

Comprehending The Effects of Work-Related Stress in Teachers' Teaching Learning Performance

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Abstract- This research assessed the causes of teaching – learning stress and its effects of teachers professional and performance in Bayawan City Division, Province of Negros Oriental, during School Year 2024 - 2025 as basis for stress strategic intervention plan. There are three (3) school heads and eighty-three (83) teaching staff as respondents. The study used a descriptive-correlational method, the quantitative-qualitative approaches This study utilized a researcher-adapted and modified instruments. The questionnaire is divided into four parts. The first part of the questionnaire dealt with the relevant information as to school heads/teachers followed by the level of stress related to multi-tasking responsibilities then extent of teachers' stress, performance level of teacher capability and lastly is the interview guide. As to the findings, the level of stress related causes of teaching to multi-tasking learning responsibilities are the reflected results in Multi-tasking teaching in terms of behavior, frequent cause of stress among teachers described as Often. As to teacher/administrator relations highlighted that teachers sometimes experience stress from administrative relationships, interpersonal conflict with administrators is relatively low demands beyond teachers' capacity as a key stressor. As to the parent/teacher relations frequent stress factors reflected. Parents' lack of engagement also contributes to teachers' frustration. On time management it is a major stressor for teachers. On the Documenting Activities documentation tasks represent an extremely heavy workload. The highest source of pressure is the lack of adequate resources and support. Teachers' capability of performance is high. Content knowledge and pedagogy teachers possess a very high level of capability. On the significant correlation between the level of stress related factors and teachers' performance, there is a strong correlation between stress-related factors and performance. It is significant correlation between the level of stress related factors and teachers' performance. it is recommended that the output of the study be considered for recognition of stress strategic intervention plan.

Keywords: Administration and Supervision, Work Related Stress, Descriptive Design, Teaching Performance, Bayawan City, Negros Oriental, Philippines.

I. INTRODUCTION

Rationale of the Study

The teaching profession is extremely vulnerable to burnout. In 2024, major factors contributing to teacher stress in the Philippines included a heavy workload, excessive paperwork, inadequate salaries, large class sizes, and disruptive student behavior. Teachers also reported issues with lack of administrative support, slow career advancement, and insufficient classroom resources. These stressors negatively impact teachers' well-being and job performance, leading to burnout, exhaustion, and frustration. Work related stress in teaching had been a topic that received increasing attention to every school administration and the teachers. Teachers mostly devoted their time at school meeting the huge volume of work. This was oftentimes the common complaint of the teachers since they had no time for leisure activities and family. As experienced by the researcher himself, teacher even forgot to care about oneself that sometimes made them sick physically and suffer emotionally due to stressful works in school. Their health was even taken for granted; they developed forgetfulness that having a good health was their prior instrument for them to persist rendering their quality service. In other words, the success of an educational program of the school depended largely upon the effective way of the teacher's performance.

Teachers were the medium and instrument who provide knowledge, instruction, direction and meaning to all the activities of the school. Besides, among all of the different jobs, learning and growing opportunities available in a teaching profession might lead to unhealthy levels of workplace stress which hinder teacher's ways to socialize, perform what is expected, and achieve organizational goals. Recognizing the sources of stress, its effects, and symptoms was important in preventing it from becoming unmanageable or debilitating in work. Sittie Ainie M. Azis*, Carlito A. Abarquez, 2024..

Burnout is a rising global epidemic (Abramson, 2022; Fontes, 2020; Răducu & Stănculescu, 2021), and everyone is vulnerable to burnout at some point in their work life. Recent studies of human service professionals have reported that teachers are the most vulnerable workforce to burnout (Alsalhe et al., 2021; Beames et al., 2022; Tandler et al., 2019; Teles et al., 2020; Weißenfels et al., 2022). They are the largest occupational category, numbering 94 million teachers globally (Campbell, 2021).

As per the findings of the UNESCO Institute of Statistics (UIS, 2020), there is a need for an additional 69 million teachers by 2030 to reduce the gap (Molina, 2022). It is defined as fatigue or dissatisfaction caused by professional relationships that have failed to provide predictable results (Pfeifle, 2021). It is also characterized by a loss of positive attitude, engagement, and devotion to one's work (Angelini et al., 2021), causing nonattendance and engendering inclinations to quit. Teachers' burnout is a physical and mental malaise (Iriarte Redín & Erro-Garcés, 2020; Tapp, 2021) ranging from anxiety and depression to cardiovascular diseases and death (Miller, 2022). Persistent stress and burnout in teachers can have a wide range of negative impacts on students, schools, and the broader educational system (Saloviita & Pakarinen, 2021). The factors that affect teachers' burnout were widely studied in the literature (Benita et al., 2019; Guseva Canu et al., 2021; UNESCO, 2020) prior to the COVID19 pandemic. Stressors are situations experienced as a perceived threat to one's well-being or position in life, especially if the challenge of dealing with the threat exceeds a person's perceived available resources (Scott, 2021). Numerous stress factors are associated with teachers' burnout, and the relationships between these issues are complex. Since 1980, numerous studies have stated that exogenous workplace and endogenous personal factors can influence the extent and severity of burnout symptoms (Khammissa et al., 2022).

This research aims to know and deal with the effects of work-related stress on teachers' well-being and its influence on teachers' performance. The high incidence of work-related stress among teachers and the specific stressors they face need an in-depth investigation to create real support schemes that can improve teacher performance and aid students succeed academically.

Theoretical Background

This study was anchored on the following legal bases and theories: The Person-Environment (PE) fit theory as cited by Milliman, Gatling, & Bradley-Geist (2017) premise that people flourish in work settings that are compatible with their skills, interests, values, and other characteristic. If you work in an optimally compatible environment, all sorts of good things happen, such as improved work attitude, performance, and less stress. On the person side, characteristics may include interests, preferences, status of public-school teachers, their living and working and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications. So basically, teachers are given freedom to promote and improve their social aspects and their life itself. A certain activity which helps in reducing stress from their job are given way so teachers can have diversion and release the pressure from a whole day work.

Lazarus' Transactional Theory of Stress and Coping, cited in Janse, B. (2012), is a framework which focuses on assessments to evaluate damages, threats, and challenges. Stress is experience in different ways which include feelings, thoughts, behavior, and emotions. The level of stress a person experience depends on how the situation is perceived. It is not the stressor that causes stress but a person's perception of it. When people with potentially stressful, engage in a cognitive process that involves assessment. Coping follows on from the assessment described above and can affect a change in the relationship between a person and their environment, or the level of emotional stress they are experiencing.

Theory of the Transactional Model build upon the interaction between individual and their environment, but provide an additional focus on the underlying psychological and physiological mechanisms which underpin the overall process. The theory was originally developed by Richard S. Lazarus and Susan Folkman, two individuals who wanted to delve further into why stress is such a prevalent issue in many species' lives. According to the two authors, stress is an event that every person deals with on a daily basis. In fact, humans aren't the only species to deal with stress.

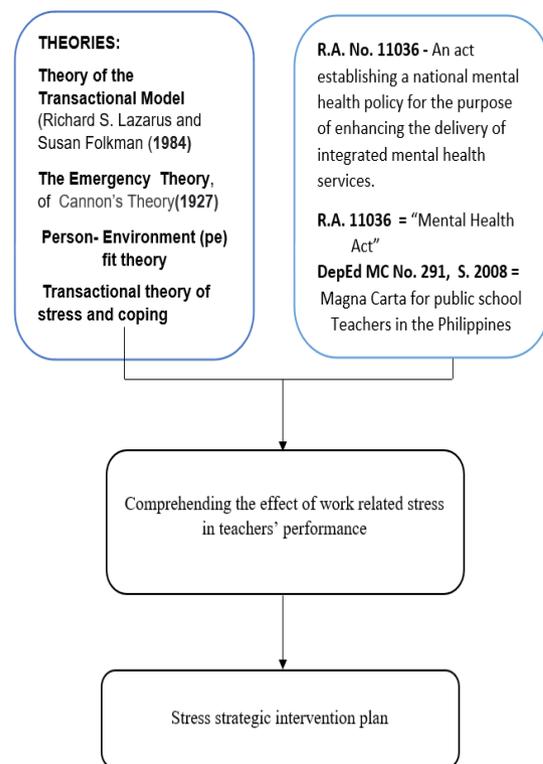
In its Primary Appraisal there is analysis as to whether or not a particular situation is something that effects people personally or as to whether the situation is significant enough to stress over, after then a person will figure as to what available resources one can use in coping with the given situation. Some will be able to cope with stress positively while others unfortunately will be driven by negative coping skills.

This theory essentially explains the transaction relating to stress, that stress is between the person and the environment. Depending on the amount of demands that a person is confronted with and the amount of resources that they have to deal with the demands, stress may either be in abundance or avoided entirely. Every human being has set of coping skills, but more often than not, among workers it is the working environment that has big influence on them getting stress, and when they got stressed it is also the working environment that gets affected as the result of the stress acquired by the worker. This is being supported by the emergency theory, of Cannon's theory, theorist Philip Bard . This theory is quite the opposite of what James and Lange proposed. According to theorist Walter Cannon, emotion in response to stress can actually occur even when the bodily changes are not present. Cannon said that the visceral or internal physiologic response of one's body is more slowly recognized by the brain as compared with its function to release emotional response. He attempted to prove his theory by means of creating the so-called "decorticated cats", wherein the neural connections of the body are separated from the cortex in the brain of the cats. When faced with a stressful response, the decorticated cats showed emotional behavior which meant feelings of aggression and rage. This emotion was then manifested by bodily changes such as baring of teeth, growling and erect hair.

Cox and Mackay (1976) suggested that the stress is the result of a dynamic interaction between the individual and the environment. The individual's cognitive assessment of the perceived demands made on the worker and their perceived capability, skills and resources to deal with those demands. That is, stress results when the perceived demands outweigh the perceived capability of the workers. However, what an individual finds or perceives to be stressful can vary both between and within individuals (Probst, 2010). In this way any aspect of the work

environment can be perceived as a stressor. In some manner psychosocial hazards are also taken into account for. The cognitive assessment by the worker of the perceived demands and capabilities can be influenced by a number of factors: personality, situational, demands, coping skills, previous experiences and any current stress state already experienced.

This model acknowledges that stress can manifest physiologically, psychologically, behaviorally and socially with detrimental consequences to both the individual, and the organization. Research indicates that the relationship between psychosocial hazards and health outcomes is mediated by a variety of factors; transactional model accounts for the complex relationship by acknowledging individual



Theoretical Framework

Figure 1

variation and differences in the stress process. So every human person coping mechanisms vary as to how one's self reacts to certain stressors in life and the help factor in the workplace in the case of teachers can influence much in the healing process.

A legal bases is also used of this research work. This study is also anchored on the law that stressed the general welfare of Filipinos especially teachers, with regards to mental health. Republic Act No. 11036 an act establishing a national mental health policy for

the purpose of enhancing the delivery of integrated mental health services, promoting and protecting the rights of persons utilizing psychiatric, neurologic and psychosocial health services, appropriating funds therefor, and for other purposes. It is in this law that teachers should and have the right to seek help whenever stress disturbed their performance and job satisfaction already. Thus, a disturbed teacher cannot and will not deliver a meaningful teaching-learning process to their clientele.

The Philippine Mental Health Law or Republic Act (RA) 11036 promotes the importance of mental health in workplaces. Daily strategies like staying positive, clean the house, paint/ draw, cook a meal, do yoga, drink tea, talking with friends are some skills that we could do to manage both positive and negative external situations. However, many people with mental health problem do not know how to manage these events, particularly if it is a negative event.

Department of Education made some guidelines on working hours for public school teachers; this is under DepEd Memo. No. 291, s. 2008 entitled: Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers. It is stated that public school teachers are not exempt from the eight-hour workday provided for in R.A No. 1880; the limitation given in R.A No.4670 pertains to the time devoted to actual classroom teaching which shall not exceed six (6) hours a day and the remaining two (2) hours of work to complete the required eight-hour workday may be spent within or outside the school premises subject to the guidelines of the Secretary of Education.

The researchers aim to determine the factors affecting stress of the teachers in relation to their performance in their job. He hopes to formulate suggested stress strategic intervention plan.

THE PROBLEM

Statement of the Problem

This research assessed the causes of teaching – learning stress and their effects on teachers professional and performance in the Public Elementary Schools, Bayawan City Division, Province of Negros Oriental, during School Year 2024 - 2025 as basis for stress strategic intervention plan.

Specifically, this study answered the following questions.

1. What is the profile of school heads and teachers in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 length of service;;
 - 1.4 highest educational attainment;
 - 1.5 relevant trainings and seminars attended?
2. As perceived by the respondent groups, what is the level of stress related causes of teaching – learning responsibilities as to:
 - 2.1 multi-tasking
 - 2.1.1 teaching; and
 - 2.1.2 documenting activities?
 - 2.2 work related factors
 - 2.2.1 demands;
 - 2.2.2 control;
 - 2.2.3 relationship; and
 - 2.2.4 role?
3. As perceived by the respondents groups, what is the level of teachers’ performance in content knowledge and policy
4. Is there a correlation between the level of stress related factors and teachers’ performance?
5. What are the issues and concerns experienced by the teachers work related to stress and performance?
6. Based on findings, what stress strategic intervention plan can be developed?

Statement of Null Hypothesis

HO2: There is no a correlation between the level of stress related factors and teachers’ performance

Significance of the Study

The findings of this study sought to provide significant contributions to the following:

Department of Education. Mental health of teachers and other school personnel awareness provided them a chance to improve their skills in the documenting activities and some other related stress factors.

Curriculum Makers. This would motivate them to design and implement curriculum that is reflective both the student’s and teacher’s general welfare and must at all times consider the mental and professional fitness of the teachers as they are the perceived to be the captain in realizing the designed curriculum.

DepEd Officials. This study gave an idea to our Deped officials in upgrading our educational mandates to come up with policies relating to stress management.

School Administrators. The school administrators considered their teachers' needs and helped handle up with their stress. Organizing teachers and non-teaching personnel teamwork pondered smooth relationships.

Principal. This study helped the principal evaluate the existing programs of activities and consider the areas of concern that subsidize to the stressor of teachers related to multi-tasking teaching responsibilities. The result of this study provided them with various ways and means of developing innovativeness in documenting activities related to multi-tasking teaching responsibilities.

Teachers. These explored possible strategies to cope with the stress directly related to their specific work environment to meet the common goals.

Learners. This was beneficial to them in a way that this may create in them an awareness about the needed to cultivate sense of responsibility and focus in their studies so not increase the stress level of their teachers who has high influence in their educational success.

Community. Served and gave intuition to mentors in education relative to school principals' stress management.

Researcher. It gave her an utmost happiness of having proved her worth as candidate under the masters' degree program, while findings of this research lead her in concretizing her claims that the teachers in the Philippines needs an authentic and strong mental and professional fitness to best deliver their expected services to their clientele.

Future researchers. This study gave an idea to do more research related to the study conducted.

II. RESEARCH METHODOLOGY

This section presented the research design, flow of the study, research environment, respondents of the study, instrumentation, data gathering procedures, statistical treatment of data and scoring procedure. This research was designed to collect data in order to provide comprehensive responses to the research questions as reflected in this study.

Design

The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research made used of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative data collection methods entered on the quantification of relationships between variables. Quantitative data gathering instruments establish relationship between measured variables. When these methods were used, the researcher was usually detached from the study and the final output was context free.

Qualitative data was concern with non-statistical methods of inquiry and analysis of social phenomena. It drawn an inductive process in which themes and categories emerge through analysis or data collected by such techniques such as interviews. Samples wer usually small and were often purposively selected. Qualitative research used detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study.

Flow of the Study

The inputs included the socio-demographic profile and their stress level towards multi-tasking teaching responsibilities. and occupational stress related factors.

The process analyzed the data to determine the level of stress related to multi-tasking responsibilities in teaching and documenting activities and occupational stress related factors of the schools under study. The data were gathered and tabulated, analyzed, computed, and evaluated to determine the stress level of the respondents.

The output of this study was stress strategic intervention plan.

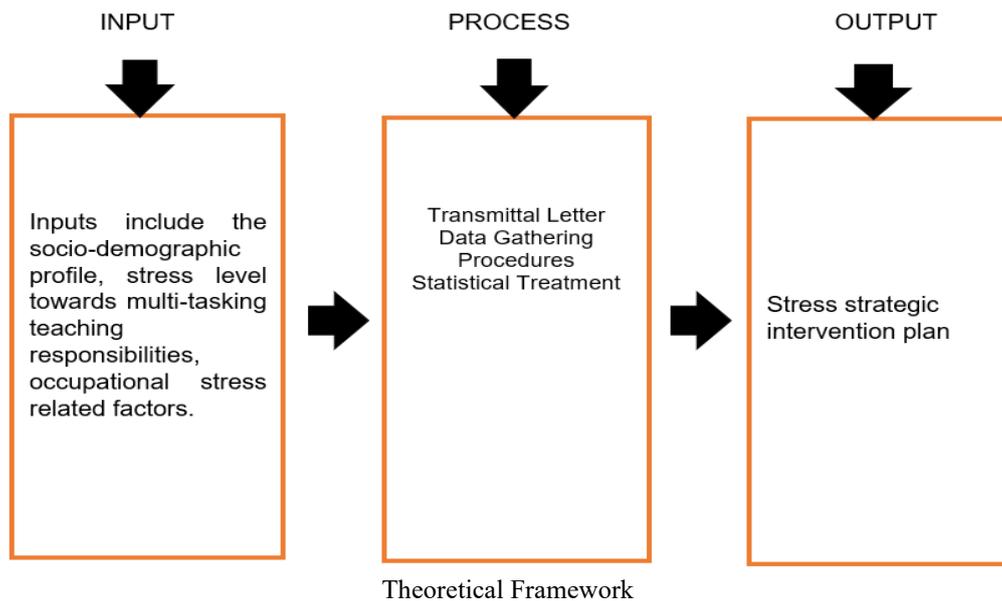


Figure 2

Environment

Tayawan Elementary School was one of the hinterland schools located Northwest of Bayawan City, largest in terms of land area and more or less 24 kilometers away from the Division Office. It can be reached by either jeepney, motorcycle or any 4 – wheeled vehicles.

The school site had an area of more or less 23,726 sq. meters which was previously owned by the city government of Bayawan but now transferred to the Department of Education. It has a pocket forest at the side and at the back of the school. One third of the area was utilized for the school building, playground, vegetable garden, school canteen and school stage.

The school was categorized as a medium-size school and manages pupils for School Year 2024 – 2025. There were 31 regular teachers, 1 School Head, 1 non-teaching personnel, 1 utility and 4 watchmen. There are 10 units building and 20 instructional rooms, one instructional room was utilized as Principal’s office. Two makeshift rooms utilized by Kindergarten and Grade V pupils.

The school was offering Special Science Program, which was on its second-year implementation, Special Needs Education (SNED), Kindergarten up to Grade 6. Grade 1 and Grade 4 were under the implementation of MATATAG Curriculum, while the remaining grades were under the implementation of K-12 Curriculum of the Department of Education.

The school succeeded in all its programs through the support of the stakeholders and LGU- Bayawan City.

The school continuously established goals and monitors the progress of projects initiated. The possible risk of school dropouts was being addressed, children' reading skills and basic competencies are being improved, and the school's physical infrastructure—including classrooms and facilities which promotes conducive learning environment.

The school was named after the barangay acknowledge where it was situated and in recognition of its affiliation of the local governance, The School was known as *Cawitan High School (CHS)*

It was on the beginning of the school year 2009 – 2010 when the Sta. Catalina Sangguniang Bayan, with the support of Mayor Ruben Melodia, Brgy. Cawitan Council, Secondary Principal / School heads and the Division of Negros Oriental, pushed through the initiative of opening high school in different barangays of the municipality. Cawitan was one of the very suitable locations for a new high school considering its population and accessibility.

At first only one teacher was assigned to the school and later on an additional male teacher was added as a teacher aid back then. While the FilChi Building was under construction in the donated one – hectare lot of the Late Don Antonio Carballo Sr., The principal of Cawitan Elementary school offered an area in their campus for a makeshift room to be built

on December 2009, Cawitan High School was inaugurated by that year.

Teachers “come and go” in Cawitan High School and it was like a feeling out process as the school slowly develops in its Larva. Four years later from its birth, as the pioneering batch was on their graduating year, A school head was assigned and from then on, the school has been recipient of new school building and facilities from the national and local government, Senior High School was also offered in the said school.

Presently the School was headed by a School Principal I for the Junior high school and Head teacher I for the senior high school, the school contain almost 700 plus learners.

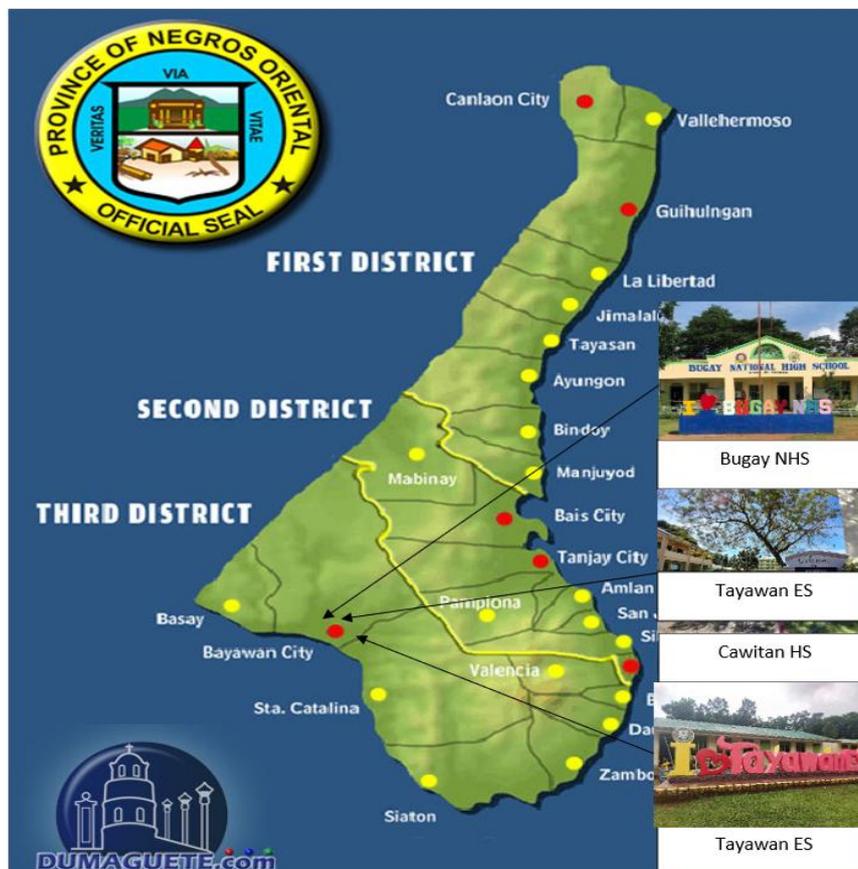
Bugay National High School was established in 1997 . It is located in Barangay Bugay, Bayawan City, Negros Oriental which is approximately 37 kilometers from the City of Bayawan, Negros Oriental. This barangay is accessible by any land transportation.

It is located near the highway with an area of 1.4 hectares which is just on the west side of the road going to San Jose and Manduaw, Bayawan City Negros Oriental. At present its existence has greatly catered the educational needs of the barangay proper, sitios or puroks, and its neighboring barangays like San Jose, Manduaw, Dawis, Villlasol, Kalamtukan and Tara, Mabinay.

Recently the school is managed by a Teacher In – Charge. It has 14 Junior High School Teachers. One Teacher III and 13 Teacher I. We also have 5 Senior High School Teachers, One Special Science Teacher and Four Teacher I.

The School have 12 academic classrooms, one computer or ICT room, with 8 television installed in classrooms for instruction.

Majority of the students resided at far flung areas who often hikes 5 to 9 kilometers daily to and from school. It was also noted that some students cross streams and rivers two or more times and experiences flooding in times of heavy rains and muddy roads during wet season.



Location Map for the Research Site Environment

Figure 3

Respondents

The respondents of the study were the school heads and teachers. There were three (3) school heads and

eighty three (83) teaching staff as respondents in the study. They were through the used of the non-random purposive sampling. The inclusion criteria that they were school heads and teachers of the

schools mentioned, they have been in the profession for more than a year; and that they were willing to participate and cooperate.

Table 1
 Distribution of Respondents

NAME OF SCHOOL	GROUPS OF PERSONNEL / TEACHING STAFF						Percent (%)	
	Principal		Teacher In-charge		Teaching Staff			Total
	M	F	M	F	M	F		
Tayawan Elementary School	1	0	0	0	4	27	32	37.21
Cawitan High School	0	1	0	0	7	26	34	39.53
Bugay National High School	0	0	1	0	3	16	20	23.26
TOTAL	1	1	1	0	14	69	86	100.00

Instrument

The instrument utilized in this study was an adopted questionnaire taken from the study of Apoline (2015) on motivational strategies used by principals in the management of schools. The case of some selected schools in Bayawan City Division, but some modifications and revisions were made in order to collect the needed data. The questionnaire was divided into four parts. The first part of the questionnaire dealt with the relevant information as to school heads/teachers' age, gender, length of service, highest educational attainment, number of appropriate trainings, seminars and workshops attended. The second part of the questionnaire was the level of stress related to multi-tasking responsibilities, which has a 22 item statements and a 5 point Likert Scale: 5 – always, 4 – often, 3 – sometimes, 2 – rarely and 1 – never.

The third part of the questionnaire dealt with the level of teachers capability performance in the implementation as manifested through content knowledge and policy, the researcher made use of the standardized questionnaire developed by Sugai and Colvin (2004) and revised by Washburn, S. (2010). Survey was slightly modified by the researcher to suit the level of the respondents who were rating the teachers. Instrument assesses a

variety of classroom management practices such as classroom structure and predictability, classroom expectation, effective instructional delivery, classroom engagement, instructional evaluation, positive interaction, strategies for appropriate behavior, strategies for inappropriate behavior, development of caring and supportive environment, and building responsibility and provision of opportunities to students to improve management skills of teachers.

Lastly is the interview guide.

Gathering of Data Procedures

In the gathering of data, the researcher followed a step-by-step process. First, the researcher made a letter to the Schools Division Superintendent asking permission that allow the researcher to conduct the study among the school heads and teachers. After the permission was granted, the questionnaires was distributed to the respondents. The respondents were given enough time preferably 15-20 minutes to answer the questionnaire. And after such time, the questionnaires were collected and subjected to further presentation, analysis and interpretation. Then, a final draft was submitted for finalization and correction.

Statistical Treatment

To give in-depth to the study, the responses were subject to statistical treatment with the used of the following non-parametric measures.

Simple Percentage. This was the statistical treatment that determined the related information of school heads/teachers as to age, gender, civil status, highest educational attainment, number of years in service and number of appropriate trainings, seminars and workshops and teachers classroom management practices manifested.

Weighted Mean. This was the statistical treatment that determined the extent of the school leadership,

motivational strategies and productivity and efficiency.

Chi-square. This was the statistical treatment that determined whether there was relationship between relevant information and school leadership, relevant information and motivational strategies and relevant information and productivity and efficiency; relationship between school leadership and motivational strategies, motivational strategies and productivity and efficiency.

Scoring Procedures

The following are the scoring procedures for the study:

I. Parameter limits on the level of stress related causes of teaching to multi – tasking learning responsibilities

Scale	Range	Response Category	Verbal Interpretation
5	4.21 – 5.00	Always	When the behavioral practices were observed 90%- 100% of the time
4	3.41 – 4.20	Often	When the behavioral practices were observed 70%- 89% of the time.
3	2.61 – 3.40	Sometimes	When the behavioral practices were observed 40%- 69% of the time.
2	1.81 – 2.60	Rarely	When the behavioral practices were observed 1%- 39% of the time.
1	1.00 – 1.80	Never	When practices were observed 0% of the time.

I. Parameter limits on the performance level of teachers capability

Scale	Range	Response Category	Verbal Description
4	3.26 – 4.00	Very Stressful	Constantly pressured
3	2.51 – 3.25	Stressful	Moderately Pressured
2	1.76 – 2.50	Occasionally	Somewhat Pressured
1	1.00 – 1.75	Not Applicable	Less pressured

DEFINITION OF TERMS

Terms are operationally define as how it is used in the study:

Administration and Supervision. The administration is all about defining the policies and goals of an organization while supervision is all about overseeing works and processes.

Descriptive design. It is a strategy that teaches the concepts behind context specific vocabulary by using high-frequency, reusable, common words.

Multi-Tasking responsibilities. having multiple responsibilities or performing many activities or tasks at the same time.

Teaching. is the practice implemented by a teacher aimed at transmitting skills (knowledge, know-how, and interpersonal skills) to a learner, a student, or any other audience in the of an educational institution.

Documenting Activities. It means actions, such as mitigation of potential impact, undertaken for the purpose of recovering data about or from archaeological sites to evaluate and determine significance or to document through archaeological

excavation the archaeological site, fully or by means of representative sample

Occupational stress. It describes the physical, mental, and emotional reactions of workers who perceive that their work demands exceed their abilities and/or their resources (e.g.time, access to help/support) to do the work.

Demands. It is the consumer's desire to purchase a particular good or service.

Control. It is to exercise one's power or authority over something or someone, to regulate or govern, or to have a controlling interest in.

Relationship. It is a connection between persons by blood or marriage.

Role. It is an actions and activities assigned to or required or expected of a person or group.

Proposed stress strategic intervention plan. This refers the outcome of the said undertaking in the enhancement of stress management.

Teachers Capability. Refers to a synthesis of various abilities which influences teaching efficiency of educating students' comprehensive quality and achieving their own' professional progress .

Content Knowledge and Policy. Refers to the body of knowledge –facts, theories, principles, ideas, vocabulary– which teachers must master to be effective.

III. RESULTS AND DISCUSSIONS

This part presented the results summary, and discussions of findings, conclusions and propose appropriate recommendations.

SUMMARY

This research assessed the causes of teaching – learning stress and its effects of teachers professional and performance in Bayawan City Division, Province of Negros Oriental, during School Year 2024 - 2025 as basis for stress strategic intervention plan..

This include the profile of school and teachers ,the level of stress related causes of teaching to multi-tasking learning responsibilities as to:multi-tasking and work stress related factors, the level of teachers' capability performance in the implementation as manifested through content knowledge and policy.The researcher employed descriptive design using the quantitative and qualitative approach in this research study. This frequency distribution research makes use of quantitative and qualitative approach and interview method in qualitative approach.

Quantitative method of research is the method of research in which data were quantified from the response of the questionnaire which were presented, analyzed and interpreted.

FINDINGS

As to the level of stress related causes of teaching to multi-tasking learning responsibilities these are the reflected results in *Multi-tasking teaching in terms of behavior*. The data in illustrates that student behavior is a frequent cause of stress among teachers described as *Often*. As to teacher/administrator relations It is highlighted that teachers *sometimes* experience stress from administrative relationships, While interpersonal conflict with administrators is relatively low demands beyond teachers' capacity scored *Often* indicating workload expectations are a key stressor. The results suggest that stress does not primarily stem from strained relationships but rather from institutional pressures and unrealistic expectations that accompany administrative directives. On teacher/ teacher relations the data shown, collegial relationships present a *moderate source of stress*. interpreted as *Sometimes*.

As to the parent/teacher relations the data illustrates that parent-related issues are *frequent stress factors* among teachers. The greatest concern stems from the home environment of students. which influences academic performance and classroom behavior. Parents' lack of engagement also contributes to teachers' frustration, as effective learning requires collaboration between home and school.

On time management it is highlighted that time management is a major stressor for teachers These results underscore that teaching extends beyond classroom hours, leading to fatigue and diminished personal time. in the intrapersonal conflicts data shown, teachers frequently experience internal stress linked to self-expectations and personal accountability,

On the Documenting Activities the data illustrated that documentation tasks represent an extremely heavy workload described as *Very Heavy*. This finding highlights a significant contributor to multitasking stress, teachers must fulfill extensive documentary requirements in addition to core teaching duties. Such paperwork reduces classroom

preparation time and encroaches upon personal rest hours.

On the work stress related factors as to demands The data illustrated that teachers experience moderate to constant pressure in meeting the various demands of their profession. Notably, the highest sources of pressure include *dealing with student discipline, handling large classes*), and *increased workload*). These findings reflect how teachers operate in conditions that often exceed their mental and physical capacities, leaving limited room for rest or recovery.

When it comes to control the result highlighted that teachers feel moderately pressured in terms of control over their professional responsibilities, The highest source of pressure is the *lack of adequate resources and support* which reveals institutional constraints that impede teachers' capacity to perform efficiently. Meanwhile, the lowest stressor—*insufficient time for scholarship*.

On the relationship data shown that teachers experience moderate interpersonal and organizational pressure related to relationships at work, Among the factors, *feeling that one's work is not valued* and *lack of involvement and information* emerged as the most pressing concerns.

In terms of role the data illustrated that teachers are moderately pressured by role-related concerns, these results reveal that professional identity and career progression are central to teacher motivation. When job descriptions are vague or recognition is lacking, teachers struggle to align their efforts with institutional goals, resulting in diminished morale and higher turnover tendencies.

As to the level of teachers' capability of performance, high performance is reflected.

As to the content knowledge and pedagogy the data illustrates that teachers possess a very high level of capability in content knowledge and pedagogy. The findings affirm that the teachers are effective facilitators of learning who can design meaningful lessons that engage learners at multiple cognitive levels. Their expertise in both content mastery and strategy application contributes significantly to student performance and overall school effectiveness.

On the significant correlation between the level of stress related factors and teachers' performance, there is a strong correlation between stress-related factors and performance. More than half of the teachers' performance outcomes are significantly influenced by how they manage or experience stress in their professional environment.

These findings emphasize that teachers' performance is not solely a product of skill or training but is also deeply tied to their ability to cope with occupational stress, manage workload, and maintain emotional stability amidst multiple and overlapping responsibilities.

Correlation between the level of stress related factors and teachers' performance, the data illustrated that certain stress-related factors have a measurable and statistically significant relationship with teachers' performance, while others have minimal or non-significant impact.

Among the multitasking stress variables, time management and intrapersonal conflicts showed significant and highly significant correlations, respectively. The negative coefficient for time management) suggests that as difficulties in managing time increase—such as excessive workload and lack of rest—teachers' performance tends to decline. Conversely, intrapersonal conflicts exhibit a highly significant positive relationship with performance.

On the other hand, variables such as student behavior and teacher-administrator relations were found to be statistically insignificant.

In terms of work stress-related factors, demands control and relationships (all showed significant or highly significant effects on teachers' performance. The control variable also showed a highly significant positive effect, emphasizing the importance of autonomy and empowerment in the teaching profession. Interestingly, relationships) revealed a highly significant but negative correlation, In contrast, the role factor did not exhibit a significant relationship, suggesting that issues such as unclear job descriptions or lack of promotion opportunities. Collectively, these results indicate that teachers' performance thrives when they experience balanced workloads, manageable internal motivation, autonomy, and supportive professional relationships. Excessive time pressure or interpersonal tension,

however, can hinder productivity and undermine instructional quality.

On the issues and concerns experienced by the teachers work related to stress and performance. Data illustrated that the various issues and concerns related to teachers' work are consistently manifested. Among all the indicators, the most pronounced concerns are increased workload efforts not valued and difficulty dealing with aggressive or violent behavior. These results show that the weight of administrative and instructional demands remains one of the most pressing stress factors in the teaching profession.

The data also highlight insufficient resources and unclear job descriptions as recurring institutional problems that impede teachers' efficiency. Similarly, communication gaps among staff and limited opportunities for career development point to a lack of collegial collaboration and growth pathways. Such conditions not only hinder the sharing of best practices but also prevent teachers from advancing professionally and staying motivated in their roles.

Interestingly, issues like inattentiveness and low participation of students and reveal that external classroom factors also weigh heavily on teachers' emotional and cognitive load. The inclusion of offsite or multi-site working arrangements and time constraints in home visitation demonstrates that non-instructional responsibilities outside the classroom further amplify workload stress, consuming time that could have been devoted to lesson planning or self-care.

Overall, the uniformity of *manifested* responses across all items suggests that teachers' issues are systemic rather than isolated. The pressures stem from multiple layers, student behavior, administrative demands, institutional deficiencies, and emotional challenges.

IV. CONCLUSION

On the significant correlation between the level of stress related factors and teachers' performance, there is a strong correlation between stress-related factors and performance. More than half of the teachers' performance outcomes are significantly influenced by how they manage or experience stress in their professional environment.

V. RECOMMENDATIONS

In the light of the findings, it is recommended that the output of the study be considered for recognition of stress strategic intervention plan.

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