Professional stress dimensions and the job performance among elementary teachers: input to a school- based stress management program

Lyza A. Vales[1] & Agripina F. Banayo[2]

official email address: lyza.vales@deped.gov.ph

[1] Elementary Grade Teacher I, Dr. Jose G. Tamayo Memorial Elementary School, Binan City, Laguna Philippines

[2] Chairperson Scholarship, Laguna State Polytechnic University- San Pablo City Campus, Philippines

Abstract

The researcher determined the relationship between the level of perceptions of the respondents on the professional stress dimensions and job performance. The Descriptive Quantitative was adopted and statistical tools such as Pearson r correlation coefficient and ANOVA were utilized to test the relationship between the independent and dependent variables. This study involved the public-school elementary teachers of the district 5 of Biñan City, Laguna. The total population of 83 teachers from Dr. Jose G. Tamayo MES, San Vicente Elementary School, and Tomas Turalba Elementary school served as the respondents in this study. Based on the findings, the cognitive mean in task performance is -0.025 while 0.021 in contextual performances. The affective dimension has the mean 0.069 in task performance and 0.132 in contextual. The behavioral has the mean -.270 in task performance and -.216 in contextual performance. Finally, the physical dimension has the mean -.319 in task performance and -.301 in contextual performance. Therefore, it is shown that correlation is significant at the 0.01 level. The following recommendations are proposed: First Action Plan may be proposed and implemented. Second, teachers may develop a personalized approach to reduce stress Third, the school administration may increase funding allocation for the provision of trainings and seminars related to stress management and coping mechanism. Stress management training and seminars are required. And lastly, stakeholders, being the school's partner may conduct activities or program which will be focusing on the mental health awareness.

Keywords: Stress Management, Stress Professional Dimensions, Task Performance, Contextual Performance

1. Introduction

Innovative management is a deliberate technique in the realm of education that tries to dramatically improve students' preparation through engagement and interactivity by providing innovation into a given situation. The goal of innovative educational management is to improve educational results. This can be found in school product, operation, and service solutions that aim to improve operational success by addressing current needs and developing new features. It also enables an organization to respond to external or internal opportunities by utilizing its creativity to introduce new ideas, processes, or products. In other words, innovative management practices are required for an organization to address issues and maintain smooth operations. Because society evolves over time, such changes may have an impact on how individuals within organizations deal with problems, including their disposition.

The success of creative activities raises teacher knowledge of the practical implications of numerous innovations in the educational system, not only on a professional but also on a personal level. However, a teacher's participation in the innovation process frequently comes on the spur of the moment, without regard for his professional or personal readiness to innovate. The ability to be ready for innovative pedagogical activity is a unique personal state in which the teacher has a motivational and value-oriented attitude toward professional activity, own aging of effective ways and methods of achieving pedagogical goals, and the ability to be creative

and reflective. It is the foundation of the subject's active social and professional-pedagogical stance, which encourages innovation and increases productivity.

Two important factors that affect learning effectiveness are learner satisfaction and instructional innovation. Numerous factors have an impact on how productive and satisfied students are with their learning. A student's professors, courses, and learning environment may all have an effect in addition to their personal attributes.

Safety schools can raise the standard of their management by implementing risk management practices. The culture, management, and psychological guidance of safety schools define them. Schools have stressed the significance of strategic planning in this regard in order to put school management in the context of excellence. For school administrators, a key quality notion is to put a focus on risk management. Risk management handles potential threats before facing issues. As a result, creating a plan and procedures is necessary for risk management.

To be successful, the school risk manager needs the support of the administration and a well-organized risk management team. The team may include representatives from district support services, school administrators, insurance agents and brokers, consultants, and a number of other specialists who offer a level of experience not frequently found in the classroom. To guarantee that the risk management team is aware of potential dangers, a framework needs to be put in place in the district. This strategy might be as simple as making sure that all district employees have access to the risk manager's contact information.

Adapting to various people in the workplace by self-adjusting and employing strategies to change people's knowledge, attitudes, and behaviors, as well as group behaviors, in the desired objective direction. These are referred to as "allowing individuals to participate in thinking." Joint action, joint responsibility, and positive reinforcement are examples of strategies to adapt and lead to appropriate and long-term change. Conflict is handled constructively, and adaptable and flexible management encourages employees to treat one another with care, support, and friendliness.

The activities a teacher engages in to have the desired effects on students are referred to as their performance as teachers. In order to achieve the school's desired aims and goals, it relates to how much a teacher contributes to the general operation of the institution. Given the circumstances at the school, it is the principal's and the department heads' duty to organize such activities through effective supervision, as this is essential to the ability to deliver effective instruction. Public schools have always relied on professional development initiatives to improve educational performance.

The process and the components that affect teacher learning must be understood in order to enhance teacher learning and, as a result, school improvement. As part of professional development programs, teachers are expected to contribute to the implementation of improvements in their classroom and school operations. In order to bring about the needed changes, professional development and school reform programs attempt to involve teachers in the development of knowledge and skills for new work practices, either individually or as a team.

2. Literature Review

2.1 Cognitive Stress Dimension

With reference to the article in School of Education, Syracus University (2019), stress has four dimensions; 1) cognitive; 2) affective; 3) behavioral, and 4) physical. In the cognitive dimension, the mind and thought processes are involved in the cognitive consequences of stress. Concentration, focus, organization, and clarity of mind can all be harmed if one's stress level is high and unregulated. High-stress levels can impair one's capacity to retain essential details and listen to others. When stress levels rise, time management and organization can all deteriorate in the cognitive arena. Similarly, stress can alter one's feelings on an emotional level. Increased stress levels exacerbate irritability, quick mood swings, unexpected aggression, and melancholy.

2.2 Affective Stress Dimension

Academics had moderate stress levels, and diversion behaviors were the most common coping method, according to the findings. Academics had a moderate level of mental health and a low level of emotional well-being. Occupational stress has a tremendous impact on one's mental and emotional well-being. Emotional well-being is influenced by positive reframing and acceptance of coping methods. This research contributes to our understanding of academics' professional stress, coping methods, mental health, and emotional well-being in Northern Ireland. The findings could aid in the development of accurate methodologies for informing health and well-being policies for university professors, resulting in increased productivity at work (Panshuo & Paul, 2021).

2.3 Behavioral Stress Dimension

Increased stress levels can also lead to behavioral changes such as alcohol and substance misuse, as well as absenteeism. It might also jeopardize our interpersonal ties. We become less capable of constructive interactions with others as our stress level rises. Stress has been associated with changes in eating and sleep habits (either increases or decreases), weight gain or loss, and other health conditions such as high blood pressure and ulcers. Exercise routines can be influenced by stress, which can have a significant impact on our behavior, emotions, and cognitive performance.

In the study of Collantes & Sarabia (2020), the findings show that selected elementary and secondary teachers in Angeles City experienced moderate work-related stress, with subcomponent demand playing a significant role in the stress. Gender and position were both favorable indicators of teaching success, with female teachers and teachers in higher teaching positions performing better. Seminar attendance in relation to stress and demand, which is a sub-component of work-related stress, are, on the other hand, significant negative predictors of teaching performance. This means that instructors who attended stress management workshops performed better in the classroom than those who did not. This finding also showed that a higher amount of demand, a sub-component of stress, might lead to lower teaching performance.

2.4 Physical Stress Dimension

Stress, according to the Cambridge Dictionary, is the intense worry brought on by a tough circumstance or anything that causes people headaches, minor pains, and sleeping problems. While stress is common among students, the distinction between stress symptoms and behavioral repercussions is the students' coping method. The amount of sleep and self-reported subjective stress were not significant determinants of daily calculated stress levels. This suggests that self-reported perceived stress was significantly predicted by daily calculated stress and health practices (Berkel & Reeves, 2017).

As cited by Eys (2021), in the workplace, stress has always been prevalent. Most employees will suffer job stress at some point during their employment. New challenges and recent changes in how we work and live, on the other hand, have raised employee stress. Employees that are stressed at work are more prone to errors, poor work performance, mental health difficulties, burnout, and workplace conflict. Organizations pay the price for untreated job stress in greater rates of turnover, disengagement, and absenteeism. Human resources, on the other hand, can detect and support struggling team members if they understand how job stress affects employee performance.

2.5 Task Performance and Contextual Performance

Moreover, he differentiated task performance and contextual performance. An employee's core job responsibilities are described by task performance. It's also known as "in-role mandated conduct" (Koopmans et al. 2011), and it's evident in the quality and quantity of specified work outcomes and deliverables. In comparison, contextual performance goes beyond formal job responsibilities. Contextual performance, also known as "discretionary extra-role conduct" (Koopmans et al. 2011), is evident in activities such as counseling coworkers, establishing social networks inside an organization, and going above and beyond for the organization.

Contextual performance is the second dimension of job performance. It is argued that contextual performance encompasses inferred behaviors. Extra-role performance, organizational citizenship, prosocial practices Contextual performance refers to behaviors that do not directly contribute to the technical essence of the task but instead help to develop and maintain the psychological, social, and organizational environments in which task performance is important. We can talk about it. When employees assist others in completing a task, interact with their superiors, or provide suggestions to improve organizational processes, this is referred to as contextual performance. Good employees, according to Robbins and Judge (2012), can exhibit the necessary behaviors in both task and contextual performance.

2.4 Conceptual Framework

The figure below explains how research flows. The independent variable box shows the Professional Stress Dimensions, the Cognitive, Affective, Behavioral and Physical. In addition, dependent variables encompass the Job Performance that covers Task Performance and Contextual Performance

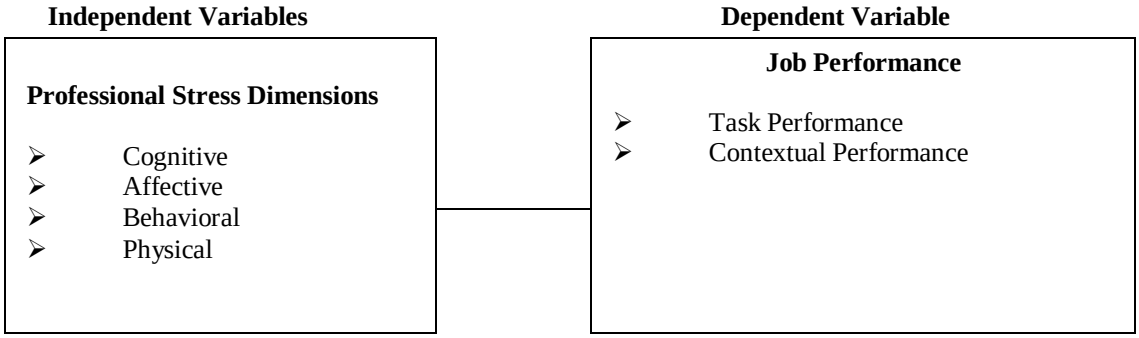

Figure 1: Research Paradigm

3. Hypotheses

The following hypotheses are posited in this study.

1. There is no significant relationship between the level of perceptions of the respondents on the professional stress dimensions and job performance.
2. There is no significant difference between the level of stress in the professional dimension and the length of service.

4. Methodology

The research was conducted using a descriptive quantitative research approach. According to McCombes (2020), a descriptive study attempts to characterize a population, condition, or phenomena accurately and methodically. It can answer what, where, when, and how questions, but not why. A descriptive research plan might use a variety of research approaches to investigate one or more variables. The variables are not influenced or changed by the researcher, as they are in experimental research; instead, they are observed and measured.

With reference to the article Research Connections (n. d.), descriptive research has the following advantages: 1) Study participants are questioned or observed in a natural setting; 2) Study data can be used to identify the prevalence of problems and the need for new or additional services to address these problems; 3) Descriptive research can identify areas that require additional research and relationships between variables that require future study; 4) Descriptive research is frequently referred to as "hypothesis-generating research

5. Result

5.1 Testing of Hypotheses

Table 1: Relationship between Professional Stress Dimensions and Job Performance

Professional Stress Dimensions	Task Performance	Contextual Performance
Cognitive	-0.025	0.021
Affective	0.069	0.132
Behavioral	-.270**	-.216*
Physical	-.319**	-.301**

Table 1 shows the relationship between professional stress dimensions and work performance. Further the table manifested the mean of each dimension in the task and contextual performance.

As shown in the table, there is a mean difference that can be observed in the behavioral dimension between the task performance and contextual performance. In the task performance, behavioral dimension got the mean of -.270 while in the contextual performance it got -.216. It is noticeable that there is a difference of -.54 in the mean ratings between the job performances.

Moreover, a mean difference of -.18 is observed in the physical dimension between the task performance and contextual performance. It is observed that the mean score of physical dimension in task performance is -.3.19 while -.301 in contextual performance.

It can be perceived that the cognitive mean in task performance is -0.025 while 0.021 in contextual performances. The affective dimension has a mean of 0.069 in task performance and 0.132 in contextual. The behavioral has the mean of -.270 in task performance and -.216 in contextual performance. Finally, the physical dimension has the mean of -.319 in task performance and -.301 in contextual performance.

It can be perceived. Therefore that correlation is significant at the 0.01 level. This further means that there is a significant relationship between the professional stress dimensions and work performance. The results of the study have proven that teachers under stress cannot perform well since they are affected and disturbed.

This affirms the study of Chitra (2020); it was mentioned that the problem was made worse by the epidemic since they had to attend to the requirements of pupils and parents via the internet. Several studies have already been conducted. Teachers' problems with work-life balance have been reported (Simbula, 2010). Taking online classes, completing online projects and assessments, and providing comments to students now consume their entire focus, and they are unable to spend time with their families. The demand for teachers has increased in recent years. Further, it was concluded that the COVID-19 epidemic had caused changes in several areas, the most significant of which is working from home and the use of electronic devices for official purposes. Along with this, teaching methodology has changed dramatically, with chalk and boards being replaced by electronic devices and teachers being compelled to adapt to the changes. Teachers are under a great deal of stress because of the pressure to change and the difficulties in delivering online classes. The findings of this paper show that their stress from online classes is unaffected by demographic characteristics and that this has a significant impact on their job satisfaction (Gopinath, 2020 e), which may have an indirect impact on their performance

Table 2: The significant difference in the level of stress in the professional Dimension in terms of length of service

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Task Performance _MEAN	Between Groups	0.251	2	0.126	0.429	0.653
	Within Groups	23.398	80	0.292		
	Total	23.649	82			
Conceptual Performance _Mean	Between Groups	0.552	2	0.276	0.956	0.389
	Within Groups	23.108	80	0.289		
	Total	23.661	82			
Cognitive Performance _Mean	Between Groups	0.788	2	0.394	0.935	0.397
	Within Groups	33.718	80	0.421		
	Total	34.506	82			
Affective Performance _Mean	Between Groups	0.119	2	0.060	0.144	0.866
	Within Groups	33.106	80	0.414		
	Total	33.225	82			
Behavioral Performance _Mean	Between Groups	4.971	2	2.486	5.200	0.008
	Within Groups	38.239	80	0.478		
	Total	43.211	82			
Physical Dimensions_Mean	Between Groups	6.540	2	3.270	4.927	0.010
	Within Groups	53.102	80	0.664		
	Total	59.642	82			

*. The mean difference is significant at the 0.05 level.

Table 2 shows the significant difference of the level of stress in the professional dimension in terms of length in service.

The table manifested that there is in the behavioural performance between groups and physical dimension between groups. However, other indicators are not significant since the calculated significant value is greater than the 0.05 level of significant.

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Behavioral Dimension Mean	Less than four years	five to nine	-.39394*	0.17020	0.023	-0.73	-0.06
		more than nine years	-.61925*	0.20640	0.004	-1.03	-0.21
	five to nine	Less than four years	.39394*	0.17020	0.023	0.06	0.73
		more than nine years	-0.22531	0.20640	0.278	-0.64	0.19
	more than nine years	Less than four years	.61925*	0.20640	0.004	0.21	1.03
		five to nine	0.22531	0.20640	0.278	-0.19	0.64
Physical Dimension Mean	Less than four years	five to nine	-0.21212	0.20057	0.293	-0.61	0.19
		more than nine years	-.76096*	0.24323	0.002	-1.25	-0.28
	five to nine	Less than four years	0.21212	0.20057	0.293	-0.19	0.61
		more than nine years	-.54884*	0.24323	0.027	-1.03	-0.06
	more than nine years	Less than four years	.76096*	0.24323	0.002	0.28	1.25
		five to nine	.54884*	0.24323	0.027	0.06	1.03

*. The mean difference is significant at the 0.05 level.

As shown in Table 2, it can be perceived that in the behavioral dimension and physical dimension, the length of service has a significant difference at the 0.05 level. In the behavioral dimension, the third category (more than nine years) got the highest mean difference of .61925. Likewise, in the physical dimension, the third category also got the highest mean difference of .76096. This further shows that there is a significant difference in the level of stress in the professional dimension as to the length of service in terms of behavioral and physical dimensions. It affirms the statement of Eys (2021), it was mentioned that in the workplace, stress has always been prevalent. Most employees will suffer job stress at some point during their employment. New challenges and recent changes in how we work and live, on the other hand, have raised employee stress. Employees that are stressed at work are more prone to errors, poor work performance, mental health difficulties, burnout, and workplace conflict

6. Discussion

After collecting the data needed for the analysis and interpretation, it is then confirmed that the independent variables, such as the professional stress dimensions, are significant to their work performance. The findings led to the not acceptance of the null hypothesis, which states that there is no significant relationship between the level of perceptions of the respondents on the professional stress dimensions and work performance, and there is no significant difference between the level of stress in the professional dimension and the length of service.

This study involved the public-school elementary teachers of district 5 of Biñan City, Laguna. The total population of 83 teachers from Dr. Jose G. Tamayo MES, San Vicente Elementary School, and Tomas Turalba Elementary school served as the respondents in this study. A self-made questionnaire was the primary instrument that generated the data for this study. A researcher-made questionnaire was used to gather the information needed. The questionnaire underwent thorough research through reading various references such as journals, books, unpublished materials, and online resources. It was validated by teacher III, a Master Teacher, and an English Teacher with characteristics similar to the study subjects but were not directly involved in the research. The primary instrument used was the survey questionnaire which was divided into three parts. The first part would be the demographic profile of the respondents. The second would be the perceptions of the respondents on the professional stress dimensions such as cognitive, affective, behavioral, and physical. Then the last would be the perceptions of the respondents on the work performed in terms of job performance and contextual performance.

7. Conclusion

From the data gathered and discussed, the study established the null hypothesis, which states that;

1. There is no relationship between the level of perceptions of the respondents on the professional stress dimensions and work performance.
2. There is no significant difference between the level of stress in the professional dimension, and the length of service is partially accepted.

8. Recommendation

Based on the findings and conclusion, the following recommendations are proposed:

1. An action plan may be proposed and implemented during the next school year.
2. Teachers may develop a personalized approach to reduce the stress that may help them manage their mental health condition and improve their quality of life. They may pursue self-development and ongoing education to stay current on stress management concerns. Stress management offers a variety of methods for dealing with anxiety and maintaining general well-being.
3. The school administration may increase funding allocation for the provision of training and seminars related to stress management and coping mechanisms. Stress management training and seminars are required. Teachers must be continuously acknowledged, praised, and rewarded for their exceptional performances and achievements for them to find and utilize their genuine potential and become more effective and stress-free.
4. Stakeholders, being the school's partner, may conduct activities or programs which will focus on mental health awareness, stress management, and coping mechanisms, or any other program that will concentrate on teachers' well-being and welfare.

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