

Occupational Stress with Teachers' Performance of Baclayon District, Division of Bohol

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ABSTRACT

Occupational stress refers to stress related to their jobs being measured on their role overload, role insufficiency, role ambiguity, role boundary, responsibility, and physical environment. Teaching performance means mastery of the subject matter and conjointly the teacher's ability to explain the lessons clearly and totally. This study aimed to determine the occupational stress with teaching performance among public school teachers of Baclayon District, Bohol, during 2018 - 2019. The analysis is quantitative, using a descriptive survey among nine school heads and 114 teachers utilizing frequencies, percentages, weighted mean, and Spearman rho in processing the data. This study used the tool on Occupational Stress by Hans Selye (1960), which was also used by Abarro (2013). It also used validated teaching performance form developed by the Asian College of Technology authored by Abarro (2013). Findings revealed that overall, the teacher respondents are moderately stressed (3.22). Rated highly stressed are role ambiguity (3.45) and role overload (3.45). In terms of performance, overall, the school heads and self-rating of teachers resulted in high teaching performance (4.10). Furthermore, it was found that the level of occupational stress has no significant correlation with teaching performance.

Keywords: Occupational Stress, Teachers' Performance, quantitative method, Chi-square, Spearman's rho, Philippines, Asia

INTRODUCTION

The success of any instructional program depends, for the most part, upon the practical method of the teacher's works. The teacher forms the foremost necessary link in our instructional system. Hence, the place of a teacher in our faculty system is of the utmost importance.

The serious workloads of public faculty academics significantly affect the physical and mental state of the educators. Academics work daily with students, cope with the range of issues, student absence and students with unique wants, reduced funding, and lack of private support. Moreover, academics need to perform plenty of work when they reach home, like preparation, correcting the notebooks, analysis, etc. These indicate stress is often a gift among the academics.

Because of the competitive nature of the duty and functions of teachers, most of the folks within the world outlay their time on the job-connected work functions leading to ignoring the work and life. People are occasionally also concerned about the outcome of their job, which might influence how they treat others. So, we should always contemplate this as an essential side of the experience as an educator that one must handle it consciously and effectively.

Related literature regarding activity stress and teaching performance with the various domains are as follows:

The major causes for the increased load on the two-faced difficulties encountered by the teaching profession, as well as the resulting stress, are due to changes in their function and operational methods. (Cooper, & Travers, 2012).

According to Chaplain (2008), the critical predictors of psychological distress are the strain attributed to pupils' violent behavior and stress associated with perceived activity stress.

It was discovered by Rauschenbach, Krumm, Thielgen, and Hertel (2013) that age may have an effect on stress method at work; however, these effects are partially conflicting and will invalidate in overall relation between age and stress. Indeed, there's no general correlation between age and irritation as a bit of indicator of work-related stress. Instead, it had been considerably tempered by a sort of occupation and gender.

The academics UN agency is exposed to high numbers of scholars. It predicts the expertise of burnout. Gender with higher depersonalization scores is found in male academics. Feminine teachers are naturally

marking higher on the emotional exhaustion dimension. Age, a conjointly discovered associate degree association with younger workers, appears a lot of liable to emotional fatigue.

To have a positive influence on decreasing teachers' stress, their self-efficacy ought to increase. This might result in sweetening of teachers' well-being, prosocial behavior, motivation, and teaching effectiveness and consequently, students' accomplishment Vaezi, and Fallah (2011). There are five most vital predictors of teachers' job performance are a gender, establishment, and members of the family, job expertise, and age. The distinction accounted for gender fifteen.2%, and the college system thirteen.2%. And different variables show less variance. The result manifests the gender and college system predicts job performance of lecturers; however, the variation in the level of performance isn't high. The full variation represented in Model five is thirty-one .3%. Another variable was conjointly thought of necessary. However, these weren't clad as significant predictors of each stress and job performance and were excluded Hanif, Tariq, and Nadeem (2011).

The result showed that each participant in the study was below work-related stress to some extent. The most job stressors comprised the absence of medical facilities at the campus; no accessibility of prescribed books, computer, and web facilities; students' poor tutorial background; absence of adequate workplace facilities; excessive official paperwork; lack of opportunities for skilled growth; lack of ability in English; very little time to unwind throughout the day; and overladen categories Tahseen (2015). The underlying self-efficacy issue predicted job stress Schwarzer and Hallum (2008). This, in turn, foretold burnout. Moreover, this impact was qualified by age. Mediation was documented for lecturers below the age of forty, and fewer, therefore, for older people.

According to Yang, Ge, Hu, Chi, and Wang (2009), Teachers in China have a lower health standing than the general population. The standard of a lifetime of female academics is worse than that of male teachers and deteriorates with age. Activity-stress and strain induce worsening physical and mental conditions for academics, whereas cope resources might promote their health. This study suggests that having adequate cope resources, particularly social support, in workplaces could also be a significant, issue for raising teachers' quality of life. Moreover, psychological interventions ought to be founded for academics, and the cerebral subject matter ought to be provided to alleviate stress and enhance the quality of life.

The direction was reversed for the link between perceived self-efficacy and emotional exhaustion; the time-frame was synchronous in the Structural equation modeling (SEM) analyses indicated that perceived self-efficacy had a longitudinal impact on depersonalization and a simultaneous effect on personal accomplishment. It had been terminated that perceived self-efficacy in schoolroom management should be taken into thought once production interventions each to forestall and to treat burnout among Gymnasium academics Brouwers and Tomic (2000).

Teachers United Nations agency face school rooms occupied with students daily, discourse doubtless nerve-wracking interactions with oldsters, directors, counselors, and different academics, struggle with comparatively low pay and decreasing college budgets, and guarantee students meet progressively strict standards. This could end in a variety of exhaustion at some purpose in their occupations. The character of the strain response describes the progress of the strain paradigm. It examines many sorts of turning away that may help serve academics struggle with an occupation that puts them in danger for stress. Mainly, the bar includes structuring practices that permit academics some management over their daily trials. A secondary bar focuses on early detection of issues before they emerge as total disorders. A tertiary bar involves amending symptoms of stress. The first bar is fascinating. However, all kinds will be useful. Wood and McCarthy (2002).

According to Hakanen, Bakker, and Schaufeli (2006), the results established the truth of each process, though the dynamical method looks to be additionally noticeable. Additional exactly (1) burnout expedited the consequence of high job masses on the health problem (2) work arrangement mediate the effects, of job suggests that on structure commitment, and (3) burnout mediate the outcomes, of insufficient resources on poor engagement. The durability of these findings is highlighted by the fact that they were earned in one half the sample (using random selection) and cross-validated within the partner.

Konukman, Agbuğa, Erdoğan, Zorba, Demirhan, and Yilmaz (2010) mentioned that the responsibilities of education (PE) academics and instructors are entirely different from each other. These completely different roles and role conflicts could produce stress among letter academics UN agency, additionally teachers. The history of education shows that there is an applicable factor that promotes letter teacher-coach role clash

The paper of Yusoff and Khan (2013) concludes that stressors includes preparation interface, administration role, relationship with others, role ambiguity, performance pressure, and employment, students connected issues and role conflicts, low Salaries, inaccessibility of physical resources, tutorial issues, inexperienced lecturers, self-efficiency, job performance, variety of scholars at school, legal status, knowledge, an ambiguity of job.

Theoretical Background

There are several theories of labor stress and general stress theories. It was developed in the Thirties by Hans Selye, who found the link between stress and wellness in his model General Adaptation Syndrome (GAS) (Selye 1956). Hans Selye explained his stress model supported physiology and psychobiology as General Adaptation Syndrome (GAS). His model states that an occurrence that threatens the associate organisms' well-being (stressors) finally ends up in an exceedingly three-stage bodily response. He explained the hypothalamic-pituitary-adrenal axis (HPA axis) system that prepares the body to deal with stress. Selye also defined a handful of native adaptations syndromes, which relate to the inflammatory response and healing processes that occur at the local site of tissue injury, such as in minor, topical wounds like dermatitis, and can lead to GAS if the native damage is severe enough.

METHODOLOGY

The study utilized a quantitative method using a survey tool on Occupational Stress by Hans Selye (1960) which was also used by Abarro (2013) and Co, M. in their recent studies. The said list of six (6) domains includes role overload (10 items); role insufficiency (10 items); role ambiguity (10 items); role boundary (10 items); responsibility (10 items); and physical environment (10 items) Thomas, (2013). Moreover, it also employs the validated teaching performance form developed by Asian College of Technology. It was authored and used by Abarro, R.Q. (2013). It shows the teaching performance among the respondents in terms of efficiency and methodologies (5 items), attitude towards teaching as a mission (7 items), classroom management (4 items), teacher's personality (5 items), teacher-student relations (3 items), and teaching competence (3 items) Abarro, R. Q., & Asuncion, J. E. (2021).

Ethical Considerations of Research. The researcher personally secured written permission from the principals of the said schools for the conduct of the study and the distribution of the questionnaire forms to the teachers. The research proposal underwent an ethics review by the University of Bohol Ethics Review Board to ensure the ethical acceptability of the study. Signed consent was also obtained from the teacher respondents after explaining the purpose of the study.

Data Gathering Procedure. The first step was to ask permission from significant authorities to conduct the said study. Prior to the distribution of the questionnaire and the conduct of the interview, the respondents were asked to fill up an informed consent and discuss unto them the objectives of the research and to ensure that their rights were not violated during the study. It is then followed by the retrieval of the questionnaires, tabulation, and statistical treatment. The protocol before the conduct of the study was properly observed. The researcher underwent the review procedures of the Research Ethics Committee and secured the "Clearance to Gather Data" prior to the distribution of the questionnaire to make sure that the "do no harm principle" shall be enforced. The researcher ensured that the basic principles of research shall be followed throughout the conduct of the study. These principles are the principles of anonymity, confidentiality, among others. They were informed of their rights as well as the objectives of the study and they may withdraw their participation anytime they want. They were also given the assurance of the proper data management and utmost confidentiality of the data gathered.

RESULTS AND DISCUSSION

From the study results, it is clear that the Level of Occupational Stress has an overall composite mean of 3.2229 with an interpretation of Moderately Stressed. Role ambiguity of 3.5605 or Highly Stressed was the highest in all the dimensions. Role overload earned 3.4570 or Highly Stressed; Role insufficiency of 3.3667 or Moderately Stressed; Responsibility dimension got 3.3430 or Moderately Stressed; Role boundary got 2.9263 or Moderately Stressed. The least rating belonged to Physical Environment of 2.6833 or Moderately Stressed. The result disagrees with the findings of Hasan and Azad (2014) that revealed that, in general, primary school teachers were highly stressed.

Regarding Teachers' Performance as Perceived by Teachers Themselves, of the six dimensions, 4 of them garnered a Very High Performance which arrived at the overall composite mean of 4.2249. The following is the result as ranked: Teachers – Students Relations of 4.4177; Classroom Management of 4.2281; Attitude Towards Teaching as a Mission of 4.2142; Teachers Personality of 4.1754; Teaching Competence of 4.1696; and the last is Efficiency and Methodologies which has a composite mean of 4.1439. This result is in line with the findings of Skaalvik and Skaalvik (2007) state that teacher burnout and mutual teacher effectiveness were also closely linked to teacher self-efficacy.

For Teachers' Performance as Perceived by School Heads, all the dimensions of the teachers' performance obtained an overall composite mean of 3.9812 or High Performance with the following ranking: 1. Teachers – Students Relations of 4.1667; 2. Teaching Competence of 4.0643; 3. Teachers Personality of 4.0158; 4 Attitude Towards Teaching as a Mission of 3.9407; 5. Classroom Management of 3.9298; and 6. Efficiency and Methodologies of 3.7684. This supports the result of a very satisfactory job efficiency of Usop, Kadlong, and Usop (2013). According to their findings, most instructor respondents are female, married, have a master's degree, have 11 to 15 years of experience, and are between the ages of 31 and 40. In terms of job efficiency, gave it very satisfactory performance. Job satisfaction was significantly influenced by age, highest educational attainments, and length of service, while sex and civil status were found to have major differences.

As a result of the Teachers' Performance as Perceived by Two Groups of Respondents, namely teachers and school heads rated the teachers' performance with a composite mean of 4.1029 or High Performance. Of the six dimensions, only 1 received the Very High-Performance rating, and the five dimensions got a High-Performance rating. The highest-rated dimension belonged to Teacher-student relations of 4.2926 or Very High Performance. It is followed by Teaching competence of 4.1169 or High Performance; Teacher's personality of 4.0956 or High Performance; Teacher's personality of 4.0956 or High Performance; Classroom management of 4.0811 or High Performance; Attitude towards teaching of 4.0777 or High Performance and lastly, Efficiency and methodologies of 3.9561 or High Performance. Definitely, it again agrees with the findings of Usop, Kadlong, and Usop (2013).

Teachers' Performance as Perceived by Teachers Themselves. Of the six dimensions, 4 garnered a Very High Performance which arrived at the overall composite mean of 4.2249. The following is the result as ranked: Teachers– Students Relations of 4.4177; Classroom Management of 4.2281; Attitude Towards Teaching as a Mission of 4.2142; Teachers Personality of 4.1754; Teaching Competence of 4.1696; and the last is Efficiency and Methodologies which has a composite mean of 4.1439. This agrees with Skaalvik and Skaalvik, (2007) that Teacher self-efficacy was strongly related to collective teacher efficacy.

Teachers' Performance as Perceived by School Heads. As rated by the school heads, all the dimensions of the teachers' performance obtained an overall composite mean of 3.9812 or High Performance with the following ranking: 1. Teachers – Students Relations of 4.1667; 2. Teaching Competence of 4.0643; 3. Teachers Personality of 4.0158; 4. Attitude Towards Teaching as a Mission of 3.9407; 5. Classroom Management of 3.9298; and 6. Efficiency and Methodologies of 3.7684. The results are in line with the findings of Ghavifekr and Ibrahim (2014) that shows that there is a connection between teachers' perceptions of the Head of Department's instructional supervision position and enhancing teachers' job performance in a variety of areas, including teaching methods, technical competencies, and encouragement.

Teachers' Performance as Perceived by Two Groups of Respondents. The two groups of respondents, namely teachers and school heads, rated the teachers' performance with a composite mean of 4.1029 or High Performance. Only 1 received the Very High-Performance rating of the six dimensions, and the five dimensions got a High-Performance Rating. The results are still in line with the findings of Ghavifekr and Ibrahim (2014).

Teachers' Performance as Perceived by Two Groups of Respondents. Table 1 reflects the teachers' performance as perceived by two groups of respondents, namely: the teachers themselves and the school heads. As presented in the table below as rated by two groups of respondents, the teachers' performance got an over-all composite mean of 4.1029 or High Performance. Of the six dimensions, only 1 received the rating of Very High Performance and the five dimensions got a rating of High Performance.

Table 1. Teachers' Performance as Perceived by Two Groups of Respondents
N=114

Teachers' Performance	Mean	Std. Deviation	Interpretation	Rank
A. Efficiency and methodologies as perceived by the two groups of Respondents	3.9561	.42071	High Performance	6
B. Attitude towards teaching as a mission as perceived by the two groups of respondents	4.0777	.40103	High Performance	5
C. Classroom management as perceived by the two groups of respondents	4.0811	.42668	High Performance	4
D. Teacher's personality as perceived by the two groups of respondents	4.0956	.38864	High Performance	3
E. Teacher-student relations as perceived by the two groups of respondents	4.2926	.40740	Very High Performance	1
F. Teaching competence as perceived by the two groups of respondents	4.1169	.42013	High Performance	2
Overall Composite Mean	4.1029	.35490	High Performance	

Parameters:	Descriptive Equivalent
1.00 – 1.80	Poor Performance
1.81 – 2.60	Fair Performance
2.61 – 3.40	Average Performance
3.41 – 4.20	High Performance
4.21 – 5.00	Very High Performance

As revealed in the table, the obtained p-value of 0.218 is greater than the 0.05 level of significance. This means that there is no correlation between the level of occupational stress and teachers' performance. Hence, the null hypothesis is accepted. It shows that occupational stress and teachers' performance are not significantly correlated. The teachers' performance is not affected by the level of occupational stress that the teachers experienced.

Table 2. Correlation Between Level of Occupational Stress of Teachers and Level of Teaching Performance

Correlations				
			Level of Occupational Stress of Teachers	Level of Teaching Performance
Spearman's rho	Level of Occupational Stress of Teachers	Correlation Coefficient	1.000	.116
		Sig. (2-tailed)		.218
		N	114	114
	Level of Teaching Performance	Correlation Coefficient	.116	1.000
		Sig. (2-tailed)	.218	
		N	114	114

No correlation was found between the level of occupational stress and teachers' performance. The obtained p-value of 0.218 is more than the 0.05 level of significance. It shows that occupational stress and teachers' performance are not significantly correlated. The teachers' performance is not affected by the level of occupational stress that the teachers experienced. This finding contradicts the result of the past research that the teachers' tension has a negative impact on their efficiency, reducing individual teacher and educational system effectiveness (Khan, Shah, Khan, & Gul, 2012).

This research study was limited by the following factors: (1) Public school teachers of Baclayon District and the respective school heads or principals; (2) Conducted only in 13 schools of Baclayon District; and (3) The researcher and the school where she belongs were not included as respondents.

CONCLUSIONS

The level of occupational stress of the teacher pointed out that they belong to the Moderately Stressed level. Role ambiguity was the highest in all the dimensions, while the least rating belonged to Physical Environment. The highest-rated item of the role ambiguity dimension is about the priorities in my job is clear to me which has a descriptive rating

of Highly Stressed. It is followed by item 7, I understand what acceptable personal behavior on my job (e.g., dress, interpersonal relations, etc.)

The two groups of respondents, namely teachers and school heads, rated the teachers' performance with a High-Performance rating. Of the six dimensions, only 1 received the Very High-Performance rating, and the five dimensions got a High-Performance rating. The highest-rated dimension belonged to Teacher-student relations of 4.2926 or Very High Performance, while efficiency and methodologies got the least rating.

On the correlation between the level of occupational stress of teachers and level of teaching performance, the result shows that occupational stress and teachers' performance are not significantly correlated. The teachers' performance is not affected by the level of occupational stress that the teachers experienced.

RECOMMENDATION

From the findings and conclusions, the following recommendations are herein provided:

1. Information and dissemination of the research findings is encouraged;
2. To address the moderate stress experienced by the teachers, most especially on role ambiguity, the roles and responsibilities assigned to the teachers must be reviewed and properly allocated;
3. Before beginning the school year, meetings and orientation regarding the allocation of assignments, tasks, and responsibilities must be conducted. In that way, the teachers will be able to work efficiently and effectively;
4. Teachers must be encouraged and motivated to complete their master's degrees and pursue post-graduate degrees. This process will help them their knowledge and skills with their job, revitalize their commitment and enhance their performance and ensure quality instruction and training;
5. Time management and organization skills through training, seminars, and workshops must be part of the school program and seminars, training, and workshops on managing stress. This will help the teachers be skillful in addressing occupational stress concerns and managing the responsibilities and tasks on their job.

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