



Journal Homepage: [-www.journalijar.com](http://www.journalijar.com)

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI:10.21474/IJAR01/17868
DOI URL: <http://dx.doi.org/10.21474/IJAR01/17868>



RESEARCH ARTICLE

TEACHER STRESS AND SCHOOL CULTURE AS PREDICTORS OF TEACHING PERFORMANCE OF PUBLIC SCHOOL TEACHERS

John Philip B. Salvador and Edwin L. Nebria

Manuscript Info

Manuscript History

Received: 15 September 2023
Final Accepted: 17 October 2023
Published: November 2023

Key words:-

Education, Teachers, Teacher Stress, School Culture, Teaching Performance, Predictors, Quantitative, Philippines

Abstract

The study determined the singular and combined influence of teacher stress and school culture on teaching performance among public school teachers in Lupon West District. There were 329 respondents who were selected using stratified random sampling technique. The researcher employed a quantitative research design using descriptive-correlational technique. The study also used an adopted, modified, and validated survey questionnaire was utilized. Additionally, mean, Pearsonr, and linear regression were used to analyze the data. Results revealed that the level of teacher stress was low while the levels of teaching performance and school culture were very high. Furthermore, there was a significant relationship between teacher stress and teaching performance and between school culture and teaching performance. The findings also showed that teacher stress and school culture have singular and combined influence on teaching performance. This implies that the lesser the teacher stress is and the healthier the school culture is, the better the teaching performance becomes.

Copy Right, IJAR, 2023,. All rights reserved.

Introduction:-

Teaching performance plays an important role in education as it prominently influences the link between the learning contexts and the learners in the classroom. Suarez Galvez and Milla (2018) cited the idea that teaching performance is the pedagogies manifested by the knowledge and skills of the competencies to be taught, the purposes of education, and the functions of a teacher. However, poor quality of teaching may lead to poor results. A teacher's lack of competence greatly contributes to students' lack of interest, leading to negative attitudes and poor performance (Chand et al., 2021). Additionally, a teacher's discouraging attitudes, and teaching approaches are found to result in students' disappointment and decreased level of student motivation (Tang & Hu, 2022). These factors cause problems in the teaching-learning process.

Nevertheless, teachers' teaching performance can produce successful outcomes and positive impacts, making it essential. According to Rashid and Saeed (2018), teaching performance including lucidity, communication, interpersonal, and pacing affects students' academic performance. When the teaching performance is good, it can lead to advantages in the learning process. In fact, the reading performance, behavior, attendance, and disposition of students are directly affected by effective learning time as an element of teaching performance (Tomaszewski et al., 2022). Moreover, Akram (2019) stated that teacher effectiveness significantly predicts students' academic performance. The impacts of teaching performance necessitate addressing the factors affecting it.

At some point, teacher stress can be linked to teaching performance as it is a rampant issue in the field as stress is seen to affect an individual's well-being, teachers' effectiveness, instructional practices, and self-efficacy (Balboa, 2020; & Sarabia & Collantes, 2020). This can come from the result of overworking or lack of effective work management. teachers' effectiveness. Sarabia and Collantes (2020) also said that teacher stress is related to teachers' resignation, absence, detachment from work, reduced teaching efficacy, and demotivation. Moreover, teaching performance may also be influenced by school culture which is associated with teaching performance as it motivates teachers to fulfill their needs for relatedness, competence, and autonomy (Fu et al., 2022). School culture is enforced by the school's visions and missions, obligation to curriculum standards and values, and familiarization of morals among the stakeholders (Arifin et al., 2018).

Although teacher stress and school culture can separately affect teaching performance (Davis, 2023; & Iqbal et al., 2022), no studies have yet to investigate their combined influence to teaching performance. As teachers struggle to provide quality education, they also have to deal with the impacts of teacher stress and school culture on teaching performance. In the public schools of Lupon West District in Davao Oriental, the link of teacher stress and school culture to teaching performance has not been studied yet. Hence, it is necessary to investigate the extent of teacher stress, school culture, and teaching performance and their relationship to generate a concrete data which will provide radical information for policy making, intervention, and new insights on the research gap.

This study mainly aimed to determine the singular and combined influence of teacher stress and school culture on teaching performance. Specifically, this study intended to ascertain teacher stress of the respondents in terms of time-management, work-related stressors, professional distress, discipline and motivation, and professional investment; to determine the teaching performance of the respondents in terms of subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication; to determine the school culture of the respondents; to establish the significant relationship between teacher stress and teaching performance and between school culture and teaching performance; and to determine the singular and combined influence of teacher stress and school culture on teaching performance

Further, the first null hypothesis of this study is tested at .05 level of significance that there are no significant relationships between teacher stress and teaching performance and between school culture and teaching performance. The second hypothesis is tested at .05 level of significance that there are no singular and combined influences of teacher stress and school culture on teaching performance.

As teachers perform their duties, it is inevitable that they encounter several issues in schools including teacher stress most especially that teaching demands a high level of physical, mental, psychological, and socio-emotional capacities. Teachers may show a high level of depression, anxiety, and stress (Othman, 2019). Also, Wettstein et al. (2021) stated that teachers are reported to have high levels of stress compared to other professions which affects their health, economic status, and even the motivation of their students. Stress may also result in physical exhaustion, poor job performance, teachers quitting, and loss of interest in work and other people, and burnout (Mooney, 2018; Wu, 2020; & Pogere et al., 2019).

Over the past years, several studies identified common classroom stressors such as classroom demands, student test results, student engagement and behaviors, expectation, and classroom disruptions (Scherzinger & Wettstein, 2018; Kärner & Höning, 2021; Elliott, 2021; & Collie & Mansfield, 2022). Aside from classroom factors, teacher stress may also be triggered by working conditions, school administration, social atmosphere, economic status, career growth pressure, family background, and lack of study spaces (Rubilar & Oros, 2021; Wu, 2020; & Jarmas & Zedan, 2018). Furthermore, teacher stress has gotten worse when the pandemic struck because of anxiety, professional demands and expectations, student-related factors, lack of support, safety measures, workload, conflict, role ambiguity, and uncertainties (Robinson et al., 2022; Rubilar & Oros, 2021; & Bottiani, 2019).

Consequently, if not properly dealt with, teacher stress may cause bad effects to teachers. When teachers feel stressed, they feel a lack of motivation and eagerness to perform their job, poor work performance, and less interpersonal relations (Kaupa, 2020). Further, teacher stress may also result to emotional exhaustion, depersonalization, cognitive deficit, nervousness, absenteeism, poor teacher behavior management, and problems on physical health and well-being, self-efficacy (Rubilar & Oros, 2021; von der Embse et al., 2019; & Haydon et al., 2018). If teachers are not able to address their stress, the effects may escalate to problems in students' learning

outcomes. Teachers may fail to properly structure classrooms which can have impact on the learners' learning and development (Herman et al., 2020).

On a different note, prevalent also in schools is school culture which reflects the mission and goals of the school and influences its members making it vital for the success of teachers and students. School effectiveness is seen to have a link with school culture Ismail et al. (2022) concluded that schools with effective school culture have administrators who maintain collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support and learning partnership which enhance school effectiveness. A study also revealed that if a school has a stronger culture, it also has more satisfied teachers, thus, higher school effectiveness (Duan et al., 2018).

A school culture can be affected by different organizational elements. Leadership and management shape the culture of school and its capacity to meet goals as if it is efficiently harnessed, school culture can reinforce the school system so as to avoid failure (Eger & Prasilova, 2020; & Arifin et al., 2018). Charles and Mkulu (2020) identified the inadequate number of personnel and unavailability of facilities and teachers may indirectly affect school culture to affect learning. These shall also affect school culture as the outcomes shall be attributed to the administration. Clark (2019) added that the socioeconomic status of the community affects school culture because there may be higher teacher turnover and fewer financial resources. On the other hand, Fu et al. (2022) indicated that teacher's affective empathy may be boosted to also boost school culture and its link to work engagement.

In the student level, school culture has been found to affect student achievement. Several studies indicated that school culture fosters students' motivation, competitiveness, social and physical development, academic performance, thus, schools must use participative approach like engaging stakeholders in school undertakings (Bayar & Karaduman, 2021; & Karunakaran et al., 2019). For teachers, school culture positively impacts the well-being of teachers in terms of a harmonious environment, leadership, and involvement in the decision-making process (Thien & Lee, 2023).

In consonance with popular belief, the quality of learning is heavily dependent on teaching performance. It encompasses the teachers' teaching behaviors that significantly impact students' academic performance (Rashid & Saeed, 2018). Teaching performance is an essential element to achieving professional practice as its standards become a significant indicator of the work done by teachers and school effectiveness (Gonzales, 2021; & Özgenel & Özkan, 2019). Evaluation plays a crucial role in ensuring quality in teaching performance (Aimah & Purwanto, 2019). According to Ghaffarian Asl and Osam (2021), quality in terms of efficiency and effectiveness can be evaluated using assessment results and feedback.

Teaching performance may be affected by both internal and external influences. Researchers revealed that working conditions, management, competence, leadership, motivation, education, trainings, health, character, family, job contentment, school environment, strong faculty coordination, student ratio, community environment, students' readiness, organizational climate, fair appraisal system, teachers' discipline, interpersonal communication, availability of teaching aids, and scholastic performance affect teaching performance (Hasbay & Altındag, 2018; Jima & Abera, 2018; Baluyos et al., 2019; Kanya et al., 2021; Sumanga et al., 2022; Paz, 2021; Altunova & Kalman, 2020; Rodriguez & Cudiamat, 2021; Suhayat et al., 2023; Javorčíková et al., 2021; Valdez, 2018; Abarro, 2018; & Miranda et al., 2021). Additionally, teaching performance in online classes during the pandemic is influenced by satisfaction, perceived usefulness, and perceived ease of use of online teaching (Du et al., 2023).

Given the factors that affect teaching performance, actions should be taken to ensure quality. Teachers must be trained on content or curriculum development, teaching processes, professional development, and communication with stakeholders (Gonzales, 2021; & Paz, 2021). Schools must also enhance teacher competence, participation of teachers in organizational processes, actual management models, motivation, and support for professional growth (Kanya, 2021; Özgenel & Mert, 2019; Hasbay & Altındag, 2018; Rodriguez & Cudiamat, 2021; Javorčíková et al., 2021; Valdez, 2018). Also, Miranda et al. (2021) stressed that if there is a supportive work environment, teachers will be more motivated and enthusiastic to perform their job as they will have high morale.

Correlatively, teacher stress and teaching performance can be linked. Teacher stress is correlated with job performance as when teachers have a high level of stress negatively impacts teachers' health, teaching practices, self-efficacy, relationship, and tolerance of students (Asaloei et al., 2020) and results in lower or affects teaching

performance (Sarabia & Collantes, 2020; Balboa, 2020; Asaloei et al., 2020; & Danish et al., 2019). Moreover, when teacher stress hits an undesirable extent, the teaching performance will be poor, cannot give favorable results and will suffer (Cheku & Wangdi, 2021; & Ahmed, 2019). Specifically, teacher stress causes absenteeism and low morale as a result of sickness and missed classes which result in failure to cover all expected lessons (Kaupa, 2020). The correlation between teacher stress and teaching performance is solidified based on the effects of the former on the latter.

On the other hand, school culture can also be correlated with teaching performance. Findings of several studies revealed that school culture positively and strongly influences teaching performance (Iqbal et al., 2022; Kashif et al., 2021; & Uspita et al., 2021). In a specific level, the enhancement of school culture in terms of involvement, adaptability, consistency, mission, and motivation contributes to teaching performance (Addai & Prempeh, 2020; & Sasongko & Suyitno, 2022;) as the values and norms established in schools foster integrity and augment teachers' work capacities. Given the influence, the development of teachers' teaching performance may be based on the kind of school culture (Sukendro et al., 2023; & Kanya et al., 2021). Thus, to have a good teaching performance, there must be a good school culture (Sujaya, 2023).

The relationships of teacher stress and school culture to teaching performance provide an empirical foundation of the problematic issue. Based on the cited literature, teacher stress impacts teaching performance to certain extents. Similarly, school culture affects teaching performance under specific conditions. Given the correlations, the researcher wished to investigate the problematic issue.

Aside from the cited literature, this study also draws from theoretical underpinnings. This study is mainly anchored on the Theory of Performance by Elger (2007) which states that a performer's performance is shaped by factors such as (1) context of performance – situations that an individual experiences; (2) level of knowledge – facts and theories learned by an individual through experience and education; (3) levels of skills – specific actions used by individuals in different situations; (4) level of identity - shared identity of the professional community; (5) personal factors – personal situations experienced by an individual; and (6) fixed factors – factors that are unique to an individual which cannot be changed (Balogun et al., 2020). Hence, this theory illustrates how teaching performance may be influenced by teacher stress and school culture that teachers experience in their environment.

Additionally, this study is supported by the Transactional Stress Theory by Lazarus and Folkman (1984) which states that stress develops when transactions are appraised by an individual as threatening based on their capacity to manage potential stressors (Rubilar & Oros, 2021; & Collie & Mansfield, 2022). Teacher stress results from a teacher's perception of demands in relation to his or her perception of his or her capacity to meet such demands (Herman et al., 2020). This theory puts emphasis on two crucial elements which are appraisal – a person's assessment of a demand, and coping – a person's initiative to manage specific demands. Therefore, this theory implies that any demands in teaching may be considered as causes of teacher stress which may eventually affect teaching performance.

Another proposition supporting this study is the Organizational Culture Theory by Schein (1985) which illustrates organizational culture using three components such as artifacts which are the observable culture materials, articulated beliefs and values which are the shared preferences and behavioral patterns of a group, and underlying assumptions which are the causes of the behavior and values demonstrated by a group (Bamidele, 2022). A school's culture comes from teachers which are reflected in the organization. Thus, this theory underlines how the school culture may affect the teachers and their teaching performance as their beliefs, dispositions, and principles as a group shape their attitude and actions.

Figure 1 shows the conceptual framework representing the relationship of the variables. The first independent variable is teacher stress by Fimian (1984). Time-management refers to the mechanism used by the teachers to manage their time. Work-related stressors refer to the factors or specific events that act as sources of Stress for the respondents. Professional distress refers to the concept of how teachers perceive themselves as professionals. Discipline and motivation refer to the factors influencing learning outcomes due to high student achievement and high motivation in students. Professional investment refers to the concept of how the teachers perceive their involvement in their workplace.

The second independent variable is school culture by Gruenert and Valentine (1998) which has six (6) indicators. Collaborative leadership refers to how school heads or leaders build and sustain collaborative relationships with the teachers and staff. Teacher collaboration refers to the degree to which the teachers participate in constructive dialogue that promotes the school's vision. Professional development refers to the degree to which the teachers give value regarding continuous personal development and school-wide improvement. Unity of purpose refers to how the teachers work toward a shared goal for the school. Collegial support refers to the degree to which the teachers work together effectively. Learning partnership refers to the degree to which teachers, parents, and the students work closely.

Further, the dependent variable is teaching performance by Akram and Zepeda (2015) which has five (5) indicators. Subject matter knowledge refers to the teachers' understanding of the subject matter, pedagogical thinking, and decision-making skills. Instructional planning and strategies refer to the teachers' effectiveness in using differentiated teaching strategies and techniques to maximize student learning. Assessment encompasses the teachers' assessment practices to measure student learning. Learning environment involves the teachers' classroom management skills to address the learners' physical, social, and emotional aspects. Effective communication refers to the teachers' ability to communicate to learners to deliver instructions.

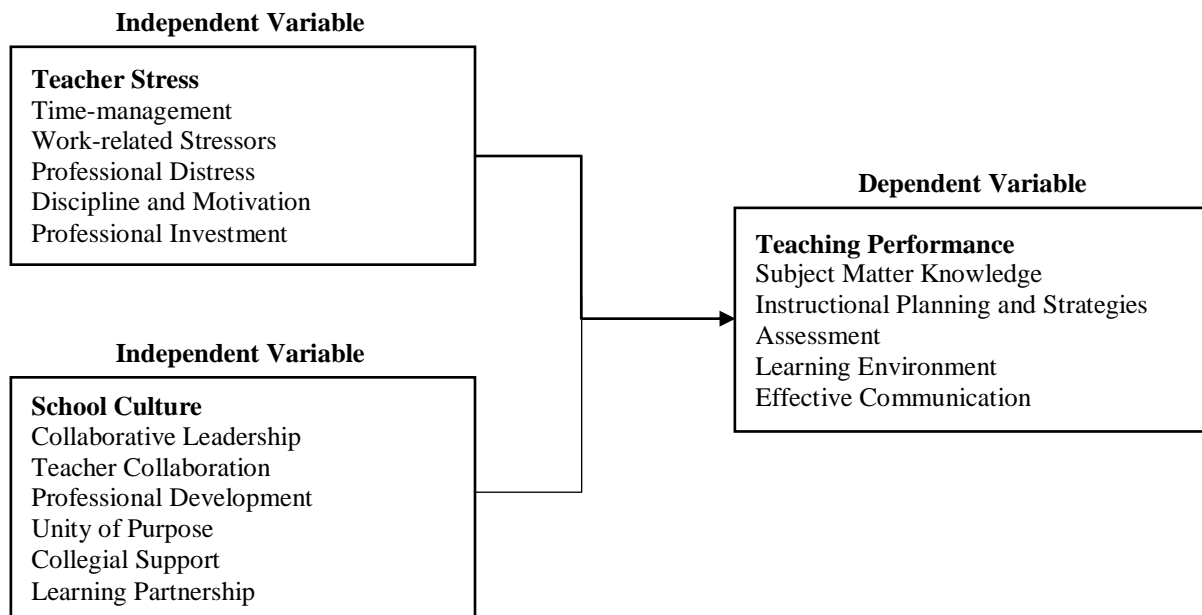


Figure 1:- Conceptual Framework of the Study

This study focuses on the influence of teacher stress and school culture on teaching performance which has not been investigated yet in the locale. With the changing factors that affect the educational landscape, it is necessary to study the extent of teacher stress that teachers experience, the school culture that is existent in their workstations, and their teaching performance, as well as the relationship of the variables. This study investigates how teacher stress and school culture can influence the teaching performance of the public school teachers in Lupon West District.

The significance of this study is underscored by its contribution to the world. On the global scale, this study will help provide additional knowledge or literature concerning organizational management in academic institutions worldwide, most especially that teacher stress, school culture, and teaching performance vary accordingly. As for the social significance, the findings of this study can be used as the basis in making decisions that can help address issues concerning teacher stress. It will also provide the wider community with an insight into the common school cultures which can help them better understand schools and how they can assist with the programs intended to support teachers' well-being.

Moreover, this study will also be significant to the Department of Education (DepEd) as the findings will provide information on issues related to teachers' welfare and health and organizational management that influence teaching performance. The findings of this study can be used as the basis in formulating policies that can help address such issues. More specifically, teachers will benefit from this study as they are the direct subject of the research problem. With the findings of this study, they will be informed of how teacher stress and school culture can affect their teaching performance.

Method:-

This section discusses the methodology used in this study including the research respondents, materials and instrument and research design and procedure.

Research Respondents

The respondents of this study were public school teachers in Lupon West District in Davao Oriental. These teachers were stationed in the public schools in the district. Based on the data obtained, there were 412 public school teachers in Lupon West District. To be specific school 129329 had 51, school 129330 had 43, school 129325 had 16, school 129327 had 16, school 129323 had 15, school 129324 had 13, school 129332 had 11, school 129321 had 8, school 129328 had 8, school 129331 had 8, school 129319 had 8, school 129318 had 6, school 129326 had 5, school 129322 had 4, school 129310 had 4, school 205505 had 4, school 304319 had 109, school 304321 had 46, school 304320 had 20, school 304337 had 18, and school 305516 had 4.

The researcher identified the number of respondents using the Raosoft sample calculator with 97% confidence level and 3% margin of error which resulted in 314 out of 412; however, a total of 329 respondents participated. The researcher consulted the adviser regarding the excess number of respondents and decided to include them since their participation was justifiable. Specifically, a stratified random sampling technique was used to select the respondents since the schools where the respondents worked can be used as strata.

The respondents of this study were limited to licensed professional teachers whose ages ranged from 21 to 25 years old, and in the permanent service in a public school for at least one year. School personnel with non-teaching job description and non-permanent employment status were excluded from this study. Non-teaching personnel were excluded from being part of the study since teaching is not part of their daily responsibilities. Teachers whose employment was by virtue of volunteerism and substitution were also excluded since their tasks in their workstations were limited to the tasks to be given by the school heads; thus, non-priority in the selection of the respondents. Additionally, the respondents were not forced to participate or continue their participation. In case situations that may impede their participation take place, they were allowed to withdraw their participation without any violation or penalty.

This study was exclusively conducted in the public schools of Lupon West District, located in the Municipality of Lupon, Province of Davao Oriental. The locale was suitable for the investigation of the problematic issue since there were 21 public schools and a high number of public school teachers in Lupon West District which enabled the researcher to obtain a wide range of data. Additionally, the school sizes in the chosen locale vary; hence, the variation on the level of teacher stress, school culture, and teaching performance.

Materials and Instrument:-

Three survey questionnaires from published sources were adopted and used in this study. The first survey questionnaire was about Teacher Stress which was adapted from the Teacher Stress Inventory developed by Fimian (1984) and covered five indicators such as time management, work-related stressors, professional distress, discipline and motivation, and professional investment. The second survey questionnaire gathered responses about School Culture was developed by Gruenert and Valentine (1998) which covered six indicators such as collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. The third survey questionnaire on Teaching Performance was developed by Akram and Zepeda (2015) which covered four indicators such as subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication.

This study used the following scale to measure the respondents' levels of teacher stress, school culture, and teaching performance. Total means of 4.25 – 5.00 was 'very high' which means the statements are always manifested'; 3.40 –

4.19 was 'high' which means 'the statements are often manifested'; 2.60 – 3.39 was 'moderate' which means 'the statements are sometimes manifested'; 1.80 – 2.59 was 'low' which means 'the statements are seldom manifested'; and 1.00 - 1.79 was 'very low' which means 'the statements are almost never manifested'.

These survey questionnaires were modified to form one (1) survey questionnaire with four (4) parts which was subjected to evaluation to ensure validity and correctness with a mean score of 4.3 which is descriptively equivalent to 'very good'. The researcher finalized the survey questionnaire integrating the suggestions given by the validators. Afterward, the instrument was pilot tested in which teacher stress obtained a Cronbach Alpha value of .876, school culture obtained .914, and teaching performance obtained .962 suggesting that the instrument was reliable.

Research Design and Procedure

This quantitative study used a descriptive-correlational design. Employing quantitative design fits the objectives of the study as this explored the extent of the variables and their correlations. A descriptive research design shows the current status and behavior of a particular group being studied in relation to the variables (Williams, 2021). This study aimed to describe the level of teacher stress, school culture, and teaching performance, which fits the descriptive design. Additionally, this study aimed to determine the influence of the dependent variables, teacher stress and school culture, on the dependent variable, which is teaching performance, so a correlational design was used. According to Ansari, et al (2022), a correlational design studies the directions of data and the relationship among the variables of a study which affects a particular variable.

In conducting the study, the researcher performed the following. First, the researcher submitted the survey questionnaire for validation by the experts. After the validation, the researcher made the necessary changes based on the suggestions given. Then, the researcher submitted a copy of the survey questionnaire along with other documents to the University of Mindanao Ethics Review Committee (UMERC) for ethical review. With the approval of the UMERC, the researcher asked permission from the Division Office and the District Office. As soon as permission was given, the researcher asked the consent of the school heads for the administration of the survey to the respondents. Then, the researcher communicated with the respondents and provided them with access to the survey questionnaire. After the respondents completed the survey, the researcher thanked them for participating in the study.

The researcher consolidated, tallied, and organized the obtained data as it went through a statistical treatment. This study used 'mean' to identify the levels of teacher stress, school culture, and teaching performance and 'person r' to establish the correlation of the variables, and 'linear regression' to determine the singular and combined influence of teacher stress and school culture on teaching performance.

In order to avoid ethical issues, the study was evaluated by the University of Mindanao Ethics Review Committee (UMERC) prior to the administration of the survey and was granted a Certificate Approval with the certificate ID number 2022-401. During the survey, the researcher clarified to the respondents the nature and confidentiality of their participation, the objectives and context, and the benefits of the study. The researcher worked with the school heads and the public schools district supervisor in identifying the respondents, facilitating the survey, and ensuring that the respondents were safe from any risks. To avoid plagiarism and falsification, the researcher used citations and technology that helped in checking the content and obtained data only from accurate and reliable sources. The researcher ensured that the findings would only lead to significant and truthful data in line with the research objectives. Lastly, the researcher and the adviser worked side by side in ensuring that this study led to quality output and useful results in line with the standards of academic writing.

Results And Discussion:-

This section presents, analyzes, and interprets the data obtained from the respondents of this study.

Level of Teacher Stress

Shown in Table 1 that the level of teacher stress of the respondents obtained an overall mean of 2.45 (SD = 1.07) with a descriptive level of low which means the measures of teacher stress are seldom manifested by the respondents. The results show that work related stressors garnered the highest mean ($\bar{x} = 2.54$) (SD = 1.19) with a descriptive level of low. On the contrary, professional investment got the lowest mean ($\bar{x} = 2.34$) (SD = 1.12) with a descriptive level of low.

Table 1:- Level of Teacher Stress.

Indicators	SD	Mean	Descriptive Level
Time Management	1.13	2.52	Low
Work Related Stressors	1.19	2.54	Low
Professional Distress	1.06	2.39	Low
Discipline and Motivation	1.16	2.43	Low
Professional Investment	1.12	2.34	Low
Overall	1.07	2.45	Low

Furthermore, the data also revealed that the measures of teacher stress in terms of time management ($\bar{x} = 2.52$) ($SD = 1.13$), discipline and motivation ($\bar{x} = 2.43$) ($SD = 1.16$), and professional distress ($\bar{x} = 2.39$) ($SD = 1.06$) are seldom manifested by the respondents as indicated by their low descriptive levels. This implies that the public school teachers in Lupon West District do not always experience teacher stress.

These results suggest that teacher stress depends on the context as the findings do not necessarily correspond with the statement of Wettstein et al. (2021) that teachers have high levels of stress compared to other professions. Although there are common stressors among teachers as identified by Scherzinger and Wettstein (2019), Kärner and Höning (2021), Elliott (2021), Collie and Mansfield (2022), Rubilar and Oros (2021), Wu (2020), Robinson et al. (2022), Bottiani (2019), and Jarmasand Raed (2018), the respondents only seldom suffer from teacher stress.

Level of School Culture

As shown in Table 2, the level of school culture of the respondents obtained an overall mean of 4.37 ($SD = 0.46$) with a descriptive level of very high which means the measures of school culture are always manifested by the respondents of the study.

Table 2:- Level of School Culture.

Indicators	SD	Mean	Descriptive Level
Collaborative Leadership	0.69	4.31	Very High
Teacher Collaboration	0.58	4.34	Very High
Professional Development	0.51	4.37	Very High
Unity of Purpose	0.47	4.42	Very High
Collegial Support	0.53	4.40	Very High
Learning Partnership	0.46	4.40	Very High
Overall	0.46	4.37	Very High

Also, the results show that unity of purpose got the highest mean ($\bar{x} = 4.53$) ($SD = 0.47$) which is very high. However, collaborative leadership got the lowest mean ($\bar{x} = 4.31$) ($SD = 0.69$) but is still very high.

The findings signified that the measures of school culture in terms of collegial support ($\bar{x} = 4.40$) ($SD = 0.53$), learning partnership ($\bar{x} = 4.40$) ($SD = 0.46$), professional development ($\bar{x} = 4.37$) ($SD = 0.51$), and teacher collaboration ($\bar{x} = 4.34$) ($SD = 0.58$) are always manifested by the respondents as their respective mean values all have a descriptive level of very high. Overall, this means that the schools of public school teachers in Lupon West District consistently showed positive school.

The results support the statement that if there is a strong school culture, teachers are satisfied (Duan et al, 2018) as it positively impacts the well-being of teachers in terms of a harmonious environment, leadership, and involvement in the decision-making (Thien & Lee, 2023). The results also corresponded with the notion that leadership and management affect school culture (Eger & Prasilova, 2020; & Arifin et al., 2018) because school culture is driven by administrators who promote collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership (Ismail et al., 2022).

Level of Teaching Performance

Shown in Table 3 that the data on the level of teaching performance of the respondents obtained an overall mean of 4.49 ($SD = 0.35$) which is very high. Specifically, the results revealed that assessment got the highest mean ($\bar{x} =$

4.53) (SD = 0.40), as well as learning Environment ($\bar{x} = 4.53$) (SD = 0.37) which is very high. However, subject matter knowledge obtained the lowest mean ($\bar{x} = 4.44$) (SD = 0.48) which is also very high.

It was also indicated that the measures of teaching performance in terms of the indicators instructional planning and strategies ($\bar{x} = 4.48$) (SD = 0.40) and effective communication ($\bar{x} = 4.46$) (SD = 0.45) are always manifested by the respondents as their respective mean values all have a descriptive level of very high. Overall, this implies that the public school teachers in Lupon West District consistently demonstrate effective teaching performance through their teaching practices.

These findings corroborate with the statement of Gonzales (2021) and Özgenel and Özkan (2019) that teaching performance indicates the work done by teachers and the school's effectiveness. This is true as all the indicators of teaching performance which represent their work efficiency obtained very high levels and reflect the factors that affect teaching performance (Hasbay&Altındag, 2018; Jima & Abera, 2018; Baluyos et al., 2019; Kanya et al., 2021; Paz, 2021; Altunova& Kalman, 2020; Rodriguez & Cudiamat, 2021; Suhayat et al., 2023; Javorčíková et al., 2021; Valdez, 2018; Abarro, 2018; & Miranda et al., 2021).

Table 3:- Level of Teaching Performance.

Indicators	SD	Mean	Descriptive Level
Subject Matter Knowledge	0.48	4.44	Very High
Instructional Planning and Strategies	0.40	4.48	Very High
Assessment	0.40	4.53	Very High
Learning Environment	0.37	4.53	Very High
Effective Communication	0.45	4.46	Very High
Overall	0.35	4.49	Very High

The findings also support the notions that teachers must be trained on content or curriculum, teaching processes, professional development, and communication (Gonzales, 2022; & Paz, 2021) and schools must enhance competence, participation of teachers in organizational processes, management models, motivation, and support (Kanya, 2021; Özgenel& Mert, 2019; Hasbay&Altındag, 2018; Rodriguez & Cudiamat, 2021; Javorčíková et al., 2021; & Valdez, 2018).

Relationship between Teacher Stress and Teaching Performance

Shown in Table 4.1 is the data on the test results on the significance of the relationship between teacher stress and teaching performance. Based on the data presented, the overall r-value is -.327. The total significant value ($p=.000 < 0.05$) suggests that there is a significant relationship between teacher stress and teaching performance, thus, the null hypothesis is rejected. This also means that teacher stress is negatively correlated with teaching performance, hence, when teacher stress decreases, teaching performance increases.

Table 4.1:- Significance on the Relationship between Teacher Stress and Teaching Performance.

Teacher Stress	Teaching Performance					
	Subject Matter Knowledge	Instructional Planning and Strategies	Assessment	Learning Environment	Effective Communication	Overall
Time Management	-.428** .000	-.299** .000	-.242** .000	-.226** .000	-.338** .000	-.379** .000
Work Related Stressor	-.424** .000	-.284** .000	-.237** .000	-.234** .000	-.337** .000	-.374** .000
Professional Distress	-.350** .000	-.232** .000	-.226** .000	-.212** .000	-.268** .000	-.316** .000
Discipline and Motivation	-.397** .000	-.278** .000	-.229** .000	-.244** .000	-.303** .000	-.357** .000
Professional Investment	-.382** .000	-.210** .000	-.238** .000	-.258** .000	-.279** .000	-.335** .000
Overall	-.419** .000	-.276** .000	-.247** .000	-.248** .000	-.323** .000	-.372** .000

Specifically, subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication showed a significant relationship and a negative correlation with time management, work-related stressors, professional distress, discipline and motivation, and professional investment. This implies that the teacher stress of the public school teachers in Lupon West District can affect their teaching performance. Therefore, the less stressed the teachers are, the better their teaching performance is.

Technically, these findings support the correlation of teacher stress and teaching performance that when teachers are highly stressed, there is an impact on their health, teaching practices, self-efficacy, relationship, tolerance of students, and teaching performance (Asaloei et al., 2020; Sarabia & Collantes, 2020; Balboa, 2020; Cheku & Wangdi, 2021; & Ahmed, 2019). Kaupa (2020) specifically mentioned that absenteeism and low morale are indirect effects of teacher stress. In other words, the link between teacher stress and teaching performance is evident to the effect of the former on the latter.

Relationship between School Culture and Teaching Performance

Presented in Table 4.2 are the data on the test results on the significance on the relationship between school culture and teaching performance. Based on the data presented, the overall r-value is .428. The total significant value ($p=.000 < 0.05$) suggests that there is a significant relationship between school culture and teaching performance, thus, the null hypothesis is rejected. This also means that school culture is positively correlated with teaching performance, hence, when school culture increases, teaching performance also increases.

Specifically, subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication showed a significant relationship and a negative correlation with collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. This implies that the school culture in the schools of the public school teachers in Lupon West District can affect their teaching performance. If their schools have positive school culture, the better their teaching performance is.

Table 4.2:- Significance on the Relationship between School Culture and Teaching Performance.

School Culture	Teaching Performance					
	Subject Matter Knowledge	Instructional Planning and Strategies	Assessment	Learning Environment	Effective Communication	Overall
Collaborative Leadership	.198** .000	.263** .000	.202** .000	.232** .000	.247** .000	.275** .000
Teacher Collaboration	.284** .000	.343** .000	.269** .000	.346** .000	.328** .000	.379** .000
Professional Development	.249** .000	.313** .000	.247** .000	.305** .000	.268** .000	.332** .000
Unity of Purpose	.280** .000	.279** .000	.264** .000	.380** .000	.310** .000	.363** .000
Collegial Support	.341** .000	.357** .000	.296** .000	.325** .000	.363** .000	.408** .000
Learning Partnership	.339** .000	.412** .000	.327** .000	.366** .000	.394** .000	.444** .000
Overall	.328** .000	.384** .000	.312** .000	.380** .000	.372** .000	.428** .000

Specifically, subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication showed a significant relationship and a negative correlation with collaborative leadership, teacher collaboration, professional development, unity of purpose, collegial support, and learning partnership. This implies that the school culture in the schools of the public school teachers in Lupon West District can affect their teaching performance. Therefore, if their schools have positive school culture, the better their teaching performance is.

These results are consistent with the assertion of Iqbal et al. (2022), Kashif et al. (2021), and Uspita et al. (2021) that school culture positively and strongly affects teaching performance. Also, the findings reinforce the statement that

teaching performance is enhanced when school culture fosters involvement, adaptability, consistency, mission, and motivation (Addai& Prempeh, 2020;&Sasongko& Suyitno, 2022). In this study, the data suggested that school culture and teaching performance have significant relationship. This supports the notion of Sukendro et al. (2023) and Kanya et al. (2021) that teaching performance may be based on school culture and of Sujaya (2023) that to have a good teaching performance, there must be a good school culture.

Significance of the Influence of Teacher Stress on the Teaching Performance

Shown in Table 5.1 are the data on the influence of teacher stress on teaching performance. The obtained total significant value ($p=.000<0.05$) suggests that teacher stress significantly influences teaching performance; thus, the null hypothesis is rejected.

The results show that time management, work-related stressors, professional distress, discipline and motivation, and professional investment obtained significant values that are greater than the alpha value (0.05). Since teacher stress and teaching performance are negatively correlated, each indicator of the former may not have a significant relationship with the latter. Nevertheless, the overall significant value ($p=.000<0.05$) indicates that the teacher stress that the public school teachers in Lupon West District experience may still impact their teaching practices.

Table 5.1:- Significance of the Influence of Teacher Stress on the Teaching Performance.

Teaching Performance					
Teacher Stress (Indicators)		B	β	t	Sig.
Constant		4.772		106.220	.000
Time Management		-.080	-.262	-1.936	.054
Work-Related Stressors		-.041	-.141	-.914	.362
Professional Distress		.076	.231	1.689	.092
Discipline and Motivation		-.049	-.165	-1.244	.214
Professional Investment		-.018	-.057	-.477	.634
R	.396				
R ²	.157				
ΔR	.144				
F	12.004				
ρ	.000				

The findings are supported by the Transactional Stress Theory by Lazarus and Folkman (1984) which states that stress develops when transactions are appraised by an individual as threatening based on their capacity to manage potential stressors (Rubilar & Oros, 2021; & Collie & Mansfield, 2022). The respondents were able to appraise the potential stressors. Despite having low levels of teacher stress, it can still influence their teaching performance since the decrease in the teacher stress may signify an increase in teaching performance.

Significance of the Influence of School Culture on the Teaching Performance

Shown in Table 5.2 are the data on the influence of school culture on teaching performance. The total significant value ($p=.000<0.05$) suggests that school culture significantly influences teaching performance; thus, the null hypothesis of the study is rejected.

Table 5.2:- Significance of the Influence of School Culture on the Teaching Performance.

Teaching Performance					
School Culture (Indicators)		B	β	t	Sig.
Constant		2.762		14.957	.000
Collaborative Leadership		-.088	-.174	-2.035	.043
Teacher Collaboration		.129	.216	2.202	.028
Professional Development		-.002	-.003	-.035	.972
Unity of Purpose		.058	.078	1.072	.285
Collegial Support		.098	.150	1.979	.049
Learning Partnership		.197	.261	3.685	.000

R	.488				
R ²	.238				
ΔR	.224				
F	16.781				
p	.000				

The results reveal that learning partnership ($p=.000<0.05$) has the most significant relationship with teaching performance, followed by teacher collaboration ($p=.028<0.05$), collaborative leadership ($p=.043<0.05$), and collegial support ($p=.049<0.05$). Overall, this means the school cultures of the schools in Lupon West District where the respondents are stationed may positively impact their teaching performance. Schools with good school culture can foster better teaching performance.

Moreover, the findings support the Organizational Culture Theory by Schein (1985) since the respondents indicated that their schools have school cultures that demonstrate shared beliefs, dispositions, and principles which shape their teaching practices. The results are in consonance with the theory highlighting artifacts including culture materials, articulated beliefs, and values demonstrated by a group (Bamidele, 2022).

Significance of the Combined Influence of Teacher Stress and School Culture on the Teaching Performance

Shown in Table 5.3 are the data on the combined influence of teacher stress and school culture on teaching performance. The obtained total significant value ($p=.000<0.05$) suggests that teacher stress and school culture have a significant relationship with teaching performance. This means that the teacher stress and school culture of the respondents have a significant combined influence on their teaching performance; therefore, it can be indicated that the null hypothesis of the study is rejected.

Specifically, the result shows that in the combined influence of teacher stress and school culture, among all indicators of both independent variables, learning partnership ($p=.005<0.05$), collaborative leadership ($p=.024<0.05$), and teaching collaboration ($p=.029<0.05$) have the most significant relationship with teaching performance which also means that they have the most influence on teaching performance. On the other hand, discipline and motivation ($p=.732>0.05$) has the least influence on teaching performance.

Nonetheless, the overall significant value implies that teacher stress and school culture of the public school teachers in Lupon West District can impact their teaching performance. Thus, in order to have an effective teaching performance, teachers must refrain from getting teacher stress and schools must continue to have a good school culture.

Table 5.3:- Significance of the Combined Influence of Teacher Stress and School Culture on the Teaching Performance.

Teaching Performance					
Teacher Stress and School Culture (Indicators)		B	β	t	Sig.
Constant		3.229		15.141	.000
Time Management		-.048	-.158	-1.244	.214
Work-Related Stressors		-.058	-.198	-1.394	.164
Professional Distress		.080	.243	1.912	.057
Discipline and Motivation		-.013	-.042	-.343	.732
Professional Investment		-.025	-.081	-.731	.465
Collaborative Leadership		-.095	-.188	-2.262	.024
Teacher Collaboration		.125	.210	2.187	.029
Professional Development		-.006	-.009	-.105	.917
Unity of Purpose		.067	.091	1.278	.202
Collegial Support		.080	.123	1.660	.098
Learning Partnership		.151	.200	2.860	.005
R	.544				
R ²	.296				
ΔR	.272				

F	12.139				
ρ	.000				

Significance of the Overall Influence of Teacher Stress and School Culture on the Teaching Performance

Presented in Table 5.4 are the data on the overall influence of teacher stress and school culture on teaching performance. Based on the statistical analysis, the obtained total significant value ($p=.000<0.05$) suggests that the independent variables which are teacher stress and school culture significantly influence the dependent variable which is teaching performance. Generally, it can be interpreted that the null hypothesis of the study is rejected and that the teacher stress and school culture of the respondents have a significant overall influence on their teaching performance.

Table 5.4:- Significance of the Overall Influence of Teacher Stress and School Culture on the Teaching Performance

Teaching Performance					
(Variables)		B	β	t	Sig.
Constant		3.561		18.366	.000
Teacher Stress		-.080	-.247	-4.738	.000
School Culture		.256	.336	6.443	.000
R	.486				
R ²	.236				
ΔR	.231				
F	50.361				
ρ	.000				

Individually, teacher stress and school culture obtained a significant value ($p=.000<0.05$) which suggests that they have a significant relationship with and influence on teaching performance. Hence, it can be implied that the respondents' teacher stress and their schools' school culture can influence, thereby predict, their teaching performance. This means that if the public school teachers of Lupon West District seldom have teacher stress and if their schools establish a healthy school culture, their teaching performance will be advantageous. If otherwise, then their teaching performance is adversely affected.

The findings of both the combined and overall influence of teacher stress and school culture on teaching performance are consistent with the Theory of Performance by Alger (2007). According to the cited theory, an individual's performance is affected by the context of performance, level of knowledge, level of skills, level of identity, personal factors, and fixed factors (Balogun et al., 2020). The teaching performance of the public school teachers of Lupon West District can be influenced and predicted by teacher stress which is a personal factor and school culture which can be categorized under the level of identity. This means that the findings can add to the application of the Theory of Performance in the field teaching, as well as to the existing literature.

Conclusion And Recommendation:-

This section encapsulates the significant findings of this study. Based on the results, the overall teacher stress of the respondents is low and among all indicators, work-related stressor is the highest. The overall school culture of the respondents is very high with unity of purpose as the highest. Lastly, the overall teaching performance of the respondents is very high with assessment and learning environment as the highest. These findings imply that the public school teachers in Lupon West District seldom manifest teachers stress and they always manifest good school culture and teaching performance.

Furthermore, teacher stress has a significant relationship with teaching performance; hence, the teacher stress significantly influences their teaching performance. Likewise, school culture has a significant relationship with teaching performance; thus, school culture significantly influences teaching performance. When combined, teacher stress and school culture still have a significant relationship with teaching performance; therefore, they both significantly influence teaching performance. It can be concluded that the teaching performance of the public school teachers in Lupon West District can be influenced and predicted by teacher stress and school culture. So, if they seldom have teacher stress but manifest a healthy school culture, their teaching performance is good; if otherwise, then their teaching performance is negatively affected.

Lastly, this study concludes that the findings support and are anchored on the Theory of Performance by Alger (2007) which states that an individual's performance is shaped by several factors. It is also concluded that findings are consistent with the Transactional Stress Theory by Lazarus and Folkman (1984) which states that the appraisal of potential stressors is dependent on the teacher's perception and the Organizational Culture Theory by Schein (1985) which believes that teaching is shaped by the shared beliefs, values, and principles of a group. Overall, the correlation of the variables supports the chosen anchor theory and support theories since the teaching performance of the public school teachers can be influenced and predicted by teacher stress and school culture.

With the findings, it is recommended that teachers may continue to perform their stress management mechanisms to maintain a low level of teacher stress or avoid any forms of stress. Teachers may also consult their administrators for interventions to lessen their work-related stressors. Additionally, teachers may continue using strategies to augment their teaching and participate in Learning Action Cell (LAC) Sessions and seminars on best practices to sustain their very high levels of teaching performance and strengthen their professional investment. They may revisit the competencies of the subjects they teach or work with other teachers to improve their subject matter knowledge. Teachers may also contribute to establishing the culture of their schools by presenting more impactful, relevant, and viable practices to sustain a very high level of school culture.

The Department of Education may create more policies that promote work-life balance among teachers to avoid causing factors that may trigger stress. They may include wellness programs that help teachers a healthy well-being. Further, DepEd may create more relevant training programs for teachers so they can gain new high impact teaching strategies and policies that foster a healthy school culture wherein all stakeholders are involved in all processes. Schools may conduct initiatives that complement DepEd policies like symposia on health and well-being facilitated by stakeholders who are experts in the field, quarterly Learning Action Cell Sessions to ensure that teachers keep abreast of relevant teaching practices, and consultative meetings to involve all stakeholders in creating and sustaining a collaborative leadership as an aspect of a healthy school culture. School leaders may conduct dialogues with the teachers to determine their needs and conditions.

Finally, the researcher recommends that further studies may be conducted to generate other significant and useful knowledge on school management, most especially relating to teacher stress, school culture, and teaching performance. Moreover, other researchers may also use the results to support their future studies in relation to any of the variables of this study. Researchers may also explore other variables that can effectively predict or influence teaching performance as, based on empirical and theoretical evidence, it is proven to be crucial in the educative process.

References:-

1. Abarro, J. (2018). Factors affecting the performance of public school teachers in the division of Antipolo City, Philippines. *International Research Journal of Engineering and Technology* (p. 1284). <https://www.irjet.net/archives/V5/i11/IRJET-V5I11249.pdf>
2. Addai, E. K., & Prempeh, A. (2020). The effect of organisational culture on teachers' engagement at selected senior high schools in Kumasi Metropolitan. *Academia Journal of Educational Research*, 8(4): 138-153. <https://doi.org/10.15413/ajer.2020.0102>
3. Ahmed, I. (2019). Causes of teacher stress its effects on teacher performance and health problems. Sapien Publishing. <https://doi.org/10.63105/ijmbs.2019.1.1.6>
4. Aimah, S., & Purwanto, B. (2019). Evaluating Teachers' performance: A need for effective teaching (a Case of EFL Teachers at Universitas Muhammadiyah Semarang). *Celt: A Journal of Culture, English Language Teaching & Literature*, 19(1), 160. <https://doi.org/10.24167/celt.v19i1.1369>
5. Akram, M. (2019). Relationship between students' perceptions of teacher effectiveness and student achievement at secondary school level. *Bulletin of Education and Research*, 41(2), 93-108. <https://eric.ed.gov/?id=EJ1229453>
6. Altunova, N., & Kalman, M. (2020). Factors affecting classroom teachers' job performance: A qualitative-dominant analysis with Q-sorting. *Research in Pedagogy*, 10(2), 285-312. <https://doi.org/10.5937/istrped2002185a>
7. Ansari, M. R., Rahim, K., Bhoje, R., & Bhosale, S. (2022, June). A Study on Research Design and Its Types. *IRJET; International Research Journal of Engineering and Technology*. <https://www.irjet.net/archives/V9/i7/IRJET-V9I7216.pdf>

8. Arifin, I., Juharyanto, Mustiningsih, & Taufiq, A. (2018). Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture. *SAGE Open*, 8(3), 215824401879984. <https://doi.org/10.1177/2158244018799849>
9. Asaloei, S. I., Wolomasi, A. K., & Werang, B. R. (2020). Work-related stress and performance among primary school teachers. *International Journal of Evaluation and Research in Education (IJERE)*, 9(2), 352. <https://doi.org/10.11591/ijere.v9i2.20335>
10. Balboa, Y. (2020). teacher stress: effects on occupational performance in an urban district. ProQuest. <https://www.proquest.com/openview/35470459a8517b22a2c3c94b90f1697b/1?pq-origsite=gscholar&cbl=18750&diss=y>
11. Balogun, O. S., Olaleye, S. A., & Ibidoja, O. J. (2020). University student's academic performance: an approach of Tau statistic. *Erepo.uef.fi*. <https://erepo.uef.fi/handle/123456789/24199>
12. Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' Job Satisfaction and Work Performance. *Open Journal of Social Sciences*, 7(8), 206–221. <https://doi.org/10.4236/jss.2019.78015>
13. Bamidele, R. (2022, January). Organizational culture. *Industrial Sociology, Industrial Relations and Human Resource Management*. https://www.researchgate.net/publication/357605292_ORGANIZATIONAL_CULTURE
14. Bayar, A., & Karaduman, H. A. (2021). The effects of school culture on students academic achievements. *Shanlax International Journal of Education*, 9(3), 99–109. <https://doi.org/10.34293/education.v9i3.3885>
15. Bottiani, J. H., Duran, C. A. K., Pas, E. T., & Bradshaw, C. P. (2019). Teacher stress and burnout in urban middle schools: Associations with job demands, resources, and effective classroom practices. *Journal of School Psychology*, 77, 36–51. <https://doi.org/10.1016/j.jsp.2019.10.002>
16. Chand, S., Chaudhary, K., Prasad, A., & Chand, V. (2021). Perceived causes of students' poor performance in mathematics: A case study at Ba and Tavua Secondary Schools. *Frontiers in Applied Mathematics and Statistics*, 7. <https://doi.org/10.3389/fams.2021.614408>
17. Charles, A., & Mkulu, D. G. (2020). Management challenges facing school administrators and pupils' academic performance in public primary schools in Sengerema District Mwanza, Tanzania. *Journal of Humanities and Education Development*, 2(3), 191–207. <https://doi.org/10.22161/jhed.2.3.5>
18. Cheku, C., & Wangdi, N. (2021). The effect of stress on the teaching performance of primary school teachers in Tsirang Dzongkhag. *Journal of Humanities and Education Development*, 3(5), 20–35. <https://doi.org/10.22161/jhed.3.5.3>
19. Clark, J. (2019). The impact of school culture upon an educational institution. *Master of Education Applied Research Projects*. https://digitalcommons.cedarville.edu/education_research_projects/9
20. Collie, R. J., & Mansfield, C. F. (2022). Teacher and school stress profiles: A multilevel examination and associations with work-related outcomes. *Teaching and Teacher Education*, 116, 103759. <https://doi.org/10.1016/j.tate.2022.103759>
21. Danish, R. Q., Qaseem, S., Mehmood, T., Ali, Q. M., Ali, H. F., & Shahid, R. (2019). Work related stressors and teachers' performance: Evidence from college teachers working in Punjab. *European Scientific Journal ESJ*, 15(4). <https://doi.org/10.19044/esj.2019.v15n4p158>
22. Davis, J. (2023). The Relationship Between Teacher Burnout and Physical Activity Among High School Teachers. *Doctor of Education in Teacher Leadership Dissertations*. https://digitalcommons.kennesaw.edu/teachleaddoc_etd/62
23. Du, W., Liang, R., Zhang, J., & Wang, L. (2023). Factors influencing teachers' satisfaction and performance with online teaching in universities during the COVID-19. *Frontiers in Psychology*, 14, 1120662. <https://doi.org/10.3389/fpsyg.2023.1120662>
24. Duan, X., Du, X., & Yu, K. (2018). School culture and school effectiveness: the mediating effect of teachers job satisfaction. *International Journal of Learning, Teaching and Educational Research*, 17(5). <https://www.ijlter.org/index.php/ijlter/article/view/1151>
25. Eger, L., & Prášilová, M. (2020). The relation between school culture sub-categories and expected results of learning process. *Problems of Education in the 21st Century*, 78(1), 48–60. <https://doi.org/10.33225/pec/20.78.48>
26. Elger, D. (2007). *Faculty Guidebook Theory of Performance*. https://www.webpages.uidaho.edu/ele/scholars/Results/Workshops/Facilitators_Institute/Theory%20of%20Performance.pdf

27. Elliott, A. (2021). Teacher stress and supports, classroom practices and student outcomes in high poverty urban elementary schools. The State University Of New Jersey. <https://rucore.libraries.rutgers.edu/rutgers-lib/66459/PDF/1/play/>
28. Febriantina, S., Suparno, S., Marsofiyati, M., & Aliyyah, R. R. (2020). How School Culture and Teacher's Work Stress Impact on Teacher's Job Satisfaction. *International Journal of Learning, Teaching and Educational Research*, 19(8), 409–423. <https://doi.org/10.26803/ijlter.19.8.22>
29. Fu, C., Zhao, Z., Wang, H., Ouyang, M., Mao, X., Cai, X., & Tan, X. (2022). How perceived school culture relates to work engagement among primary and secondary school teachers? Roles of affective empathy and job tenure. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.878894>
30. Ghaffarian Asl, S., & Osam, N. (2021). A study of teacher performance in english for academic purposes course: Evaluating efficiency. *SAGE Open*, 11(4), 215824402110503. <https://doi.org/10.1177/21582440211050386>
31. Gonzales, R. (2021). Teaching performance and learning achievements in university students. *Revista Innova Educación*, 4(2), 25–44. <https://doi.org/10.35622/j.rie.2022.02.002>
32. Hasbay, D., & Altindag, E. (2018). Factors that affect the performance of teachers working in secondary level education. *Academy of Educational Leadership Journal*, 24(3), 1–19. <https://www.abacademies.org/articles/factors-that-affect-the-performance-of-teachers-working-in-secondary-level-education-7049.html>
33. Haydon, T. (2018). Teacher stress: sources, effects, and protective factors. *Journal of Special Education Leadership*, 31(2). <https://www.researchgate.net/publication/327703860>
34. Herman, K. C., Prewett, S. L., Eddy, C. L., Savala, A., & Reinke, W. M. (2020). Profiles of middle school teacher stress and coping: Concurrent and prospective correlates. *Journal of School Psychology*, 78, 54–68. <https://doi.org/10.1016/j.jsp.2019.11.003>
35. Iqbal, M., Ullah, S., Malik, A., Bakht, M., & Nisa, Z. (2022). Exploring the relationship between school culture and teachers' performance. *International Journal Documentation & Research Institute*. <https://doi.org/10.5281/zenodo.7443166>
36. Ismail, M., Khatibi, A., & Azam, S. M. F. (2022). Impact of school culture on school effectiveness in government schools in Maldives. *Participatory Educational Research*, 9(2), 261–279. <https://doi.org/10.17275/per.22.39.9.2>
37. Jarmas, B. & Zedan, R. (2018). Stress and burnout among lecturers and pedagogical instructors in colleges of education. *European Journal of Education Studies*. <https://doi.org/10.46827/ejes.v0i0.1528>
38. Javorčíková, J., Vanderková, K., Ližbetinová, L., Lorincová, S., & Hitka, M. (2021). Teaching performance of slovak primary school teachers: Top motivation factors. *Education Sciences*, 11(7), 313. <https://doi.org/10.3390/educsci11070313>
39. Jima, K., & Abera, D. (2018). Factors affecting teachers' motivation and performance in secondary schools, Northern Showa Zone, Oromia Regional State. <http://etd.aau.edu.et/bitstream/handle/123456789/17092/KassaFeye.pdf?sequence=1>
40. Kanya, N., Fathoni, A. B., & Ramdani, Z. (2021). Factors affecting teacher performance. *International Journal of Evaluation and Research in Education (IJERE)*, 10(4), 1462. <https://doi.org/10.11591/ijere.v10i4.21693>
41. Kärner, T., & Höning, J. (2021). Teachers' experienced classroom demands and autonomic stress reactions: results of a pilot study and implications for process-oriented research in vocational education and training. *Empirical Research in Vocational Education & Training*, 13(1), 1–22. <https://doi.org/10.1186/s40461-021-00113-3>
42. Karunakaran, S., Jusoh, M., & Chinna, K. (2019). Impact of leadership and school culture on students' academic performance. *European Journal of Management and Marketing Studies*, 4(4). <https://doi.org/10.5281/zenodo.3595863>
43. Kashif, M. F., Shaheen, F., & Mannan, T. (2021). Effect of school culture on job performance of secondary school teachers. *Pakistan Journal of Humanities & Social Sciences Research*, 62–75. <https://doi.org/10.37605/pjhssr.v4i2.180>
44. Kaupa, S. (2020). The sources and impact of stress of teachers on the performance of learners: the view point of the high school teachers in Khomas Region in Namibia. *Journal of International Business Research and Marketing*, 5(4), 12–16. <https://doi.org/10.18775/jibrm.1849-8558.2015.54.3002>
45. Miranda, M., Syahza, A., & Sumarno, S. (2021). Analysis of factors affecting teacher performance in state junior high school learning in Bengkalis Regency. *Journal of Educational Sciences*, 5(3), 464. <https://doi.org/10.31258/jes.5.3.p.464-478>
46. Mooney, J. (2018). The relationship between stress, preventive coping resources, and burnout among elementary teachers. *Masters Theses*. <https://thekeep.eiu.edu/theses/3701>

47. Othman, Z. (2019). Depression, anxiety, and stress among secondary school teachers in Klang, Malaysia. Zenodo. <https://doi.org/10.5281/zenodo.2586221>
48. Özgenel, M., & Mert, P. (2019). The role of teacher performance in school effectiveness. *International Journal of Education Technology and Scientific Researches*, 4(10), 417–434. <https://doi.org/10.35826/ijetsar.42>
49. Paz, R. M. (2021). Factors affecting teachers' performance in public elementary schools in schools division of City of Meycauayan, Bulacan. *International Journal of Multidisciplinary: Applied Business and Education Research*, 2(11), 1095–1205. <https://doi.org/10.11594/10.11594/ijmaber.02.11.10>
50. Pogere, E. F., López-Sangil, M. C., García-Señorán, M. M., & González, A. (2019). Teachers' job stressors and coping strategies: Their structural relationships with emotional exhaustion and autonomy support. *Teaching and Teacher Education*, 85, 269–280. <https://doi.org/10.1016/j.tate.2019.07.001>
51. Rashid, M. and Saeed, Z. (2018). Effects of teacher's behavior on academic Performance of students. *International Conference on Research and Practices in Education*. Retrieved from https://www.researchgate.net/publication/325248514_Effects_of_Teacher's_Behavior_on_Academic_Performance_of_Students
52. Robinson, L. E., Valido, A., Drescher, A., Woolweaver, A. B., Espelage, D. L., LoMurray, S., Long, A. C. J., Wright, A. A., & Dailey, M. M. (2022). Teachers, Stress, and the COVID-19 Pandemic: A Qualitative Analysis. *School Mental Health*, 15. <https://doi.org/10.1007/s12310-022-09533-2>
53. Rodriguez, R. L., & Cudiamat, M. A. (2021). Motivational factors influencing the teaching performance of teachers in Tuy District, Batangas, Philippines. *IOER International Multidisciplinary Research Journal*. <https://ssrn.com/abstract=3859816>
54. Rubilar, N., & Oros, L. B. (2021). Stress and burnout in teachers during times of pandemic. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.756007>
55. Sarabia, A., & Collantes, L. M. (2020). Work-related stress and teaching performance of teachers in selected school in the Philippines. *Indonesian Research Journal in Education*, 6–27. <https://doi.org/10.22437/irje.v4i1.8084>
56. Sasongko, T., & Suyitno, S. (2022). The effect of principal's leadership and school culture on teachers' performance. *EDUKATIF:Jurnal Ilmu Pendidikan*, 4(2), 2907–2919. <https://doi.org/10.31004/edukatif.v4i2.2591>
57. Scherzinger, M., & Wettstein, A. (2018). Classroom disruptions, the teacher–student relationship and classroom management from the perspective of teachers, students and external observers: a multimethod approach. *Learning Environments Research*, 22(1), 101–116. <https://doi.org/10.1007/s10984-018-9269-x>
58. Suarez-Gálvez, E., & Milla, R. (2018). Teaching performance evaluation: preparation for student learning within the framework for teacher good performance. *Propósitos Y Representaciones*, 6(2), 407. <https://doi.org/10.20511/pyr2018.v6n2.236>
59. Suhayat, J., Suwatno, S., & Buchdadi, A. D. (2023). PLS-SEM Model: Explore factors affecting teacher performance. *International Journal of Instruction*, 16(1), 21–42. <https://doi.org/10.29333/iji.2023.1612a>
60. Sujaya, K. (2023). The influence of school culture on teacher performance and high school productivity in the post-pandemic in Tasikmalaya District. *Journal of Namibian Studies: History Politics Culture*, 33. <https://doi.org/10.59670/jns.v33i.585>
61. Sukendro, Riyanto, Y., Karwanto, & Hartono. (2023). The effect of online learning and school culture on the performance of vocational school teachers during the COVID 19 pandemic. *RGSA: Revista de Gestão Social E Ambiental*, 17(4), e03353–e03353. <https://doi.org/10.24857/rgsa.v17n4-021>
62. Sumanga, C., Batuigas, F., Leyson, F., Fernandez, L., & Juanito Napil. (2022). Factors affecting teaching performance of junior high school teachers of Madridejos National High School. *Asia Research Network Journal of Education*, 2(1), 40–47. <https://so05.tci-thaijo.org/index.php/arnje/article/view/257352>
63. Tang, Y., & Hu, J. (2022). The impact of teacher attitude and teaching approaches on student demotivation: Disappointment as a mediator. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.985859>
64. Thien, L. M., & Lee, H. C. (2023). The effects of school culture dimensions on teacher well-being across under-enrolled and high-enrolment schools. *Social Sciences & Humanities Open*, 7(1), 100396. <https://doi.org/10.1016/j.ssaho.2023.100396>
65. Tomaszewski, W., Xiang, N., Huang, Y., Western, M., McCourt, B., & McCarthy, I. (2022). The impact of effective teaching practices on academic achievement when mediated by student engagement: Evidence from Australian High Schools. *Education Sciences*, 12(5), 358. <https://doi.org/10.3390/educsci12050358>
66. Uspita, Lian, B., & Mulyadi. (2021, July 19). The effect of school culture and discipline on teacher performance at SMA Negeri Mesuji Makmur. www.atlantis-Press.com; Atlantis Press. <https://doi.org/10.2991/assehr.k.210716.027>

67. Valdez, A. V. (2018). Factors affecting the teaching performance of the biology teachers in aurora Zamboangadel Sur: Basis for improvement. *International Journal of Humanities and Social Sciences*, 10(2), 1–10. <https://ijhss.net/index.php/ijhss/article/view/439/133>
68. von der Embse, N., Ryan, S. V., Gibbs, T., & Mankin, A. (2019). Teacher stress interventions: A systematic review. *Psychology in the Schools*, 56(8). <https://doi.org/10.1002/pits.22279>
69. Wettstein, A., Schneider, S., grosseHoltforth, M., & La Marca, R. (2021). Teacher stress: A psychobiological approach to stressful interactions in the classroom. *Frontiers in Education*, 6. <https://doi.org/10.3389/educ.2021.681258>
70. Williams, T. (2021, June 14). Why is quantitative research important? Grand Canyon University. <https://www.gcu.edu/blog/doctoral-journey/why-quantitative-research-important>
71. Wu, D. (2020). Relationship between job burnout and mental health of teachers under work stress. *Revista Argentina de ClínicaPsicológica*. Retrieved from <http://doi.org/10.24205/03276716.2020.41>.