



De La Salle University – Dasmariñas

**Relationship of Stress and Coping to the Teaching Performance
Of Selected Special Education (SPED) Teachers**

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ABSTRACT

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Objectives

This study sought to determine the Relationship of Stress and Coping to the Teaching Performance of Selected Special Education (SPED) Teachers.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - A. age
 - B. gender
 - C. civil status
 - D. years of teaching
2. What is the level of stress among the SPED teachers as revealed by a Self- made Stress Test?
3. What is the level of coping among SPED teachers as revealed by a Self- made- test entitled Coping Styles for Stress Inventory?
4. What is the teaching performance of the selected SPED teachers as revealed by a Teacher Evaluation Form?
5. Is there a significant relationship between stress and teaching performance of selected SPED teachers?
6. Is there a significant relationship between coping and teaching performance of selected SPED teachers?

Scope and Delimitation

The main focus of this study was to determine the Relationship of Stress and Coping to the Teaching Performance of selected Special Education (SPED) Teachers. The total number of respondents was thirty (30). This study only covered



the Special Education teachers of Selected Special Education Schools namely: Special Care for Special Needs Foundation Inc. , Deaf Christian School, Little Kids of Isaac, Sta. Belina Learning School, Hopewell Therapy and Child Development Center, Academy of Jesus, Camp Charisse Center for Special children and La Camelle School.

Methodology

The researchers followed these steps in gathering data needed to answer specific problems of the study: First, the researchers went to the Department of Education in Trece Martires City to ask for the list of Special Education Schools in Cavite. Second, the researchers went to the selected institutions to ask permission to conduct the research among the SPED teachers. They distributed a self-made stress test to measure the level of stress and a self- made coping inventory to know the level and the styles of coping. The researchers also coordinated with the administrators to evaluate the selected SPED teachers to measure their teaching performance through teachers' evaluation. After the respondents had taken the tests, researchers gathered the result and data needed in their study.

This study used a descriptive correlational research design. It is the method of organizing, summarizing, presenting, measuring and describing the relationship between two variables. The criteria that was used to choose the respondents includes (a) age: 22 and above (b) gender: female only (c) status: single, married, widow or separated (d) years of teaching: 1 year and above. The respondents answered questionnaires to satisfy the need for information concerning the Stress



and Coping of selected Special Education Teachers and Its relationship to their teaching performance.

In scoring and interpretation of Stress Test, there are five levels of ranging from 5- strongly disagree to 1- strongly agree. The researchers got the scores of the respondents by getting the mean score of the test. The following range was used to determine the stress of the selected SPED teachers of different institutions. 4.51-5.00 very high stress, 3.51-4.50 high stress, 2.51-3.50 moderate/ mild stress, 1.51-2.50 low stress and 1.00-1.50 very low stress. For coping, the following range was used to determine the level of coping of the selected SPED teachers of different institutions. 4.51-5.00 very high coping, 3.51-4.50 high coping, 2.51-3.50 moderate/ mild coping, 1.51-2.50 low coping and 1.00-1.50 very low coping. For Teacher Evaluation, the following range was used to determine the level of coping of the selected SPED teachers of different institutions. 4.51-5.00 outstanding, 3.51-4.50 very satisfactory, 2.51-3.50 satisfactory, 1.51-2.50 needs improvement and 1.00-1.50 poor.

Major Findings

Based on the study conducted by the researchers, the following results were gathered:

1. The 80% of the respondents were in the 22-29 age group, 67% of them have been teaching special education for 1-3 years and 88% of them are still single.
2. The level of stress among the PSED teachers as revealed by a self- made stress test falls under the mean of 2.5 that means that they are in low stress level. This suggests that the respondents were not easily stressed although they are in a relatively stressful working environment.



3. The level of coping among the SPED teachers as revealed by a self-made test entitled Coping Style for Stress Inventory falls under the mean of 2.78, which means that they have a moderate/ mild coping level. This suggests that the respondents can easily adjust and maintain their capabilities and potentials.

4. The teaching performance of the selected SPED teachers as revealed by a Teachers Evaluation Form falls under a mean of 4.19. This means that their teaching performance is in very satisfactory level. It means that they are very capable in handling the kind of work they are into.

5. The respondents' answers show that there is no significant relationship between stress and teaching performance of SPED teachers because the computed r of the stress and teaching performance is equal to 0.050 and the p -value is 0.792.

6. The respondents' answers show that there is no significant relationship between coping and teaching performance of selected SPED teachers because the computed r of coping and teaching performance is equal to 0.040 and the p -value is 0.834.



Conclusions

The researchers concluded the following based on the findings of the study:

1. The level of stress among the SPED teachers as revealed by a self-made stress test is a low level of stress. It only means that respondents are not easily stressed with the environment in Special Education schools.
2. The level of coping among the SPED teachers as revealed by a test entitled Coping styles for stress inventory is moderate/ mild level of coping. This suggests that most of the time, respondents are prone to stress but they can easily adjust and maintain their capabilities and potentials whenever things are getting stressful for them.
3. The teaching performance of selected SPED teachers as revealed by a teacher evaluation form is very satisfactory.
4. There is no significant relationship between stress and teaching performance of selected SPED teachers.
5. There is no significant relationship between coping and teaching performance of selected SPED teacher.



Recommendations

1. Special Education Teachers is recommended to maintain their coping abilities to be able to successfully adjust in stressful situations.
2. Special education teachers should learn more ways to release stress. They must think of activities that will best fit them in order to adjust with stress.
3. Special education teachers must also continuously be provided with more opportunities to attend seminars/ workshops/ training for both professional and personal growth to keep them informed with the demands of their work as a SPED teacher.
4. School Administrators should continue just and proper amount of salary, compensation and benefits to Special Education teachers.
5. Administrators should provide seminars for SPED teachers that will help them develop and enhance their skills in teaching and managing stress.
6. Future Researchers can conduct a similar study on stress and coping using different criteria for the respondents and they may also consider the factors that were mentioned by the researchers that somehow affect the study.



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