

THE EFFECTIVENESS OF TEACHER SUPPORT SYSTEMS, STRESS MANAGEMENT AND PERFORMANCE IN CITY SCHOOLS DIVISION OF CABUYAO FOR S.Y. 2024-2025

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ABSTRACT

Teacher well-being significantly impacts teaching effectiveness and student outcomes. Despite research emphasizing the roles of teacher support systems and stress management, their interconnected influence on teacher performance in specific contexts remains underexplored. This study addresses this gap by examining these relationships among 256 junior high school teachers in the City Schools Division of Cabuyao during the school year 2024-2025. Using a descriptive-correlational design, data were collected through surveys assessing teacher support, stress management, and self-reported performance. Analysis revealed strong teacher support systems correlated moderately with stress management ($r = 0.527$, $p < .001$) and weakly but significantly with performance ($r = 0.219$, $p < .001$). Stress management also showed a weak correlation with performance ($r = 0.225$, $p < .001$). Regression analysis confirmed that both support and stress management significantly predicted performance. These findings underscore the importance of comprehensive support systems and effective stress management in enhancing teacher well-being and performance. The study proposes Project E.N.H.A.N.C.E., a professional development program to address these areas in Cabuyao and suggests future research to explore the long-term impacts of such interventions. This research contributes valuable insights for improving teacher well-being and student outcomes in urban educational settings.

Keywords: Educational leadership, instructional effectiveness, professional development, stress management, teacher performance, teacher support systems