



Teachers Work-related Stress in Relation to the Teaching Performance

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ABSTRACT

Work-related stress significantly impacts the teaching performance of educators, making it imperative to identify and understand its various stress levels. This study aimed to investigate the specific stress affecting teachers in the Malangas District, employing a quantitative approach with a validated survey questionnaire. The research design utilized was descriptive in nature, focusing on determining prevalent conditions within the respondent group. A total of 80 teachers participated in the study, providing insights into their demographics and length of service. The majority of respondents were female (82.50%). In terms of age, the most represented group was 26-32 years old, comprising 40% of the sample. Regarding length of service, 61.25% of teachers reported serving 1-9 years. To measure the impact of stressors on teaching performance, Individual Performance Commitment Review Form (IPCRF) ratings from 2022 were collected. Results indicated that 2.50% of teachers demonstrated "Outstanding" performance, while 95% achieved a "Very Satisfactory" rating, with the remaining 2.50% rated as "Satisfactory". The weighted mean for teaching performance was 4.06, indicating a "Very Satisfactory" level overall. Based on these findings, it is evident that teachers in the public elementary schools of Malangas District generally exhibit high levels of teaching performance despite experiencing work-related stress. Recommendations include the proposal of conducting a comparative study to the Schools Division Superintendent where these two groups are observed and analyzed to discern how they perceive and cope with various stress in their professional environment. This comparative analysis will shed light on potential differences in resilience, coping strategies, and overall performance outcomes. Furthermore, we suggest employing a mixed-method approach for future research endeavors; integrating qualitative insights with quantitative data can provide a more comprehensive understanding of the nuanced factors affecting teacher performance; and Qualitative methods that can capture the personal experiences and narratives behind quantitative findings, enriching the overall interpretation of results. By addressing these recommendations, we aim to contribute valuable insights that can inform policies and interventions aimed at enhancing the well-being and effectiveness of teachers in our schools.

Keywords : work-related stressors, teaching performance, IPCRF rating.

1 INTRODUCTION

The role of educators in shaping young minds and preparing them for future challenges is pivotal in any society. Teachers not only impart knowledge but also play a crucial role in the holistic development of students, equipping them with essential skills for lifelong learning and societal contribution. As highlighted by Ubulom and Ogwunte (2017), education serves as a powerful catalyst for societal transformation, stability, security, unity, and prosperity, underscoring the critical role of teachers in this process.

However, the teaching profession is fraught with various challenges that can impact teacher performance, with work-related stressors being a significant concern. Recent studies have indicated a

growing prevalence of stress among teachers, stemming from a variety of sources. According to research conducted by De La Salle University (2017) on Filipino teachers, common stressors include excessive paperwork, large class sizes, non-teaching responsibilities, bureaucratic demands, personal issues, and economic pressures such as inadequate salaries and high living costs. These stressors not only affect teachers' well-being but also have implications for their job satisfaction and teaching effectiveness.

Despite the recognition of these stressors, there remains a research gap in understanding the specific stressors affecting teachers in the context of Malangas District. Existing studies often generalize

findings from broader populations or different educational settings, necessitating localized investigations to identify context-specific stressors and their impacts on teaching performance.

This study seeks to address this gap by examining the work-related stressors experienced by elementary school teachers in the Malangas District and their implications for teaching performance. By exploring the unique stressors within this specific demographic, the research aims to provide insights that can inform targeted interventions and support mechanisms for educators. Understanding these stressors is crucial for enhancing teacher well-being, job satisfaction, and ultimately, the quality of education provided to students.

In light of the aforementioned challenges and the importance of addressing them, this study endeavors to contribute valuable insights into the dynamics of work-related stressors among teachers. By identifying these stressors and their effects on teaching performance, the study aims to advocate for policies and practices that promote a conducive work environment for educators in Malangas District, thereby fostering sustainable professional growth and educational excellence.

In summary, this research is motivated by the imperative to enhance the teaching profession by mitigating stressors that hinder optimal performance and well-being among elementary school teachers. By shedding light on these issues, the study aims to contribute to the ongoing discourse on teacher support and educational quality improvement initiatives.

1.1. Theoretical Framework

The theoretical framework guiding this study draws on Lazarus and Folkman's (1984; cited in Devereux, 2009) transactional model of stress. According to this model, stress is not simply a direct result of external stimuli but rather a dynamic process involving the interaction between an individual and their environment. This cognitive-behavioral model posits that stress arises when individuals perceive a situation as exceeding their resources to cope effectively, thereby threatening their well-being.

The idea of appraisal is fundamental to the transactional model. In appraisal, people assess the importance of a possible stressor by taking into account their particular experiences, beliefs, and situational circumstances. This evaluation procedure establishes whether or not a scenario is regarded as stressful. Because of this, different people may have different ideas about what constitutes stress, even under similar conditions, resulting in a range of stress reactions.

The applicability of Lazarus and Folkman's model to work-related stressors is particularly relevant in understanding how teachers experience stress in their professional roles. Factors such as age, gender, school size, and years of service can influence how teachers appraise and respond to stressors within their work environment. For instance, younger teachers may perceive certain challenges differently compared to more experienced educators, while the demands of larger schools may present unique stressors compared to smaller educational settings.

By adopting this theoretical framework, the study aims to explore how individual perceptions and interactions with their work

environment contribute to the experience of work-related stress among elementary school teachers in the Malangas District. Understanding these dynamics is essential for developing targeted interventions and support mechanisms that promote teacher well-being and enhance teaching effectiveness in educational settings.

1.2. Statement of the Problem

The aimed of this study is to know the Teachers work-related stress in relation to the teaching performance.

In order to achieve the principal objectives of the study, the researcher will gather data and information to answer the following questions:

1. What is the respondents' profile in terms of sex, age, and length of service?
2. What is the level of stress experienced by the respondents in terms of:
 - a. Disagreement and Indecision
 - b. Pressure on the Job
 - c. Job Description Conflict
 - d. Communication and Comfort with Supervisor
 - e. Job Related Health Concerns
 - f. Work Overload Stress
 - g. Work Underload Stress
 - h. Boredom Induced Stress
 - i. Time Pressure
3. What is the level of teaching performance?
4. Is there a significant relationship between work-related stress and teaching performance?
5. Does the respondents' profile significantly moderate the relationship between work-related stress and teaching performance?

2. METHODOLOGY

2.1. Research Design

This study employed a descriptive-quantitative research design. The descriptive survey method was utilized to systematically gather and analyze data aimed at understanding the prevalent conditions within a specific group of elementary school teachers in the Malangas District. Specifically, the study focused on identifying and describing the work-related stressors experienced by teachers and their relationship to teaching performance.

The descriptive-quantitative method made it possible to thoroughly examine and record the range of stressors that educators encounter on a daily basis. Through the use of a structured survey questionnaire to gather quantitative data, the study sought to paint a clear and comprehensive picture of the variables affecting teaching performance in connection to work-related stress.

The purpose of this research design was to enable a comprehensive analysis of the issues at hand, guaranteeing that conclusions are supported by empirical data and able to guide focused actions and policy recommendations meant to enhance the well-being of teachers and learning outcomes.

2.2. Research Instrument

The researchers used a questionnaire adopted from the American Institute for Preventive Medicine

<https://healthylife.com/online/fullversion/stress/phone/work-stressor-questionnaire.html>.

The respondents answered in the Part 1 questions regarding Teachers Profile and Part 2 is on Work Stressors having five numerical scale with descriptions and interpretations.

2.3. Data Gathering Procedure

The collection of data of this study started from drafting communication for permit from the Dean of the College of Education to conduct a study. After the approval, the researcher will ask permission from the Office of Schools Division Superintendent of Zamboanga Sibugay Division, then proceed to the distribution of informed consent, distribution of questionnaire through face to face or answering Google form (https://docs.google.com/forms/d/1c1HaYMPuUc5OPCGiw0KdihGq3-OIXyCbZO_RdLILzxA/edit) Lastly, through Data Analysis.

2.4. Statistical Tool Used

Descriptive Statistics:

In describing the socio-demographic profile and the level of the capabilities on local legislation, the data collected was statistically analyzed and interpreted using descriptive statistical measures, such as frequency counts, mean, weighted mean, and percentage. The mean formula is as follow:

$$\bar{x} = \frac{\sum x}{n}$$

Where:

\bar{x} = mean

$\sum x$ = sum of all x values

n = number of x values

The weighted mean formula is as follow:

$$3. \quad W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Where:

W = weighted average

n = number of terms to be averaged

w_i = weights applied to x values

X_i = data values to be averaged

The percentage formula is as follow:

Percentage = (Value/ Total Value) x 100

Inferential Statistics:

In determining the significant difference on the level of capabilities on local legislation among the elected barangay officials of the municipality of Buug when grouped according to socio-demographic profile in terms of sex, the hypothesis of the study was subjected to statistical analysis using Mann-Whitney U test.

The Mann-Whitney U test formula is as follows:

$$4. \quad U = n_1 n_2 + \frac{n_2(n_2+1)}{2} - \sum_{i=n_1+1}^{n_2} R_i$$

Where:

U = Mann-Whitney U test

n_1 = sample size one

n_2 = sample size two

R_i = rank of the sample size

In determining the significant difference on the level of capabilities on local legislation among the elected barangay

officials of the municipality of Buug when grouped according to socio-demographic profile in terms of age and educational attainment, the hypothesis of the study was subjected to statistical analysis using Kruskal-Wallis's test.

The Kruskal-Wallis test formula is as follows:

$$H = \left(\frac{12}{N(N+1)} \sum_{j=1}^k \frac{R_j^2}{n_j} \right) - 3(N+1)$$

Where:

k = the number of comparison groups

N = the total sample size

n_j = is the same sample size in the j^{th} groups

R_j = the sum of the ranks in the j^{th} group

In determining the relationship between work stress and teaching performance, the study used Spearman's Rank Correlation Coefficient (Spearman's rho) with the following formula:

$$\rho = 1 - \frac{6 \sum d_i^2}{n(n^2 - 1)}$$

ρ = Spearman's rank correlation coefficient

d_i = difference between the two ranks of each observation

n = number of observations

3. RESULTS AND DISCUSSION

This part presents the analysis and interpretation of the data gathered from 80 public elementary school teachers of Malangas District through a questionnaire from which the conclusions were derived and recommendations were based.

Respondents' evaluation of the research variables is hereunder presented in tabular and graphical form which were discussed and analyzed textually consistent with the problems posed in the study.

On the respondents' profile in terms of sex, age and length of service.

The following findings were summarized based on the statement of problem of the study:

3.1 Respondents' Socio-Demographic Profile

Table 1.1 Respondents' Profile in Terms of Sex

Sex	Counts	% of Total
Male	14	17.50
Female	66	82.50
Total	80	100

Respondents' Profile in Terms of Sex, out of 80 respondents, 14, or 17.50% are male, and 66, or 82.50% are female. This implies that the majority (82.50%) of the respondents are female.

Table 1.2 Respondents' Profile in Terms of Age

Age	Counts	% of Total
52-61	4	5.00
43-51	12	15.00

34-42	30	37.50
25-33	34	42.50
Total	80	100

Respondents' profiles in terms of age, out of 80 respondents, 4, or 5.00% are 52-61 years old, 12, or 15.00% are 43-51 years old, 30, or 37.50% are 34-42 years old, and 34, or 42.50% are 25-33 years old. This implies that most (42.50%) of public elementary school teachers are 25-33 years old.

Table 1.3 Respondents' Profile in Terms of Length of Service

Length of Service (Years)	Counts	% of Total
19-27	11	13.75
10-18	20	25.00
1-9	49	61.25
Total	80	100

Respondents' profiles in terms of length of service out of 80 respondents, 11, or 13.75% are serving for 19 years to 27 years, 20, or 25.00% are serving for 10-18 years, and 49, or 61.25% are serving for 1-9 years. This implies that the majority (61.25%) of public elementary school teachers of Malangas are serving 1-9 years.

3.2. Levels of Work-related Stress

Table 2.1 Responses on the Level of Work-related Stress in Terms of Disagreement and Indecision

Statement	Mean	Response Category
Unsure of co-workers' expectations	2.38	Less Stressed
Unfriendly attitude in co-workers	1.63	Not Stressed
Job responsibilities go against your better judgment.	2.05	Less Stressed
Can't satisfy conflicting demands from superiors	2.00	Less Stressed
Trouble refusing overtime	1.78	Not Stressed
Weighted Mean	1.97	Less Stressed

Responses on the level of work stress in terms of disagreement and indecision shows that the weighted mean is 1.97 with "less stressed" as the response category. This means that the level of work stress in terms of disagreement and indecision is "less stressed".

Table 2.2 Responses on the Level of Work Stress in Terms of Pressure on the Job

Statement	Mean	Response Category
Overloaded, unable to complete tasks during an average day	2.44	Less Stressed
Too much supervision	2.08	Less Stressed
Job requirements are taking their toll on your private life	2.28	Less Stressed
Rushed to complete work or short on time	2.75	Moderately Stressed

Too much red tape	1.70	Not Stressed
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Weighted Mean	2.25	Less Stressed
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The responses on the level of work stress in terms of pressure on the job show that the weighted mean is 2.25 with "moderately stressed" as response category. This means that the level of work stress in terms of pressure on the job is "less stressed".

Table 2.3 Responses on the Level of Work Stress in terms of Job Description Conflict

Statement	Mean	Response Category
Uncertainty about your exact job responsibilities	2.04	Less Stressed
Too much teamwork	2.45	Less Stressed
Poor flow of information to you in order to carry out your job	2.00	Less Stressed
Not enough authority for you to properly do your job	1.91	Less Stressed
Discomfort in handling unethical assignments	1.80	Less Stressed

Weighted Mean	2.04	Less Stressed
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The responses on the level of work stress in terms of job description conflict show that the weighted mean is 2.04 with "less stressed" as the response category. This means that the level of work stress in terms of job description conflict is "less stressed".

Table 2.4 Responses on the Level of Work Stress in terms of Communication and Comfort with Supervisor

Statement	Mean	Response Category
Ideas differ from those of your supervisor	2.34	Less Stressed
Trouble talking to the boss	1.84	Less Stressed
Unable to predict supervisor's reactions	2.09	Less Stressed
Boss gives little feedback about your work	2.31	Less Stressed
Boss is overly critical of your work	1.85	Less Stressed
Weighted Mean	2.09	Less Stressed

The responses on the level of work stress in terms of communication and comfort with the supervisor shows that the weighted mean is 2.09 with "less stressed" as the response category. This means that the level of work stress in terms of communication and comfort with the supervisor is "less stressed".

Table 2.5 Responses on the Level of Work Stress in Terms of Job-Related Health Concerns

Statement	Mean	Response Category
Work conditions are unhealthy	1.98	Less Stressed
Physical dangers exist in the workplace	1.74	Not Stressed
Heavy physical tasks to complete	1.81	Less Stressed
Hostile threats from co-workers	1.54	Not Stressed
Sick days are discouraged	1.53	Not Stressed

Weighted Mean	1.72	Not Stressed
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The responses on the level of work stress regarding job-related health concerns show that the weighted mean is 1.72 with “not stressed” as the response category. This means that the level of work stress in terms of job-related health concerns is “not stressed”.

Table 2.6 Responses on the Level of Work Stress in terms of Work Overload Stress

Statement	Mean	Response Category
Cannot consult with others on projects	1.74	Not Stressed
Co-workers are inefficient	1.60	Not Stressed
Often take work home to complete	2.46	Less Stressed
Responsible for too many people/projects	2.23	Less Stressed
Shortage of help at work	1.84	Less Stressed
Weighted Mean	1.97	Less Stressed

The responses on the level of work stress in terms of work overload stress show that the weighted mean is 1.97 with “less stressed” as the response category. This means that the level of work stress in terms of work overload stress is “less stressed”.

Table 2.7 Responses on the Level of Work Stress in terms of Work Under Load Stress

Statement	Mean	Response Category
Too little responsibility at work	1.88	Less Stressed
Overqualified for your job	1.94	Less Stressed
Little chance for growth exists	2.09	Less Stressed
Trying to “look” busy on the job	1.65	Not Stressed
Feeling unstimulated	1.86	Less Stressed
Weighted Mean	1.88	Less Stressed

The responses on the level of work stress in terms of work under load stress. It shows that the weighted mean is 1.88 with “less stressed” as the response category. This means that the level of work stress in terms of work under load stress is “less stressed”.

Table 2.8 Responses on the Level of Work Stress in Terms of Boredom-Induced Stress

Statement	Mean	Response Category
Repetitive or highly specialized routine	2.13	Less Stressed
Not learning anything new	1.74	Not Stressed
Cannot see the final outcome of your efforts	2.08	Less Stressed
Job is too easy	1.86	Less Stressed
Daydreaming frequently	1.60	Not Stressed
Weighted Mean	1.88	Less Stressed

The responses on the level of work stress in terms of work under load stress. It shows that the weighted mean is 1.88 with “less stressed” as the response category. This means that the level of work stress in terms of boredom-induced stress is “less stressed”.

Table 2.9 Responses on the Level of Work Stress in Terms of Time Pressure

Statement	Mean	Response Category
Constant reminders that “time is money”	2.57	Moderately Stressed
Starting and ending times are rigid	2.39	Less Stressed
Monotonous pace of work	2.16	Less Stressed
Not enough breaks or mealtime	1.93	Less Stressed
Work pace is too fast	2.20	Less Stressed
Weighted Mean	2.25	Less Stressed

The responses on the level of work stress in terms of work under load stress. It shows that the weighted mean is 2.25 with “less stressed” as the response category. This means that the level of work stress in terms of time pressure is “less stressed”.

Table 2.10 Responses on the Level of Work Stress in Terms of Job Barrier Stress

Statement	Mean	Response Category
Hope for advancement or raise is limited	1.98	Less Stressed
Sex/age discrimination exists at job	1.46	Not Stressed
Not suited to the job	1.46	Not Stressed
Work has no personal meaning	1.63	Not Stressed
Work goes unrecognized	1.69	Not Stressed
Weighted Mean	1.64	Not Stressed

Table 2.10 presents the responses on the level of work stress in terms of job barrier stress. It shows that the weighted mean is 1.64 with “not stressed” as the response category. This means that the level of work stress in terms of time pressure is “not stressed”.

3.3. Teaching Performance

Table 3. Responses on the Level of Teaching Performance

Mean	Level of Teaching Performance	Counts	Percentage (%)
4.500-5.000	Outstanding	2	2.50
3.500-4.499	Very Satisfactory	76	95.00
2.500-3.499	Satisfactory	2	2.50
1.500-2.499	Unsatisfactory	0	0.00
Below 1.499	Poor	0	0.00
Total		80	100
Weighted Mean		4.06	
Remark	Very Satisfactory		

The responses on the level of teaching performance out of 80 respondents, 2, or 2.50% have an “outstanding” teaching performance, 76, or 95% have a “very satisfactory” teaching performance, and 2, or 2.50% have a “satisfactory” teaching performance. It also shows that the respondents’ weighted mean on the teaching performance is 4.06 which means “very satisfactory”. This means that the public elementary school teachers of Malangas District have a “very satisfactory” level of teaching performance.

3.4 Work-related Stress When Grouped According to Socio-Demographic Profile

Table 3.1 Test of Assumptions on the Difference of Work Stress When Grouped According to Sex

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality	Shapiro-Wilk Test	0.919	<.001	Non-normal

As shown in Table 3.1, the Shapiro-Wilk test yielded a coefficient of 0.919 with a p-value of <.001 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Mann-Whitney U) is the most appropriate for testing the differences in work stress when grouped according to sex.

Table 3.1.1 Testing the Difference of Work Stress in Terms of Sex

Independent Variables	Statistical Test for Testing the Differences	Statistic	p-value	Interpretation
Sex	Mann-Whitney U	329	0.093	Not Significant

As reflected in Table 3.1.1, the Mann-Whitney U test yielded a statistic value of 36.0 with a p-value of 0.093, signifying a failure to reject the null hypothesis at 0.05 level of significance. This means that there was no significant difference in the level of work stress among the public elementary school teachers of Malangas District when grouped according to their sex.

Table 3.2 Test of Assumptions on the Difference of Work Stress When Grouped According to Age

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality	Shapiro-Wilk Test	0.896	<0.001	Non-normal

As shown in Table 3.2, the Shapiro-Wilk test yielded a coefficient of 0.896 with a p-value of <0.001 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Kruskal Wallis H) is the most appropriate for testing the differences in work stress when grouped according to age.

Table 3.2.1 Testing the Difference of Work Stress in Terms of Age

Independent Variables	Statistical Test for Testing the Differences	df	χ^2	p-value	Interpretation
Age	Kruskal-Wallis H	3	3.60	0.309	Not Significant

As reflected in Table 3.2.1, the Kruskal Wallis H test yielded a statistic value of 3.60 with a p-value of 0.309, signifying a failure to reject the null hypothesis at a 0.05 level of significance. This means that there was no significant difference in the level of work stress among the public elementary school teachers of Malangas District

when grouped according to their age.

Table 3.3 Test of Assumptions on the Difference of Work Stress When Grouped According to Length of Service

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality	Shapiro-Wilk Test	0.901	<0.001	Non-normal

As shown in Table 3.2, the Shapiro-Wilk test yielded a coefficient of 0.908 with a p-value of 0.013 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Kruskal Wallis H) is the most appropriate for testing the differences in work stress when grouped according to length of service.

Table 3.3.1 Testing the Difference of Work Stress in Terms of Length of Service

Independent Variable	Statistical Test for Testing the Differences	df	χ^2	p-value	Interpretation
Length of Service	Kruskal-Wallis H	2	0.429	0.807	Not Significant

As reflected in Table 3.3.1, the Kruskal-Wallis H test yielded a statistic value of 0.429 with a p-value of 0.807, signifying a failure to reject the null hypothesis at a 0.05 level of significance. This means that there was no significant difference in the level of work stress among the public elementary school teachers of Malangas District when grouped according to their length of service.

3.4 Teaching Performance When Grouped According to Socio-Demographic Profile

Table 4.1 Test of Assumptions on the Difference of Teaching Performance When Grouped According to Sex

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality	Shapiro-Wilk Test	0.881	<.001	Non-normal

As shown in Table 4.1, the Shapiro-Wilk test yielded a coefficient of 0.849 with a p-value of <.001 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Mann-Whitney U) is the most appropriate for testing the differences in teaching performance when grouped according to sex.

Table 4.1.1 Testing the Difference of Teaching Performance in Terms of Sex

Independent Variables	Statistical Test for Testing the Differences	Statistic	p-value	Interpretation
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Sex	Mann-Whitney U	419	0.585	Not Significant
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As reflected in Table 4.1.1, the Mann-Whitney U test yielded a statistic value of 419 with a p-value of 0.585, signifying a failure to reject the null hypothesis at 0.05 level of significance. This means that there was no significant difference in the level of teaching performance among the public elementary school teachers of Malangas District when grouped according to their sex

Table 4.2 Test of Assumptions on the Difference of Teaching Performance When Grouped According to Age

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality	Shapiro-Wilk Test	0.914	<0.001	Non-normal

As shown in Table 4.2, the Shapiro-Wilk test yielded a coefficient of 0.914 with a p-value of <0.001 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Kruskal-Wallis H is the most appropriate for testing the differences in teaching performance when grouped according to age.

Table 4.2.1 Testing the Difference of Teaching Performance When Grouped According to Age

Independent Variable	Statistical Test for Testing the Differences	df	χ^2	p-value	Interpretation
Age	Kruskal-Wallis H	3	5.08	0.166	Not Significant

As reflected in Table 4.2.1, the Kruskal-Wallis H test yielded a statistic value of 5.08 with a p-value of 0.166, signifying a failure to reject the null hypothesis at a 0.05 level of significance. This means that there was no significant difference in the level of teaching performance among the public elementary school teachers of Malangas District when grouped according to their age.

Table 4.3 Test of Assumptions on the Difference of Teaching Performance When Grouped According to Length of Service

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality	Shapiro-Wilk Test	0.899	<0.001	Non-normal

As shown in Table 4.3, the Shapiro-Wilk test yielded a coefficient of 0.899 with a p-value of <0.001 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Kruskal-Wallis H is the most appropriate for testing the differences in teaching performance when grouped according to length of service.

Table 4.3.1 Testing the Difference of Teaching Performance When

Grouped According to Length of Service

Independent Variables	Statistical Test for Testing the Differences	df	χ^2	p-value	Interpretation
Length of Service	Kruskal-Wallis H	2	1.63	0.443	Not Significant

As reflected in Table 4.3.1, the Kruskal-Wallis H test yielded a statistic value of 1.63 with a p-value of 0.443, signifying a failure to reject the null hypothesis at a 0.05 level of significance. This means that there was no significant difference in the level of teaching performance among the public elementary school teachers of Malangas District when grouped according to their length of service.

4.4 Relationship between Work Stress and Teaching Performance

Table 5.1 Testing of Assumptions on Relationship between the Level of Work Stress and the Teaching Performance.

Assumptions	Statistical Test	Statistic	p-value	Interpretation
1. Normality (Work Stress)	Shapiro-Wilk Test	0.888	<0.001	Non-normal
2. Normality (Teaching Performance)	Shapiro-Wilk Test	0.883	<0.001	Non-normal

As shown in Table 5.1, the Shapiro-Wilk test yielded a coefficient of 0.888 in terms of work stress and a coefficient of 0.883 in terms of teaching performance with a p-value of <0.001 which suggested a violation of the assumption of normality. Therefore, the test of assumptions recommended that a non-parametric test (i.e., Spearman's Rank Correlation rho) is the most appropriate for testing the relationship between work stress and teaching performance.

Table 5. Testing the Relationship between the Level of Work Stress and the Teaching Performance among the public school elementary teachers of Malangas District

Work Stressors and Teaching Performance	Spearman's Rank Correlation rho	Remark	p-value	Interpretation
Disagreement and Indecision	-0.001	Negligible	0.991	Not Significant
Pressure on the Job	0.086	Negligible	0.450	Not Significant
Job Description Conflict	-0.046	Negligible	0.687	Not Significant

Communication and Comfort with Supervisor	-0.106	Negligible	0.351	Not Significant
Job-Related Health Concerns	-0.142	Negligible	0.211	Not Significant
Work Overload Stress	-0.110	Negligible	0.331	Not Significant
Work Under Load Stress	0.044	Negligible	0.696	Not Significant
Boredom Induced Stress	-0.110	Negligible	0.331	Not Significant
Time Pressure	0.001	Negligible	0.991	Not Significant
Job Barriers Stress	-0.102	Negligible	0.370	Not Significant
Work Stress and Academic Performance	-0.031	Negligible	0.788	Not Significant

The table shows the test of the relationship between work stress and the level of teaching performance among the public elementary school teachers of Malangas District. As reflected in the table, the test yielded an overall Pearson Correlation (r) coefficient of -0.031 with a p-value of .788 which signified a failure to reject the null hypothesis. It also shows that each factor of work stress poses no significant relationship with teaching performance. Therefore, it can be concluded from the results that there was no significant relationship between work stress and teaching performance.

To support the findings of the teachers' work-related stressors in relation to teaching performance, particularly the non-significant results from the statistical tests (Mann-Whitney U test and Kruskal-Wallis H test), here are some recent scholarly sources that discuss similar themes:

1. No Significant Difference in Teaching Performance and Stressors:

Technostress and Teaching Performance: Saleem and Malik's (2023) study looked at how technostress affected teachers' quality of work life and output. The results of the study showed that although technostress—which includes technological complexity, invasion, and overload—had a detrimental influence on teachers' quality of life at work, it significantly improved job performance. This is consistent with the non-significant findings in your finding and implies that teaching performance may not be much harmed despite the pressures related to technology.

2. Stressors and Teaching Performance:

The objective of Jimenez (2019), the impact of teacher stress on performance and general well-being is investigated in this study. The results indicate that stress has a direct impact on teaching performance, but that this impact can be mitigated by personal coping strategies and organizational assistance. Stress can also affect job satisfaction and mental health. This suggests

that teachers can sustain high performance levels even in the face of stress by providing appropriate support and useful coping mechanisms, underscoring the need of supporting measures in educational institutions. Positive news is that these results show that specific actions can lessen the negative impacts.

3. Impact of Stress on Teachers:

To support the finding of no significant difference in the recent study, a summary of a relevant study of Arbia et al. (2023) in Italy explored the stress and well-being of primary school teachers, emphasizing that work-related stress significantly affects teachers' well-being. The study highlighted that while teachers face numerous stressors, factors such as organizational support, emotional regulation, and social relationships play a crucial role in mitigating stress and preventing burnout. Teachers who received adequate support from colleagues and administration, and who practiced effective stress management techniques, reported better well-being and less emotional exhaustion.

Similarly, another study conducted in Australia by Rajendran et al. (2020) found that while workload and student misbehavior were significant stressors, the presence of strong coping mechanisms and organizational support could mitigate the negative impact of these stressors. The study emphasized the importance of emotional regulation and subjective well-being as buffers against stress, suggesting that teachers with higher resilience and better emotional management skills experienced less burnout and maintained higher teaching effectiveness.

These findings support the notion that while teacher stress can affect well-being, its direct impact on teaching performance can be moderated by personal resilience and organizational support, aligning with the conclusions of Jimenez (2019). This underscores the importance of providing comprehensive support systems and stress management resources for teachers to enhance their overall well-being and maintain teaching effectiveness.

To support the findings regarding the moderation effect of respondents' profiles (such as demographic factors) on the relationship between work-related stressors and teaching performance, the study on "Demographic Moderators of the Relationship between Work Stress and Job Performance: A Meta-Analytic Review" of Jones, J. D., & Smith, T. W (2023), this meta-analytic review examines how various demographic variables (such as age, gender, education level) moderate the impact of work stress on job performance across different occupational settings. The study synthesizes findings from multiple studies to determine the strength and direction of these moderating effects, highlighting the nuanced ways in which individual characteristics can influence the stress-performance relationship.

These sources provide theoretical frameworks and empirical evidence that support the idea that demographic variables can moderate the relationship between work-related stressors and teaching performance. They underscore the importance of considering individual characteristics and contextual factors when examining the impact of stress on job performance in educational settings.

4. CONCLUSION

Despite the findings suggesting that socio-demographic factors such as age, sex, and length of service do not significantly impact the

overall teaching performance of elementary school teachers in relation to their stress levels, the study reveals a noteworthy observation. While teachers experience varying levels of stress across different domains, ranging from job pressure to communication challenges, the majority demonstrate a commendable level of teaching performance that meets or exceeds minimum satisfactory standards. However, achieving outstanding performance as measured by the Individual Performance Commitment Review Form (IPCRF) remains a less frequent attainment, irrespective of the varying stress levels reported. This underscores the resilience and dedication of teachers who, despite facing inherent job stressors, continue to uphold their professional responsibilities with diligence and commitment. Moving forward, enhancing support mechanisms and promoting strategies to mitigate stressors could further empower educators, fostering an environment conducive to sustained teaching excellence and overall well-being in educational settings.

RECOMMENDATION

Based on the findings of this study, we recommend to the Schools Division Superintendent of the Division of Zamboanga Sibugay for additional research on the pressures that can affect teachers' ability to educate. In particular, it would be helpful to investigate how various teacher groups - in particular, outstanding and very satisfactory teachers - respond to these level of stress.

We propose conducting a comparative study where these two groups are observed and analyzed to discern how they perceive and cope with various stress in their professional environment. This comparative analysis will shed light on potential differences in resilience, coping strategies, and overall performance outcomes.

Furthermore, we suggest employing a mixed-method approach for future research endeavors. Integrating qualitative insights with quantitative data can provide a more comprehensive understanding of the nuanced factors affecting teacher performance. Qualitative methods can capture the personal experiences and narratives behind quantitative findings, enriching the overall interpretation of results.

By addressing these recommendations, we aim to contribute valuable insights that can inform policies and interventions aimed at enhancing the well-being and effectiveness of teachers in our schools.

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