, the primary knowledge instiller, the teacher, must be appropriately motivated, healthy, and satisfied with his or her job. When faced with this circumstance, some instructors may become bored of responding to specific student requirements while also aiming for personal professional perfection.

Skaalvik and Skaalvik (2015) encapsulated that instructors face a variety of stressors at work. Workload and time pressure, tailoring instruction to students' requirements, disruptive student conduct, value conflicts and lack of autonomy, collaboration, and loss of status were all mentioned by half or more of the instructors in their survey. Many teachers face a buildup of stressors, which

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may explain their extreme physical and emotional weariness. To lessen the level of stress among teachers, one must evaluate all aspects of their working environment.

The efficacy of the instructor is determined by the students' performance outcomes, attendance, communication skills, syllabus covered, professionalism, decision making, interpersonal skills, and classroom management (Teacher Service Commission, 2008 as cited by Kareithi, 2018). Teaching is always seen as a very important job across the globe, as all other professions get their roots and nutrients from it (Hanif, 2011 as cited by Ayub, 2018).

In this situation, the researchers felt compelled to undertake this study because most studies on teaching performance available were univariate in nature and did not consider the combined influence of educational practices and pressures on teaching performance. As a result, the researchers believed that it is significant to conduct this study in order to contribute to the scarce body of knowledge on the status of teachers' educational practices, stresses, and teaching performance of teachers in the local setting, which will include instructors from Higher Education Institutions in Davao Region. This is also significant since the findings of this study can be utilized to develop a program to assist teachers in dealing with stress at work in order to improve their teaching ability.

OBJECTIVES OF THE STUDY

This research aimed to evaluate the influence of Perceived Stressors and Teaching Practices of Teachers towards Teaching Performance. Parallel to this, this study sought to achieve the following specific objectives:

1. Determine the level of educational practices of the teachers;
2. Find out the level of the teaching performance of the teachers;
3. Test the relationship between Educational Practices and Perceived Stressors;
4. Test the relationship between perceived stressors and teaching performance of the teachers;
5. Test the relationship between educational practices and teaching performance of the teachers; and
6. Apply regression analysis between educational practices and teaching performance of the teachers.

METHODOLOGY

A descriptive-correlational design was utilized in this study, which employs statistical data to determine the strength of a relationship between two or more variables. Quantitative design is the systematic empirical analysis of observable events using statistical, mathematical, or computer methods. To quantify the problem, the quantitative research approach was used, which involved collecting numerical data or data that could be translated into meaningful statistics. It was used to quantify and generalize results from a larger sample population's teaching techniques, opinions, actions, and other observable features.

Correspondingly, it determined the levels of teachers' educational practice, stress factors, and teaching performance. Descriptive design was utilized to collect information about the current state or trend and to deal with what was previously prevalent. It also discussed and analyzed the factors under consideration. It is concerned with pre-existing relational circumstances, prevalent practices, attitudes, and ongoing processes.

The research locale of the study was in the four campuses of Davao De Oro State College (DDOSC), namely: Maragusan, New Bataan, Montevista and Compostela.The respondents of this study were the Faculty of Davao De Oro State College. The inclusion criteria were at least 2 years in full-time teaching in the Institution. Faculty that was having part-time teaching and no teaching performance rating are excluded in this study. In addition, purposive sampling design was used in this study. The total population of the Faculty in DDOSC is 246. The sample population size using Slovin's formula is 152. Mean, Standard Deviation, and Multiple Linear Regression was used to treat the data. It is critical in this study that respondents understood that their participation in the research study was entirely voluntary. Participants were informed that they might exit the study at any time

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or choose not to participate. The researcher described the study to the possible responders, including all relevant information such as the goal, procedure risk and advantages, and adequate chance for questions. The potential responders were given a study information sheet and allowed to read the information page.

Furthermore, there were no exposed responder records without their consent. The researcher will guarantee that all information is kept private. Individual names were substituted with codes to ensure that respondents' identities remained anonymous. The researchers ensured that the respondents understand their role in being open, honest, and sincere during the study. Research misconduct was defined as mistreatment of research participants (no ethical review approval, failure to follow approved protocol, absent or inadequate informed consent, exposure of subjects to physical or psychological harm, exposure of subjects to harm due to unacceptable research practices or failure to maintain confidentiality). There was also scientific

RESULTS AND DISCUSSION

1. Level of educational practices of the teachers

Table 1
Level of educational practices of the teachers

Indicators	Mean	SD	Descriptive Equivalent
1. Communication	4.56	0.40	Very High
2. Relationship	4.44	0.49	Very High
3. Organization	4.41	0.48	Very High
Over-All Average	**4.47**	**0.40**	**Very High**

Table 1 summarizes the degree of educational practices of the instructors. Educational practices received an overall mean of 4.47, which was assessed as *very high*. The overall computed standard deviation equivalent to 0.40 provides an indication that the individual responses to the statements of this variable were clustered around the mean. This indicates that respondents believe that the level of educational practices of teachers is always manifested in terms of

communication, relationship, and organization. Individually, communication had the highest mean of 4.56, which was characterized as *very high* which means that it is always manifested; while *organization* registered the lowest mean of 4.41, described as *very high* which means that it is always manifested.

This is reinforced by Hatch and Clark's (2021) study on teachers in rural locations. They discovered that highly effective teachers focused on the "who" and "what" of education. Teachers also gave careful consideration to pupils, evaluation, and curricular objectives. Teachers carefully chose reference and curricular materials, used a menu of teaching tactics rather than formal lesson plans, and used controlled improvisation when teaching.

2. Level of the perceived stressors of the teachers

Table 2
Level of the perceived stressors of the teachers

Indicators	Mean	SD	Descriptive Equivalent
1. Demand	3.37	0.82	Moderate
2. Control	3.53	0.95	High
3. Relationship	3.17	1.22	Moderate
4. Role	3.39	1.14	Moderate
5. Change	3.29	1.07	Moderate
6. Support	3.45	1.10	High
Over-All Average	**3.37**	**0.95**	**Moderate**

Table 2 displays the number of perceived stresses among instructors. According to the findings, stated concept received an overall mean of 3.37, which was evaluated as *moderately high.* This shows that respondents agreed that the level of the perceived stressors of the teachers is sometimes manifested in terms of demand, control, relationship, role, change, and support. Control received the highest mean of 3.53, described as *High* which implies that it is oftentimes manifested; whereas relationship recorded the lowest mean of 3.17, described as *Moderately high*, which described that it is sometimes manifested.

Yankelovich (1979), as cited by Jenitta and Mangaleswaran (2016), agreed that workplace

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stress has been emphasized as an important field of research for various reasons, including the fact that most individuals spend a significant amount of time at work, and employment is crucial as a basic way of implementing and achieving personal objectives and expectations. As previously said, stress was a major factor in each job.

3. Level of the teaching performance of the teachers

Table 3
Level of the teaching performance of the teachers

	Mean	SD	Descriptive Equivalent
Teaching Performance	4.11	0.71	High
Over-All Average	**4.11**	**0.71**	**High**

The outcome of the teachers' level of teaching performance is illustrated in Table 3. The results showed that teaching performance received an overall mean of 4.11, which was classified as **high**. The overall computed standard deviation equivalent to 0.71 provides an indication that the individual responses to the statements of this variable were clustered around the mean. This indicates that respondents consider that instructors' levels of teaching performance are oftentimes manifested.

This is similar to the idea of Rosenshine and Furst (1971), which was cited by Barrick and Thoron (2016), who stated that variability in teaching techniques and materials, curiosity, instructor use of structuring remarks, task-oriented conduct, clarity, student chance to lead the content, numerous levels of questioning, and passion are all traits that help students learn best.

Meaningfulness, open communication, prerequisites, structured fundamental concepts, learning aids, novelty, modeling, active suitable practice, pleasant circumstances and consequences, and consistency are among the 10 strong educational principles advocated by Yelon (1996), as mentioned by Asmin (2019). These include the following indicators: classroom management, communication skills, aiding students' learning, teacher-student relationships, and assessment.

4. Test of Relationship Between Educational Practices and Perceived Stressors

Table 4
Relationship between educational practices and perceived stressors

Variables	Mean	SD	r value	p value	Remarks
Educational Practices	4.47	0.40	0.125	0.102	Not Significant
Perceived Stressors	3.37	0.95			

Table 4 presents the findings of an association test conducted between educational methods and perceived stresses. With an r-value of -.005 and an overall p-value of 0.943, both of which are larger than the.05 alpha level, it was determined that educational practices are not statistically associated with perceived stressors, and therefore the null hypothesis was accepted. Similarly, each of the dimensions of educational practices is not linked to perceived stressors when considered separately.

According to Winefield (2003), as mentioned by Oteer (2015), the impacts of instructors' stress on performance have been extensively documented. According to research, stress has a detrimental impact on teachers' overall performance in the form of low morale, absenteeism, poor teaching quality, lower student satisfaction, and turnover. Certain factors, both personal and professional, buffer the harmful impacts of stress on performance during this process. These elements are known as moderators. Similarly, additional factors such as individual personality qualities intervene, slowing the effect of stress on performance.

5. Test of Relationship between perceived stressors and teaching performance of the teachers

Table 5 exhibits the findings of the test of correlation between between perceived stressors and teaching performance of the teachers. With an r-value of -.005 and an overall p-value of 0.943, which is larger than the.05 alpha level, it was

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determined that perceived stressors are statistically unrelated to teaching ability, and so the null hypothesis is accepted. Similarly, when evaluated independently, each of the domains of perceived stressors is not correlated with teaching performance.

Table 5
Relationship between perceived stressors and teaching performance of the teachers

Variables	Mean	SD	r value	p value	Remarks
Perceived Stressors	3.37	0.95	-.005	0.943	Not Significant
Teaching Performance	4.11	0.71			

Gayon (2019) shared that teachers are the most valuable assets in any country. They provide information and skills to students, who then go on to work in various areas of the country and contribute to the country's economic development. Recent worldwide developments have resulted in the formation of new problems in the form of global rivalry, technical improvements, quality assurance, standardization, and cost reduction, which have largely impacted every industry throughout the world, including the educational sector. Academicians working in various educational institutions are under enormous pressure to match the expectations of their consumers, whether they be students, parents, or employers. In the course of achieving client expectations, instructors are subjected to unwelcome internal or external environmental elements, which impair their normal abilities and result in feelings of weariness and tension. When instructors exhibit such symptoms, their performance and satisfaction diminish, and the entire output of the educational institution suffers.

6. Test of Relationship between educational practices and teaching performance of the teachers

Table 6 shows the results of the test of link between educational practices and instructors' teaching performance. With an r-value of.263 and an overall p-value of 0.00, both less than the.05 alpha level, it was demonstrated that educational practice is statistically connected with instructors' teaching performance, and therefore the null hypothesis was rejected. Similarly, when examined independently, each category of educational practices is associated with teaching performance.

Table 6
Relationship between educational practices and teaching performance of the teachers

Variables	Mean	SD	r value	p value	Remarks
Educational Practices	4.47	0.40	0.263	0.000	Significant
Teaching Performance	4.11	0.71			

According to Agarwal et al. (2021), the results of inferential analysis show that stress has a considerable detrimental impact on the performance of teachers in private higher educational institutions at Meerut. Three stressors were found to significantly negatively affect Teacher's performance out of the studied variables, namely Job-related stress factors, Individual stressors, organizational characteristics stressors, and psychological reaction to stress, while only work - related stressors were discovered to be insignificant in predicting the performance of the teacher aligning with the results.

7. Regression analysis between educational practices and teaching performance of the teachers

Table 7
Regression analysis between educational practices and teaching performance of the teachers

Indicators of Educational Practices	B	Std. Error	t	r value	p value
1. Communication	.233	.175	3.138	.234	.002
2. Relationship	.114	.171	3.085	.230	.002
3. Organization	.142	.164	3.054	.228	.003

Table 7 reveals the regression analysis between educational practices and teaching performance of the teachers. With the p value of .002, this indicates that educational practices particularly *communication and relationship*

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significantly predict teaching performance of the teachers.

According to Luian (2018), research on educational practice and performance is continually attempting to evaluate the extent to which different teaching approaches increase growth in one's performance. Surprisingly, most instructors' poor teaching performance is essentially connected to the use of inadequate educational practices. Furthermore, Kagema and Irungu (2018) discovered that teacher performance ratings affected teacher performance.

CONCLUSIONS

Based on the findings, the researchers came to the following conclusions:

1. The level of educational practices of teachers is always manifested in terms of communication, relationship, and organization.
2. The perceived stressors of the teachers are sometimes manifested in terms of demand, control, relationship, role, change, and support.
3. Educational practices are not statistically correlated with perceived stressors.
4. Perceived stressor is statistically not correlated with teaching performance.
5. Likewise, when taken separately, each of the domains of perceived stressors is not correlated with teaching performance.
6. Educational practice is statistically correlated with teaching performance of the teachers.
7. When taken separately, each of the domains of educational practices is correlated with teaching performance.
8. Educational practices particularly communication and relationship significantly predict teaching performance of the teachers.

RECOMMENDATIONS

The researchers were able to make the following recommendations, which are thought to be beneficial:

1. Teachers should be rewarded and incentivized to improve their education, to seek measures toward acquiring or achieving greater academic performance for students, to construct teachers' assessments and training needs assessments in order to identify the needs of teachers in terms of their profession.
2. Professional development may be one strategy for increasing instructors' adoption of student-centered practices and improved activities. This is especially true for professional development initiatives that include long-term professional connections with other teachers, such as teacher development and mentoring networks. Furthermore, as is frequently stressed, a happy learning environment is crucial not just for kids but also for teachers.
3. It is recommended that teachers focus on improving their classroom management skills. In most schools, at least some instructors require further assistance through interventions that take into account teachers' unique qualities and competencies, as well as the peculiarities of individual courses.
4. Future researchers may explore involving a greater number of teachers and students to make the results more justified and dependable.

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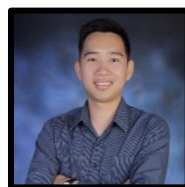
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