

Influence of teachers' stress and social support to teachers' performance

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ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 27 November 2024

Revised: 11 December 2024

Accepted: 15 December 2024

Available Online: 15 December 2024

DOI: 10.5861/ijrse.2025.24165

Abstract

This study aimed to determine which domain in the teacher's stress and social support significantly influences the performance of elementary public school teachers. The researcher used the quantitative, non-experimental design utilizing a correlational technique with regression analysis. The respondents were the 182 elementary public school teachers of Santo Tomas West District Division of Davao del Norte who were chosen through a stratified random sampling technique. This study revealed that teachers stress in terms of information load, interpersonal load, change load, activity structure, and time structure was low. This study also revealed that social support in terms of non-school sources of support and school sources of support was very high. This study showed that teachers' performance in instructional process, classroom management, interpersonal relationships, and professional responsibilities was very high. Moreover, the result of the study revealed that teachers' stress and social support have a significant relationship to teachers' performance. However, only social support has a significant influence on teachers' performance. Lastly, all the domains of social support, namely non-school and school sources of support, significantly influence teachers' performance.

Keywords: MAED educational management, teachers stress, social support, teachers performance, SDG indicators: #4 Quality Education

Influence of teachers' stress and social support to teachers' performance

1. Introduction

The problem of teachers' performance affects students' academic achievement. It is common knowledge that teachers who are not well-adjusted are unable to oversee their classrooms efficiently. Most teachers are driven, enthusiastic, and enjoy what they do, yet many cannot handle the heavy workload, sleepless nights, and high stress levels that instructors deal with daily. The need for educators to acquire new technology, online instructional tools, tactics, and techniques to instruct students has expanded due to the global pandemic. Although there has been evidence of success with new instructors, teachers are quitting the field worryingly, particularly in the initial four years of their teaching careers (Cruz, 2022). Furthermore, researchers presented findings to establish the link between teachers' stress and social support to teachers' performance. In addition to the theoretical bases, emotional intelligence and self-efficacy are significantly associated with teachers' performance. Teachers with high emotional intelligence and social skills typically exhibit better classroom management. Teachers' performance is also strongly connected with their self-efficacy and job participation. Teachers with conscientiousness characteristics are also mentioned as significant determinants of their achievement (Kanya et al., 2021).

Researching teachers' performance is essential. Nowadays, people consider education as the most valuable asset. It is an apparatus designed to help people think, work, and make decisions. Supervisory strategies can help teachers reach their objectives and enhance their performance. Since teachers are one of the most critical components of the educational process, their supervision and training have a bearing on the overall quality of education. Through enhanced professional development and job performance, monitoring may improve teaching strategies and result in student achievement. Ongoing education makes teachers more productive (Hoque et al., 2020).

This study implied that teachers must continuously enhance the techniques and abilities essential to their work. Being a teacher can be a rewarding and challenging career. Professional development for educators is critical to any school's success. Success in the field requires unique abilities, information, and experiences. To succeed in their jobs, teachers need a wide range of abilities. To effectively communicate curricular content to pupils with varying learning styles, they must possess exceptional communication skills. They also require patience, social support, and the capacity to maintain composure under pressure. Their ability to collaborate allows them to work well with others (Daguman, 2020).

The connection between the influence of teachers' stress and social support may significantly affect teachers' performance. Evidence demonstrates that high-achieving teachers are essential to improving student accomplishment; high-quality instruction is a prerequisite for high-quality learning. The Philippines can foster the development of well-rounded, morally-driven students with 21st-century abilities and advance the nation by hiring top-notch educators. We need talented professionals who are creative problem-solvers, critical thinkers, and culturally knowledgeable. To achieve excellent results, emotional assistance considers the affectability of the teacher, the environment in the educational setting, and classroom management (Taguba, 2022).

Various literature and related studies described the relationship between teachers' stress and social support to teachers' performance as a well-established fact. Study shows that the majority of teachers experience psychological issues to some extent. They frequently feel the impacts of a high workload and psychological strain, which has a negative effect on their ability to teach. Social support in the workplace is a vital indicator to determine the mental status of teachers. Worker sentiments toward their employment refer to workplace well-being; good feelings outweigh negative ones. It is critical to pay attention to teachers' work performance and psychological wellness as shown by their level of workplace well-being. The well-being of teachers at work

directly affects their ability to perform better and live better lives. It also influences their professional development, success, drive, and interests (Sun et al., 2022).

Teachers who feel their work is too demanding may disengage from their professions. Teachers who were not successful were more likely to consider quitting. Perceived distress amplified the impact of low thriving on the intention to leave. They demonstrated that teachers' stress levels and mental health influence individuals' plans to quit. Teachers who are under stress tend to perform poorly and are more likely to become disengaged from their jobs. Their reported distress and mental health influenced teachers' intentions to depart. Interventions must be planned and implemented to support teachers' mental health and manage stress (Marais-Opperman et al., 2021). The phenomenon of exhaustion is associated with the workplace and impacts various aspects of teacher performance, including work efficiency, relationships with others, and happiness in general. Mainly, psychological, physiological, and spiritual weariness may result from instructors' expectations not matching the reality of their work environment. The principal's leadership style or connection to the teachers is related to the teachers' level of exhaustion. Teachers may encounter potentially stressful situations because they must work in tandem with teachers, administrators, counselors, and other educators and meet their students virtually every day. Teachers face various pressures, including heavy lesson preparation burdens, role uncertainty, and classroom control challenges (Panisoara et al., 2020).

The implications of previous works are relevant to the study since they are the basis for formulating the problem presented by the researcher. The related studies aided the researcher in developing the questionnaires used to create the association between the influence of teachers' stress and social support on teachers' performance. Furthermore, in support of the theory mentioned above, the relationship between measures takes into account that there is a more significant relationship than the readings mentioned above, which also accounts for the relationship between the measures used in the study. The researcher considers that other underlying elements provide insights and elucidations about the work.

This study is anchored on the theory of Emotional intelligence by Daniel Goleman. Understanding feelings and awareness of themselves are needed to realize a feeling as it arises inside oneself. Self-regulation, or the capacity to effectively control feelings, is necessary for emotion management. People with this ability recover from life's setbacks and pressures far faster. Strong social networks and interpersonal ties help people function effectively. (Goleman, 1998). Balboa (2020) supports the first independent variable with the following indicators: information load, interpersonal load, change load, activity structure, and time structure. The second independent variable is supported by Korte and Simonsen (2018), with the following indicators: non-school sources of support and school sources of support. The dependent variable is supported by Nelson (2013) with the following indicators: instructional process, classroom management, interpersonal relationships, and professional responsibilities. This study uses the Emotional Intelligence theory to determine the influence of teachers' stress and social support on teachers' performance.

The first independent variable of the conceptual framework, as shown in Figure 1 at the back of the study, is teachers' stress, supported by Balboa (2020) with the following indicators: *information load*, *interpersonal load*, *change load*, *activity structure*, and *time structure*. *Information load* refers to teachers' capacity to tolerate information overload in occupational settings. *Interpersonal load* refers to teachers' experience of stress related to interpersonal relationships at work. *Change load* refers to teachers' tolerance and understanding of work-related change. *Activity structure* relates to teachers' tolerance and experience in completing work activities and meeting expectations. *Time structure* refers to teachers' stress related to timelines and deadlines at work.

The second independent variable is social support, as supported by Korte and Simonsen (2018), with the following indicators: *non-school sources of support* and *school sources of support*. *Non-school sources of support* refer to support from family, community, partner or spouse, and friends outside work. *School sources of support* refer to support from administrators, co-teachers, students, parents, and the community where teachers work.

The dependent variable is teachers' performance, supported by Nelson (2013) with the following indicators: *instructional process*, *classroom management*, *interpersonal relationships*, and *professional responsibilities*. The *instructional process* refers to the preparation and strategies that accommodate students' learning needs that promote learners' success. *Classroom management* refers to the classroom environment that supports responsible student behavior constructively. *Interpersonal relationship* refers to interaction with parents, community, and staff. *Professional responsibilities* refer to schools' policies and procedures that participate in professional growth and development for teachers.

The researcher has not come across a study that is the same as the one undertaken in the researcher's target locality, which focuses on the influence of teachers' stress and social support on teachers' performance. There are studies on teachers' performance but not on target locality. Governments and the international community must uphold values and implement reforms for all parties involved in education to realize the promised future for children, youth, and other stakeholders in the field (Agron, 2021). Thus, there is an urgency to conduct the study.

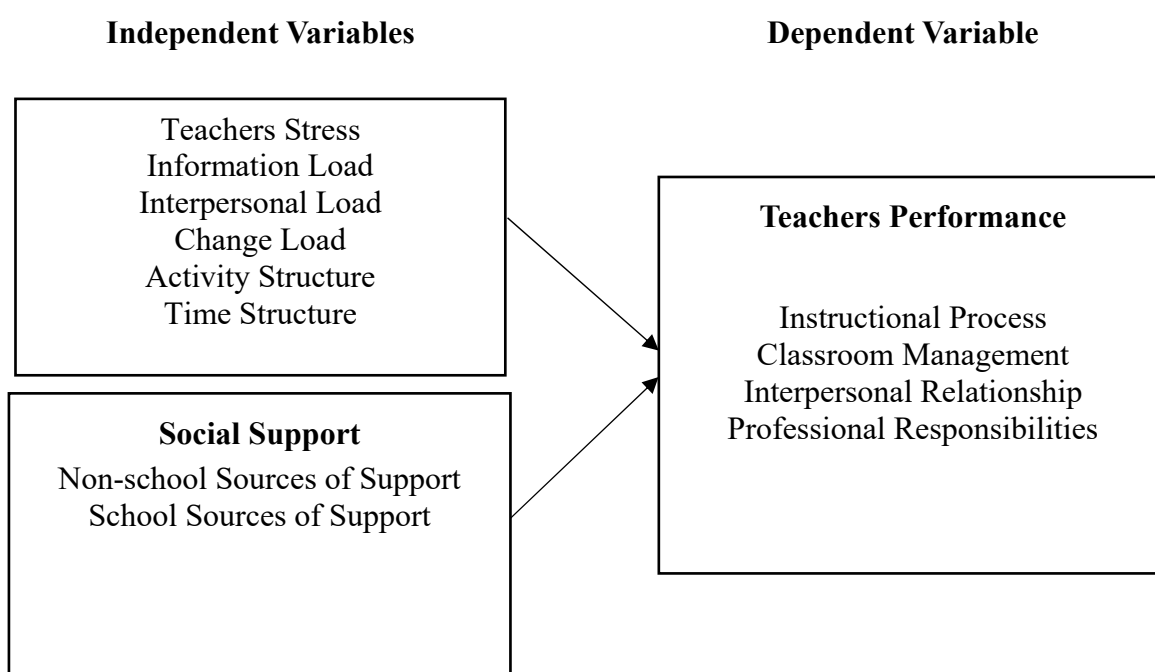


Figure 1. Conceptual Framework of the Study

Research Objective - The study's primary objective is to seek the influence of teachers' stress and social support to teachers' performance. Specifically, it sought to attain the following.

- To describe the level of teachers' stress in terms of information load, interpersonal load, change load, activity structure, and time structure.
- To describe the level of social support in terms of non-school sources of support and school sources of support.
- To describe the level of teachers' performance in terms of instructional process, classroom management, interpersonal relationships, and professional responsibilities.
- To determine if there is a relationship between teachers stress and social support to teachers performance.
- To find out if there are domains in teachers stress and social support that significantly influence teachers performance.

Hypothesis - The following hypotheses were verified at a 0.05 significant level:

- There is no significant relationship between teachers stress to teachers performance and social support to teachers' performance.
- There is no domain in teachers stress and social support that significantly influence teachers performance.

The significance of the study highlights fascinating themes and problems that will aid future researchers in conducting additional research on the influence of teachers' stress and social support on teachers' performance, which will inevitably be there to their advantage. Similar studies could be conducted by other researchers in other settings, enabling them to relate to this. Additionally, the local government will benefit from this. They might have to help schools more actively, particularly with activities associated with school. They must provide schools with more funding, equipment, and technical help. Private neighborhood educational institutions should be considered when offering assistance. Azzahra (2020). Furthermore, this will help the Department of Education since teacher excellence and success determine the caliber of a program in an academic department.

2. Method

Research Respondents - The respondents were the elementary public school teachers of Santo Tomas West District Division of Davao del Norte for the school year 2023-2024. Santo Tomas is a first-class municipality, officially referred to as Sto. Tomas. The study was specific to the settings of elementary public school teachers at Santo Tomas West District in the Division of Davao del Norte. Furthermore, the computed sample size used at least a 0.05 significance level, and the total population was 331 according to Slovin's formula. Slovin's formula was utilized to calculate the sample size. As for precision, Kothari (2004) says that, with a 95% confidence level, the sample results reflect the actual status of the population inside a particular precision spectrum. The researcher employed the stratified random sampling technique to select the respondents. In this type of sampling, a particular set of things is chosen randomly and then categorized from the population. The selected sample is combined from multiple strata to form a single sample. Using a probability sampling technique called stratified random sampling, samples are selected from the total population according to the characteristics of a specific factor (Iliyasu & Etikan, 2021). In this study, the researcher described the inclusion criteria of the population (elementary teachers) and location in (Santo Tomas West District, Division of Davao del Norte). Contrary to that, the exclusion criteria were teachers outside Santo Tomas West District, Division of Davao del Norte. Respondents who felt threatened by how the study was conducted were allowed to leave at any time. Participants were free to leave the study at any stage if they wanted to. Respondents participated based on informed consent.

Materials and Instrument - This study used three (3) sets of adapted and modified questionnaires to assess the teachers stress, social support, and teachers performance of elementary public school teachers. Teachers stress has five (5) indicators, namely: information load, interpersonal load, change load, activity structure, and time structure. Social support has two (2) indicators namely: non-school sources of support and school sources of support. Teachers performance has four (4) indicators, namely: instructional process, classroom management, interpersonal relationship, and professional responsibilities. After undergoing internal and external validation, the researcher submitted the survey results to the panel of experts. The external validators gave the questionnaire a 5.0, or very good, content validation rating. Following editing, the researcher conducted the pilot testing, and the results were given to the statistician so that Cronbach's Alpha could be used to assess the validity and reliability of the items.

Design and Procedure - This study used a quantitative non-experimental research design using a casual effect approach utilizing multiple regression analysis. It is systematic and empirical and utilizes various typologies, methodological approaches, and techniques. This was concerning the relationship between the variables of the study. Hence, Kalla (2011), a correlational investigation, ascertains the link between two or more variables; that is, it ascertains if an upsurge or decrease in one variable can affect the reduction or increase of

another. Furthermore, according to Siegle (2015), correlational research merely examines the correlations between variables rather than attempting to impact any one of them. He went on to say that correlations can vary in the degree or intensity of the link and have either a favorable or adverse orientation. To get the data, the researcher requested authorization. Recruitment was free from compulsion, improper influence, or enticement. After retrieving the questionnaires, the researcher screened the data to reduce the likelihood of outliers during analysis. Subsequently, the information was transcribed, recorded, and examined. In addition, because the respondents were preoccupied, the researcher had to wait several days to obtain the survey questionnaire. The researcher gathered the data after school to guarantee that there would be no disruptions to the lessons and that the respondents with internet access completed the survey online.

Voluntary Participation. Teachers of the chosen educational institution can withdraw at any moment if they feel intimidated by how the study is conducted. At any point during the study, participants can cancel if they want. Based on informed consent, the respondents took part in the survey.

Privacy and Confidentiality. The participants were aware that their responses were kept confidential and their names would not appear in any part of this study. The data was collected from the subject using Microsoft Excel. The researcher personally retrieved the questionnaires and disposed of them in a manner that left no trace of the possibility of reconstructing information. Also, the researcher adhered to the Data Privacy Law.

Informed Consent Process. The researcher requested the participants to sign the informed consent specified in the instrument for their voluntary participation in the study. Only those who signed the informed consent form were considered part of the study.

3. Results and discussion

This presents the analysis, interpretation, and results of the data collected from the research tools. This study intends to determine which areas significantly affect the teacher's stress and social support for teachers' performance. The standard deviation was less than the standard deviation for a 5-point Likert scale, ranging from 0.53 to 0.97. This study implies that there is less variety in the responses provided by the participants, as the evaluations from this study are very close to the mean (Wittink & Bayer, 1994).

3.1 Level of Teacher Stress

Presented in Table 1 are the mean scores for teachers' stress. The data show an overall mean of 4.139 with a standard deviation of 0.377 and has a descriptive equivalent of low. The result implies that the level of teachers' stress is low. Among the five (5) indicators of teachers' stress, information load obtained the highest mean score of 4.407 and has a standard deviation of 0.452, followed by interpersonal load with a mean score of 4.343 and a standard deviation of 0.462, activity structure with a mean score of 4.176 and a standard deviation of 0.523, and change load with a mean score of 3.893 and a standard deviation of 0.544. However, time structure got the lowest mean score of 3.876 with a standard deviation of 0.572.

Table 1
Level of Teachers Stress

Indicators	Mean	SD	Descriptive Equivalent
Information Load	4.407	0.452	Very Low
Interpersonal Load	4.343	0.462	Very Low
Change Load	3.893	0.544	Low
Activity Structure	4.176	0.523	Low
Time Structure	3.876	0.572	Low
Overall	4.139	0.377	Low

Based on the result, the information load got the highest mean score of 4.407, with a standard deviation of 0.452, expressed as very low. This result reveals that teachers require a peaceful mind for practical work, taking projects one step at a time, arranging their workspaces for privacy, and staying up-to-date with the constantly

changing information. This finding is the same as the conclusion of Solania et al. (2023), that teachers are able to function satisfactorily in their roles even in the face of additional tasks assigned in the classroom. It means that teachers are dedicated and passionate about what they do. Even when their working conditions might not appear ideal, they feel compelled to carry out their responsibilities and teach. There is no correlation between the participants' overall negative outlook towards overburden and their performance on their duties.

This finding is the same as the result of Rossiandy and Indradewa (2023), which states that educators are willing to grow to boost productivity, influencing their job satisfaction to the fullest extent possible because of the improved quality of their work. Teachers' self-assurance in their abilities and expertise might improve their job satisfaction. Since they drive themselves to concentrate more on accomplishment and the caliber of their job, teachers are typically more tolerant of stress.

Second is interpersonal load, which attained an overall mean of 4.343 with a standard deviation of 0.462, expressed as very low, which means that teachers are organized, can handle multiple people at once, prefer smaller groups, and prefer the peace of the country living over large, chaotic groups. This finding is similar to the study by Abejo et al. (2023) that people who possess excellent interpersonal skills typically perform well in leadership roles because they can inspire and engage others around them. Successful interactions and collaboration in personal and professional environments require interpersonal skills. People with strong interpersonal skills know the complexities of interacting with loved ones, coworkers, and friends, and they are more likely to foster pleasant connections and collaborate peacefully with people.

Similarly, this result parallels the study of Flushman et al. (2021), which claims that an educator's community may boost their job happiness. Approaches that 'open' practice in methods that promote sharing, reflection, and taking the required risks to change are effective in collaborative endeavors. Teachers value collaboration over solitary and enjoy being involved in their surroundings. Focusing on making choices and using problem-solving techniques produced a genuine forum for dialogue and the possibility of bringing community-based learning into the educational setting.

Activity structure got an overall mean of 4.176, with a standard deviation of 0.523, expressed as low. This result implies that teachers prioritized planning, organization, and efficiency, demonstrating the ability to handle multiple activities simultaneously, maintain focus, and manage multiple projects simultaneously to ensure success. This finding is in line with the study of Delos Reyes (2023) that educators uphold the highest values of both their professional and personal conduct, organize their tasks in advance, schedule to avoid problems, and prioritize tasks. This finding is supported by Pacia and Guevarra (2023). Educators are sincerely dedicated to fulfilling their professional roles and obligations and approach their work well. The work of teachers is highly valued as "very satisfactory" in several sectors, such as curriculum preparation, learning environments, assessment and reporting, instruction and subject matter understanding, and individual development.

Fourth, change load got an overall mean of 3.893, with a standard deviation of 0.544, expressed as low. This reveals that educators controlled their schedule efficiently, could think clearly with others, cope with the fast-paced environment, and maintain productivity. This finding was the same as the conclusion of Baldelovar (2023), which showed that even educators faced various circumstances that could lead to stress and negatively impact their well-being. Instructors continue to receive ratings of excellent or adequate, implying that educators are practical and pragmatic. Educators were trained to practice remaining calm, focused, and upbeat despite the challenges they faced in their work.

This result parallels the study of Liu et al. (2023) that teachers with greater feelings of worth may develop an upbeat mindset toward stress when faced with work-related changes since they have more faith in their abilities to handle the demands of their professions. This significantly affects the work teachers put into their lessons and the persistence with which they pursue their objectives, even in the face of failure. These positive experiences give educators self-assurance, which enables them to enjoy their work even in the face of stress.

Lastly, time structure got an overall mean of 3.876 with a standard deviation of 0.572, which is low. This implies that teachers preferred to complete one task before starting another and can handle deadlines at work. This finding parallels the result of Olivo (2021) that exceptional time management abilities are necessary for teachers. Instructors reported that they had much paperwork and reports to complete daily; this list would assist them in avoiding duplicating tasks and forgetting crucial ones. Educators also stated that they frequently planned ahead of time.

Evidently, in the study of Paguntalan (2023) that teachers are effective time managers, class time is effectively utilized to accomplish learning objectives throughout the whole teaching and learning process, using effective teaching techniques and making optimum use of all available resources, teachers are able to achieve all the required learning outcomes within the given time frame. They demonstrate the best time management practices during their work, completing all necessary learning outcomes in the least amount of time. Teachers with high self-efficacy are more likely to manage their time reasonably and create classroom environments that support the method of teaching and learning, thereby helping them maintain their teaching-learning process.

3.2 Level of Social Support

Presented in Table 2 are the data on the level of social support based on the respondents' responses. It can be gleaned from the table that social support has an overall mean score of 4.3, with a standard deviation of 0.446, and has a descriptive equivalent of very high. Among the two (2) indicators of social support, non-school sources of support obtained the highest mean score of 4.338 and a standard deviation of 0.495, followed by school sources of support with a mean score of 4.262 and a standard deviation of 0.519. Furthermore, these two indicators of social support have a descriptive equivalent of very high, which means that social support in terms of these indicators is always manifested.

Table 2
Level of Social Support

Indicators	Mean	SD	Descriptive Equivalent
Non – School Sources of Support	4.338	0.495	Very High
School Sources of Support	4.262	0.519	Very High
Overall	4.3	0.446	Very High

Based on the result, non-school sources of support got the highest overall mean of 4.338, with a standard deviation of 0.495 expressed as very high. This indicates that educators report supportive relationships with spouses, family, friends, churchmates, and the community, ensuring their well-being and support. This result is interrelated with Jusay and Blancia (2021), who state that friends and family are frequently mentioned as essential elements of solid mental wellness that you may rely on in difficult circumstances. These connections are essential to your everyday functioning, whether you are amid an emotional breakdown and need help right now or just want to spend moments with those who matter to you. People with social support are more resilient in stressful situations and are more likely to survive and succeed.

Also, in the same study by Estigoy and Olua (2023), a community can be viewed as a matrix of interpersonal relationships. Everyone gains when educators and community organizations collaborate to promote learning. Associations have the power to uplift, assist, and even change individual partners, which enhances the quality of programs, maximizes resource utilization, and improves curriculum alignment. Having teachers actively involved in their surrounding areas and promoting their mental health through outreach and extracurricular activities is the most efficient method to support both local and community growth.

Meanwhile, school sources of support got an overall mean of 4.262 with a standard deviation of 0.519, which is described as very high. This suggests that teachers perceive fair treatment from administrators, kind and cooperative co-teachers, helpful outside co-teachers, and understanding community support in their teaching environment. This result parallels the study of Beduya and Gallardo (2022), which suggests that the Department of Education should fund that foster social interaction between staff members, instructors, and students. Teachers,

particularly those in rural regions, should continue receiving professional development from the Department of Education. This study may expose educators' eyes to the value of a peaceful work environment at the Department of Education for obtaining educational advantages and accomplishing personal goals.

This finding is similar to the study of Cadag (2024) that the school head ensures that tools, like technology or instructional materials, are available to assist teachers' efforts to develop and urges teachers to work together or as peer mentors to support one another. Giving teachers the resources they need is a top priority for administrators, who recognize these assets' vital role in increasing academic standards. This proactive approach fosters the perfect environment for practical instruction and learning. Administrators and teachers work together to establish targets for achievement that are specific and attainable. Raising academic standards requires collaboration among teachers, so school administrators prioritize providing them with the necessary resources. Cooperative setting goals and peer mentoring were visible.

3.3 Level of Teacher Performance

Presented in Table 3 are the data on the level of teachers' performance based on the respondents' responses. It can be gleaned from the table that teachers' performance has an overall mean score of 4.668 with a standard deviation of 0.353 and a descriptive equivalent of very high, which is considered to mean that the teachers exhibit desirable performance.

Table 3
Level of Teachers Performance

Indicators	Mean	SD	Descriptive Equivalent
Instructional Process	4.606	0.427	Very High
Classroom Management	4.707	0.386	Very High
Interpersonal Relationship	4.681	0.399	Very High
Professional Responsibilities	4.677	0.4	Very High
Overall	4.668	0.353	Very High

Results of the study reveal that the performance level of elementary public school teachers of Santo Tomas West District Division of Davao del Norte is very high. The respondents gave a very high rating in terms of instructional process, classroom management, interpersonal relationships, and professional responsibilities. This means that the teacher's performance of elementary public school teachers is very much manifested.

Among the domains of teachers' performance, classroom management got the highest overall mean of 4.707, with a standard deviation of 0.386, expressed as very high. This implies that teachers create a conducive learning environment, encourage responsible student behavior, foster positive relationships, provide clear directions, and respect cultural differences in their classroom. This result parallels the study of Bullough (2024) that good classroom management gives pupils a feeling of community. Teachers need to embrace student behavior as a form of communication and take actions that foster a sense of acceptance, belonging, and connection among students in the classroom. Educators foster an environment that is more loving and supportive, so even if a student is not loved, they will still be acknowledged and may even learn how to respond to and assist others who do.

In the same way, harmonious with the study of Yelda (2014), classroom management ensures that the flow of the lecture is kept intact even when students behave disruptively. If teachers fail to provide clear expectations, norms, and procedures, they run the risk of allowing several distractions to interfere with their students' learning. Teachers need to establish clear rules for the classroom. Rules for the classroom teach pupils appropriate behavior, which makes them useful tools for behavior management. Teachers should establish a climate in which positive interactions are the norm and negative interactions are uncommon. Teachers need to provide thoughtful criticism as soon as pupils behave appropriately. Behavior improves when it receives positive reinforcement.

Second, interpersonal relationships got an overall mean score of 4.681 with a standard deviation of 0.399, which is very high. This indicates that teachers demonstrated positive relationships with parents, the community,

staff, and parents, promoting classroom involvement, collaboration, and support among other teachers. It is in line with the study of Dela Cruz (2023) that interpersonal relationships between teachers are highly effective. They keep friends and family aware of what's going on in their immediate surroundings and foster a positive atmosphere among them. They maintain close ties with their friends, family, and the local community. Educators and the social component are focusing on preserving a healthy atmosphere and fortifying bonds with friends and family. Teachers are also aware of the value of social networks with friends and family and environmental support systems for overcoming difficulties.

Furthermore, this outcome is consistent with the study of Trongco and Benolirao (2023), which indicates that a collaborative, positive school climate is crucial for tackling many of the difficulties faced by educational institutions. The school might develop into a more caring and effective setting where everyone can work and learn by taking into account the input from teachers, administrators, and students, as well as by showing leadership and encouraging behavior. By maximizing teachers' skills and capacities to improve educational efficiency—more specifically, the quality of teaching and learning through instructional supervision—adequate human resources that can impact the educational system can be built.

Professional responsibilities got an overall mean of 4.677 with a standard deviation of 0.4, which is expressed as very high. This indicates that teachers adhered to school policies, utilized technology effectively, participated in professional growth activities, took on school-related responsibilities, and attended seminars for professional development. It is similar to the research of Matias (2023) that educators need to gain experience and go to conferences, workshops, and seminars that are pertinent to their work as supervisors. They ought to be abreast of contemporary developments, particularly in education. To prepare and train future effective and efficient teachers, a primary area should be a continuing program for teachers' personal and professional growth that includes education regarding supervisory competencies and practices.

Additionally, in the same study by Wangda (2023), teachers' views regarding professional standards for teachers are largely favorable. The quality of education is improved when professional standards are put in place because they improve the caliber of teachers. Many educators believe that both the quality of learning and teaching in school environments, as well as individual teacher competency, may be determined by professional standards. Therefore, educators think that professional standards can support capacity building to raise professional competency, which will raise educational standards.

Lastly, the instructional process got an overall mean of 4.606 with a standard deviation of 0.427, expressed as very high. This indicates that teachers effectively prepare for classroom instruction, employ curriculum-related teaching techniques, cater to individual student needs, manage instructional time, communicate effectively, and utilize assessment information for effective instruction. It is in line with the study of Cañete et al. (2023) that teachers enhance their subject knowledge to fully comprehend the curriculum and provide effective instruction in the classroom. Effective lesson planning is a skill of teachers. They take into account the pupils' past knowledge, carry out quick exercises, and foresee potential issues before they arise. Students provide comments to teachers as well. To close the gap between what students need and what teachers can provide, it is imperative that teachers get student feedback.

This finding parallels with the conclusion of Arombo (2023) that teachers' instructional approaches are highly practiced. Instructors set up classroom environments that are more engaging and collaborative for their students, as well as printed modules and educational materials. The exceptional level of success and dedication exhibited by the instructors is reflected in their instructional leadership techniques and instructional abilities. Organizational performance and effectiveness are consistently correlated with teachers' instructional leadership practices and competencies. Teachers have a big influence on the quality of schools; thus, it makes sense that creating effective leaders and teachers should be a top priority for all legislators in order for them to carry out their duties.

3.4 Significance of the Relationship Between Teacher's Stress and Social Support to Teachers' Performance

The relevance of the components is shown in Table 4, which illustrates the relationship between teachers' stress and social support to teachers' performance. The research hypotheses were tested at a 0.05 significance level. The Pearson correlation test examined the relationship between the independent and dependent variables.

Table 4

Significance of the Relationship Between Teachers' Stress and Social Support to Teacher's Performance

Independent Variable	Dependent Variable	r-value	r ²	p-value	Decision
Teacher Stress	Teachers Performance	0.300*	0.09	< .001	Reject Ho
Social Support		0.460*	0.2116	< .001	Reject Ho

*p<0.05

Teachers' stress has an r-value of 0.300 and an r-squared value of 0.09 with a p-value of 0.001, which shows that the hypothesis stated that there is no significant relationship between teachers' stress and teachers' performance was rejected. This means a significant relationship exists between teachers' stress and teachers' performance among elementary public school teachers of Santo Tomas West District of Davao del Norte.

This finding is parallel with the conclusion of Cabatac et al. (2023) that teachers had low levels of occupational stress. It is possible that educators have acquired stress and burnout management skills through their work. Their seamless management of their tasks at school was facilitated by their pre-service and in-service training. Additionally, they were not too procrastinating. They do not consider holding up their talks at work to be a habit. They closely adhere to deadline norms when it comes to teaching chores like completing forms, keeping class records, and submitting grades.

While social support has an r-value of 0.460, an r-squared value of 0.2116 with a p-value of 0.001, which shows that the hypothesis which stated that there is no significant relationship between social support to teachers performance was rejected. It means a significant relationship exists between social support and teachers' performance.

The present study revealed a positive relationship between social support and teachers' performance among Santo Tomas West District of Davao del Norte elementary public school teachers. This result is interrelated with Remedios (2020) found a substantial correlation between instructors' teaching performance and support from friends, family, church, and community involvement. This finding is connected to that finding. Instructors concurred that a high level of resilience is facilitated by optimism, challenge orientation, find support-seeking. When educators are completely motivated, they are more equipped to handle challenges. Teachers in educational institutions prefer to believe that someone values and cares about their work, which in turn inspires them to work more productively.

3.5 Regression Analysis on the Influence of Teachers' Stress and Social Support on Teachers' Performance

The linear regression analysis was utilized to validate which indicators of teachers' stress and social support have significantly influence to teachers' performance among elementary public school teachers.

Table 5

Regression Analysis on the Influence of Teachers Stress and Social Support to Teachers Performance

Independent Variables	Unstandardized Coefficients		Standardized Coefficients Beta	t-value	p-value	Decision
	B	SE				
(constant)	2.859	0.283				
Teachers' Stress	0.099	0.070	0.106	1.416	0.159	Do not Reject Ho
Social Support	0.325	0.059	0.410*	5.475	<.001	Reject Ho

Dependent Variable: Teachers Performance

*p<0.05

R-value = 0.470
R² = 0.221

F-value = 25.326
p-value < .001

Table 5 shows that the two independent variables have different results that significantly influence the

dependent variable. Specifically, the first independent variable, which is teachers' stress has no significant influence to teachers' performance because the p-value is greater than 0.05. Furthermore, for the second independent variable which is social support, the p-value is $<.001$ which leads to the rejection of the null hypothesis. This further indicates that social support has a significant influence to teachers' performance.

The result of the study revealed that the overall R-value is 0.470 and R^2 0.221. This means that 22.1% of the variations in teachers' performance is attributed to both teachers' stress and social support. Consequently, there are 77.9% other factors not included in this study may significantly influence to teachers' performance.

3.6 Regression Analysis on the Domains of Social Support that Significantly Influence Teacher's Performance

Table 6 shows the regression analysis on the influence of the domains of social support on teachers' performance among elementary public school teachers

Table 6

Regression Analysis on the Domains of Social Support that Significantly Influence Teachers Performance

Indicators	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value	Decision
	B	SE	Beta			
(constant)	3.107	0.228				
Non-School Sources of Support	0.158	0.056	0.222*	2.811	0.005	Reject Ho
School Sources of Support	0.205	0.054	0.302*	3.819	$<.001$	Reject Ho
Dependent Variable: Teachers Performance						
*p-value < 0.05	F-value = 24.204		p-value $<.001$			
R-value = 0.461	R ² = 0.213					

Statistics showed an F-value of 24.204 and a p-value of $<.001$, which indicates that social support significantly influences the performance of elementary public school teachers. The R-value of 0.461 indicates that there is a positive influence of social support on the teacher's performance of elementary public school teachers. The overall R^2 is 0.213, indicating that 21.3% of the teachers' performance is explained by non-school sources of support and school sources of support. Non-school sources of support have a standardized beta coefficient of 0.222 with a probability value of 0.005, and school sources of support have a standardized beta value of 0.302 with a p-value of 0.001. Prominently, all of the p-values are less than the set level of significance of 0.05, which tells that the domains of social support significantly influence teachers' performance.

The study's findings are corroborated by a study of Pinaga and Abastillas (2023) that teachers received much support from the school, including safety support, emotional and psychological support, and assistance for professional growth. Teachers who attended seminars on resilience, mental health, and instructional upgrades as well as those who addressed technological concerns through basic training were afforded excellent opportunities for professional development. Instructors reported that the institution implements initiatives by embracing a dynamic work environment and providing more assistance, particularly with technical matters. Teachers who were not familiar with technology were trained by schools. When they need it, the school provides them with timely, helpful assistance.

4. Conclusion

The study's findings lead to the following conclusions, teachers stress was low in terms of information load, interpersonal load, change load, activity structure, and time structure. Social support was very high in terms of non-school sources of support and school sources of support. Teachers' performance was very high in terms of instructional process, classroom management, interpersonal relationships, and professional responsibilities. Moreover, there was a significant relationship that exist between teachers' stress and teachers' performance. Likewise, there was a significant relationship between social support and teachers' performance. Research results on regression analysis revealed that only social support has a significant influence to teachers' performance. Lastly, all domains of social support have a significant influence on teachers' performance.

4.1 Implications for Teachers and Learners

The first implication for teachers and learners is that educational institutions should not bombard teachers with too much information so that teachers can still focus on their students and lessen their stress, which may help them become better teachers. Also, provide training for professional development, which focuses on time management. The second implication is institution should consider implementing social support in terms of non-school and school sources of support that would make educators feel appreciated and cared for. The organization, communities, and family allow teachers to foster positive views of themselves and develop their competence and confidence. They may also attend team building to motivate teachers to work together and promote a positive relationship with each other. Finally, the Department of Education may provide a program that will strengthen the relationships between teachers and their fellow teachers, their administrators, their communities, and their families, since when teachers are supported, educators are highly committed to their institution, which may improve their teachers' performance.

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