

The Influence of Co-Teachers in the Teaching Performance among Criminal Justice Educators

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ABSTRACT

The very significant and artistic function of an educator is played by a teacher when he facilitates the teaching-learning process. Aside from this, criminal justice educators must also develop good working relationship with their co-teachers and engage in cooperative learning with them towards school improvement. Thus, this study aimed to investigate the influence of school stressors such as administrators, co-teachers, and students in the teaching performance of criminal justice educators from the four (4) schools in Davao del Norte. Through the descriptive correlational method, validated questionnaire, Mean and Pearson r, data revealed that co-teachers have influenced the teaching performance of criminal justice educators

KEYWORDS

Criminal Justice Education, administrator, co-teacher, students, teaching performance, descriptive-correlational Method, Davao del Norte, Philippines, Asia

INTRODUCTION

The very significant and artistic function of an educator is played by a teacher when he facilitates the teaching-learning process. He acts as a director of the students' learning. But inevitably, teacher's stress may arise when their schedule is very hectic or there no sufficient time for them to finish all of their tasks assigned (Castil & Galleto, 2010). Consequently, the teacher must be physical, mentally and emotionally fit to handle with numerous responsibilities that bring them pressure.

The stress of the job is one of the big problems around the world (Jehangir, Kareem, Khan, Jan, & Soherwardi, 2011). Kelly & Barrett (2011) said these job stress would result in workplace stress as experienced by the human workforce. Consequently, it is a factor that may contribute to job dissatisfaction, "lower job performance" (Hanif, Tariq, & Nadeen, 2011) and absenteeism. Iqbal and Kokash (2011) found the stress of teachers was due to limited time for teaching preparation and work overload.

In the Philippines, Castil & Galleto (2010) found that teachers' stress is due to a work hour adjustment and crammed schedules, huge classes, inadequate facilities and equipment, and condition of the classroom. It appears in their study that teachers felt more pressure in school than in their homes. But despite stressors, Castil & Galleto (2010) held that teaching performance of teachers was not affected. Besides, teaching career for criminal justice educators in the Philippines may not be an easy responsibility. It was not their career objective in the first place. Some were frustrated applicants in government law enforcement agencies while others were law enforcers who had to teach as part-time to impart knowledge and at the same time upgrade their skills. Thus, the yearning to examine the school stressors and teaching performance of criminal justice educators and whether these variables were related, the researcher was prompted to conduct the study.

FRAMEWORK

The study emphasized the important aspects of school-related stressors. The researcher anchored the study on Tahir (2011) which found teaching stress as an influencing factor in the academic performance of college teachers. Also, Jehangir et al. (2011) found job performance to decline when there was an increase of stress level among personnel. Also, the findings of Hanif et al. (2011) showed that

teacher stress had a negative correlation with job performance. From the previous concepts, it was conceptualized that school stressors may relate significantly to the teaching performance of criminal justice educators.

The conceptual framework has two sets of variables. The school stressors that cause negative effects to the criminal justice educators represent the independent variable. *Administrators* refer to the Directors, Deans, Department Chairmen, Program Heads, and other immediate superiors of the criminal justice educators. *Co-teachers* refer to their colleagues. *Students* refer to the group of learners handled by the criminal justice educators. The teaching performance that refers to the teaching competence of criminal justice educators represents the dependent variable of the study.

The factors that can cause negative effects resulting from the teachers' job are called school stressors (Rieg, Paquette, & Chen, 2007). Stress is a negative reactive either emotional or physiological which people may experience in situations perceived as dangerous or threatening to their well-being. Also, Taylor, Repetti, and Seeman (2004) as cited by Jehangir et al. (2011) stated "stress is a common complaint of workers worldwide." However, stress was defined by Manjula (2012) as "*pressure that includes psychological and physiological response to events that upset our personal balance*". Also, Bo and Liying (2012) defined teacher's job stress as "a series of physical, psychological and behavioral responses to a teacher as a result of stress. Stress threatens his individual object in the work environment. It is very clear from the cited definitions that stress can give something negative consequence to the teachers.

The personnel cited excessive paperwork and lack of administrative support as sources of stress and dissatisfaction of personnel (Nelson, 2001). Also, the study of Gabbidon (2005) among Chairpersons of American Criminal Justice and Criminology Programs discovered University Administrators as the primary contributors to the stress of the Chairs and followed nearly by their faculty or subordinates. He further added "*new or younger teachers have little sense of community or teamwork. It infers that along with administrators, departmental colleagues were almost equal contributors to stress.*"

Kelly & Barrett (2011) considered workplace stress as the primary consequence of job stressors. While Bo and Liying (2012) found, teachers with higher educational attainment experienced too much stress than average teachers due to a lot of responsibilities and requirements of their job. Also, Schellenberg and Silver (2004) mentioned "*workers who retain the abilities and desire to perform may withdraw from the workplace due to social pressure.*" Usman, Ahmed Z, Ahmed I,

and Akbar (2011) stated that the *“higher the work stress experienced by the teachers. They added that the lower will be their satisfaction with the job and also lower will be their commitment to the organization.”*

Also, Cooper (2005) said that the *“giving off too much work or multiple reporting lines on unrealistic deadlines causes pressure to an employee.”* As stated by Girdano, Everly Jr., and Dusek (1997), work without freedom produced more stress than autonomous and flexible ones. Egan (2009) cited *“workplace stress are observable by mood disturbances, lack of sleep, an increase in family and friends’ conflicts, employee strikes, psychological distress, absenteeism, and headaches.”* In short, pressures to the employees are associated with increasing health problems (Auerbach & Gramling, 1998). It entails a need to cope with the stress that may be experienced by the teachers just to prevent any untoward effects on their lives.

Also, in the research of Okoroma and Robert-Okah (2007), it was noted that inadequate school facilities significantly contribute to principals’ administrative stress. They stated further that its setting is expected to incorporate facilities and other educational resources that can enhance goal achievements. But Hashim and Kayode (2010) doubt a little if teaching students and school administrative functions will make management of schools as one of the most stressful occupations. Their assertions prove that teachers are not only the stressed party when the inadequacy of educational resources is experience in school; administrators are also affected by the problem.

To cope with an inevitable stress in school, Iqbal & Kokash (2011) suggested that top management and University Administrators should focus their attention on faculty stress. Especially on student interactions and professional identity to reduce the stress among the faculty members. They further added *“care should be taken to make even remote faculty feel a part of the greater whole of this institution through regular communication and support.”* Nelson, Maculan, Roberts, and Ohlund (2001) suggested that principals should allow teachers of students with Emotional and Behavioral Disorders not only to contribute decisions but also to interact more with staff and administration. They further added *“better relationships among administrators, parents and teachers of Emotional and Behavioral Disorders students will promote the esteem, increased contribution, and smoother administration that these teachers desire.”*

One way to find real happiness according to Gracian (2005) is to avoid being swayed by other’s opinions. He advised *“one should never allow anyone to rain on his/her parade when dealing with challenges.”* In the workplace, challenges and pressures are inevitable but can be managed well and kept as low as possible

(Albahussain, 2012). It is undeniable that the teacher usually encounters opinions from his/her colleagues and students that may cause him/her to adjust, follow, or stick to his strategies and plans in the teaching-learning process. On the other hand, teachers feel more pressure with inadequate time for teaching preparation and heavy workload as stated by Iqbal and Kokash (2011). Also, Bashir and Ramay (2010) said that limited time shrinks the performance of employees. The lack of control in giving off the specific task as cited by Albahussain (2012) leads to frustration of employees especially when jobs do not match employees' knowledge and abilities (Órnelas, 2003). It is true especially for teachers in times when the subject assigned to him/her does not belong to his/her specialization. There will be a lot of preparations and adjustment for the subject that may pressure the teacher. And, in that case, he needs the expertise and advice of his/her colleagues that could be less possible to get if that teacher doesn't have the good relationship with the other.

Also, "poor interpersonal relationship at the workplace" (Albahussain, 2012) led to a feeling of isolation since when faced with difficulties. There was no chance of consultation, and this has ended up causing stress to the concerned individual (Haraway, 2005). One example was found in the study of Nelson et al. (2001) where teachers of students with Emotional and Behavioral Disorders are isolating in their work. Being a loner in the job can sometimes cause stress to the teacher. As evidently observed and experienced, a poor interpersonal relationship of co-workers can cause conflicts in the workplace. However, in the study of Castil and Galleto (2010), they found professionalism in school as the primary reason for settling conflict and maintaining good working relationship with the teachers.

The study of Aamir, Ullah, Habib, and Shah (2010) found teachers' stress as caused by several factors. It may be a huge number of students with fewer facilities, weak students with low or no motivation and their ill behavior. Also, Samad, Hashim, Moin, and Abdullah (2010) found student's misbehavior as the main cause of stress among primary school teachers. Among the main issues related to children misbehavior were bullying, absenteeism and disrespectfulness. It was a pressure for the teacher on how to motivate students to be interested in the subjects. Besides, teachers of students with emotional and behavioral disorders (EBD) are at particular risk for experiencing stress on the job (Nelson et al. 2001). They further added "*teachers felt less capable of working with students with externalizing and thought-disordered behaviors.*" Brat and Jimenez (2012) reported "*teachers of Spain were preparing to start their class with lengthy working hours. They further added that there are more students but with fewer educators*

since their country has reduced the budget of the education system. On the other hand, Iqbal and Kokash (2011) stated “*interaction between students and colleagues cause pressure to teachers. Interaction of students includes conflict with students over evaluation, advising and teaching to inadequately prepared students.*”

Also, Castil & Galleto (2010) found that teachers were more stressed in school than in their homes due to lack of facilities and equipment in school including classrooms that were not conducive to learning environment. In effect, Castil & Galleto (2010) sought for the administration response for the improvement of learning conditions to eliminate school-related problems. It is the essentiality of sufficient educational resources and good learning atmosphere for students and teachers enhancement.

Also, Albahussain (2012) mentioned that organizations can control their workplace stress by valuing the welfare of their employees in a flexible and understanding manner and ensuring good communication between each other. Also, Iqbal and Kokash (2011) suggested the development of support network with the help of colleagues to prevent isolation of teachers. They further suggested that training should be provided to the faculty members in the areas of counseling skills, advising skills, and principled negotiation with students to enhance the capability of a teacher to interact with the students. Training and seminars were very important especially for criminology graduates who became teachers who not trained in the field of education.

On the other hand, employees are the important resource of an organization that whenever anything happens to them, the performance of an organization is affected according to Albahussain (2012). Also, Jehangir et al., (2011) have proven “*job stress negatively affect job performance*” of their respondents (female nurses). They found out that job performance falls when there is an increase in the level of stress among personnel. Tahir (2011) found stress in teaching is one of the factors that influence the academic performance of college teachers. However, the findings of Hanif et al. (2011) showed that teacher stress has a negative correlation with job performance. Consequently, the effect of stress on the manner of functioning of an individual varies.

Stress may decrease performance (Bashir and Ramay, 2010). As cited by Iqbal and Kokash (2011), Sekaran (2007) said other people need pressure for them to do their best by that producing high-quality of performance. Mathewman, Rose, and Hetherington (2009) support this study. They considered stress as a factor that enhances an individual’s motivation, performance, satisfaction and personal achievement. Also, according to Xing & Shao (2009), appropriate stress usually is a power that will enhance work efficiency and improves job satisfaction. Stress

has a positive effect on the individual, but it differs from one person to another. However, in increasing performance, stress is essential but up to a certain level only (Bashir and Ramay, 2010), the point in which stress could produce the positive effect to an individual. According to Castil & Galleto (2010), the teacher's level of stress did not affect the efficient productivity of teachers. It implies that a degree of means used by teachers in managing stress affects their teaching performance. Adversely, in the study of Bashir and Ramay (2010), they found workloads and limited time as sources of stress shrink the performance of employees.

Also, the teachers' stress may have psychological and social effects. Poor performance is one of the results of this complex issue (Hanif et al. 2011). However, the study of Castil & Galleto (2010) found teacher's level of stress did not affect the efficient productivity of teachers. Bo and Liying (2012) support that there is no obvious correlation between job stress and job performance among University teachers.

Stress control is a test and error method involving continuous analysis and evaluation of the working conditions (Albahussain, 2012)). The program must directly link and improve performance of personnel in attaining the goals and objectives of the industry (Redfern, Rees, & Rowlands, 2008). Also, according to Albahussain (2012), training and development give the employee strength and knowledge to overcome the stressors in the job.

From the preceding concepts, stress is considered as dangerous to the lives of criminal justice educators. Since it is threatening, this may affect their individual performances in the workplace. Various factors are stressors to teachers. It includes lack of administrative support, excessive work or heavy workload, social pressure, students' interaction and professional identity. Also, poor interpersonal relationship, a huge number of students, students' misbehavior, and lack of equipment and facilities in schools.

In this study, the administrators, co-teachers, and students were chosen as the school stressors as they are part of the working environment of criminal justice educators. The teaching performances of criminal justice educators are important in the pursuit of quality education. These performances are presumably affected by the school stressors. Its effects and reactions vary from one individual to another. Stress may increase or decrease the performance of employees depending on the coping measures used by the individual. For the criminal justice educators, it was hypothesized in this study that school stressors have the significant relationship with their teaching performances in school.

OBJECTIVES

The objectives of this study were to assess the level of school stressors among criminal justice educators such as administrators, co-teachers, and students; determine the level of teaching performance among criminal justice educator; and, determine the significant relationship between school stressors and teaching performance among criminal justice educators

METHODOLOGY

Research Design

This investigation employed the descriptive-correlation method of research.

Research Participants

This study focused on the level of school stressors and teaching performance of Criminal Justice Educators during the second semester of the school year 2012-2013. Using the universal sampling technique, the respondents in this study are the 33 Criminal Justice Educators in Tagum City and Panabo City, Davao del Norte, Philippines.

Research Instrument

The source of data came from the answers of the respondents to a constructed questionnaire. The survey questionnaire measures the level of school stressors of Criminal Justice Educators. The results of the Students Evaluation of Teachers (SET) of every Criminal justice educator were used to correlate their teaching performances with the school stressors. The Five Point Likert scale is used to evaluate the level of school stressors of Criminal Justice Educators

Range of Means	Description	Interpretation
4.50-5.00	Very High	School stressors always stressed the Criminal justice educators.
3.50-4.49	High	School stressor Criminal justice often stressed the educators.
2.50-3.49	Moderate	School stressor sometimes stressed the Criminal justice educators.
1.50-2.49	Low	School stressor slightly stressed the Criminal justice educators.
1.00-1.49	Very Low	School stressor never stressed the Criminal justice educators.

The same Five Point Likert Scale used in Students Evaluation of Teachers (SET):

Range of Means	Description	Interpretation
4.30-5.00	Very High	Teaching performance of criminal justice educators is outstanding.
3.50-4.29	High	Teaching performance of criminal justice educators is very satisfactory.
2.70-3.49	Moderate	Teaching performance of criminal justice educators is satisfactory.
1.90-2.69	Low	Teaching performance of criminal justice educators needs improvement.
1.00-1.89	Very Low	Teaching performance of criminal justice educators is poor.

Data Gathering Procedure

The researcher sent permission letters to the offices of the Dean/Head of Criminology Program. The University of Mindanao Tagum Campus, St. Mary's College of Tagum, St. Thomas More School of Law and Business, and Aces Polytechnic College of Panabo are the schools where the respondents are working. Upon approval of the letter of the said offices, the Dean/Head gave the researcher a schedule when he could administer the questionnaire to the respondents. Questionnaires were then personally filled up by the respondents in their respective offices. The researcher retrieved some of it immediately. Others had to be taken back after a couple of days due to the hectic schedule of the respondents during the administration; although there was full cooperation by the identified respondents during the survey. After the retrieval of the instrument, data were then collated and tabulated and tallied. Results were subjected to statistical treatment, analyzed and interpreted based on the purpose of the study.

Statistical Treatment of Data

The following were the statistical tools: mean and *Pearson r*

RESULTS AND DISCUSSION

Level of School Stressor

School stressor is of a moderate level, indicated by the overall mean of 2.89 and standard deviation of 0.93. Specific mean scores and standard deviation are as follows: 2.93 and 1.18 for students or moderate level; 2.93 and 0.94 for

administrators or moderate level; and 2.92 and 0.89 for co-teachers or moderate level

Data revealed that all three indicators have garnered moderate descriptive equivalent. These three indicators have weighted means that are greater than the overall mean. Administrators, co-teachers, and students sometimes stressed the Criminal Justice Educators. It shows further that teachers can cope with the stressor and adjust themselves to stressful situations. It is due to the professionalism of the teachers. Albahussain (2012) said training and development are useful for employees to cope stressors in their job. He further added “organizations can control their workplace stress by valuing the welfare of their employees in a flexible and understanding manner and ensuring good communication between each other.”

Level of Teaching Performance

The lowest possible level that a teacher can earn is very low or poor, and the highest level is very high or outstanding. The result has revealed that most of the teachers have the rating of high or very satisfactory. There are nine teachers who have obtained very high, indicating a descriptive equivalent of outstanding; Twenty Four teachers have high ratings indicating a descriptive equivalent of very satisfactory. Also, out of Thirty Three criminal justice educators in Davao del Norte, 22.27 percent of the respondents have outstanding rating, and 72.73 percent of them have a very satisfactory rating.

Criminal justice educators in Davao Del Norte are mentally equipped. They have well-designed objectives and strategies, able to use updated teaching methods, maintain order in the classroom, and act as a model for their students as professionals. It affirms the idea of Castil and Galleto (2010) which says that a good teacher is loyal and committed who emphasizes and attends to the needs of the students. Newman (2003) stressed that a teacher is one who supervises and guides learning experiences. According to Svinivki and Mckeachie (2011), the primary purpose of teaching is to encourage learning. Thus, all that the teacher does to prepare and conduct well-designed instruction is part of teaching responsibility. The teachers should act as a model not only by teaching what they know but also abiding the ethical and moral standards

Significance of the Relationship between the Level of School Stressor and Teaching Performance

The result revealed no significant relationship with the overall r -value of $-.146$ with the p -value of $.061$ which is greater than $\alpha 0.05$ level of significance. The result is not significant, and the researcher accepted the null hypothesis. It implies that the school stressors have nothing to do with the teaching performance of criminal justice educators. Also, this indicates that the teaching performance of criminal justice educators is not dependent with school stressors

In terms of the indicator administrators as one of the stressors, the result has revealed an overall r -value of -0.131 with p -value of 0.093 which is greater than $\alpha 0.05$ level of significance. The result is not significant, and the researcher accepted the null hypothesis. It also implies that the administrators have little to do with the teaching performance of criminal justice educators. Also, this implies that teaching performance of criminal justice educators is not dependent on the administrators.

On the other hand, the co-teachers as the stressor is related to the teaching performance of criminal justice educators. Data revealed the overall r -value of -0.175 with p -value of 0.024 which is less than $\alpha 0.05$ level of significance. The result is significant, and the researcher rejected the null hypothesis. It implies that co-teachers have something to do with the teaching performance of criminal justice educators. Also, this implies that teaching performance of criminal justice educators is dependent on co-teachers.

Lastly, students as school stressor are not related to the teaching performance of criminal justice educators. Data revealed the overall r -value of -0.109 with p -value of 0.163 which is greater than $\alpha 0.05$ level of significance. The result is not significant, and the researcher rejected the null hypothesis. It implies that the students have nothing to do with the teaching performance of criminal justice educators. Also, this implies that teaching performance of criminal justice educators is not dependent on the students.

On the overall result, there is no significant relationship between the school stressors and teaching performance of criminal justice educators. It affirms the findings of Hanif et al. (2011) that the stress of teacher has a negative effect their job performances. However, the finding is in contrast to Tahir (2011) that considered teaching stress as one of the components that affects the academic performance of college teachers. Jehangir et al. (2011) emphasized the decline in job performance when there is an increase of stress level among personnel.

CONCLUSIONS

There is a moderate level of school stressors among their educators. The teaching performance of their educators is of high level or very satisfactory. There is no significant relationship between school stressors and teaching performance of their educators that implies that school stressors have little bearing on the teaching performance of their educators

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