Work-Related Stress and Teaching Performance of Teachers in Selected School in the Philippines

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Abstract

This study determined the predictor of teaching performance among the components of work-related stress to 210 selected elementary and secondary public teachers in Angeles City. It described the participants' socio-demographic characteristics, level of work-related stress, and teaching performance, and likewise compared the work-related stress of the participants. The research design used was a descriptive-correlational design with various statistical tools such as descriptive statistics, independent T-Test, and multiple linear regressions. The study revealed that selected elementary and secondary teachers of Angeles City had a moderate work-related stress with the subcomponent demand as highly contributory to the stress. Gender and position were positive predictors of teaching performance where female and teachers with higher teaching position tended to have a higher teaching performance. On the other hand, seminars attended relative to stress and demand which is a sub-component of work-related stress are the negative significant predictors of teaching performance. This implies that teachers who attended seminars related to stress management had higher teaching performance compared to those who did not. This result also established that the higher level of demand, which is a sub-component of stress, can result in lower teaching performance.

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Introduction

Work related stress in the study is defined as the negative feeling that affects the well-being and coping of the participants. Work-related stress is one of the most reported factors experienced by teachers that significantly affect the ability to perform their job (Cox, Solomon, & Parris, 2018). It is a holistic part of teachers' well-being, which is linked with teacher's physical health, stability of school, teacher's effectiveness, and students' achievement. The importance of teachers' well-being is aligned with the operation and effective function of an educational system. Thus, addressing work-related stress should be concurrent with the promotion of mental health in order to improve the overall effectiveness of school.

In 2017, various incidents on work-related stress were reported to have been affecting Filipino Workers. CNN PH poll entitled Filipino Top Causes of Stress in 2017 reported that 23 percent of the Filipinos were experiencing work-related stress such as management, deadlines, workload, and sometimes co-worker (Ansis, 2017). In a survey by Watson (2015), it was revealed that the top 5 causes of stress of employees revolves on low pay, inadequate staffing, company culture, lack of work/life balance, and lack of supervisor support. Dealing with these types of stress as cited in Philippine Inquirer article entitled "Work-related stress affects one's life, dealing with it essential (p.5)" can contribute to low quality output and a risk for Filipino workers to be prone to hypertension and heart disease (Ermitanio, 2015).

Chronic stress or work-related stress can affect the effectiveness of the teachers, and it is reported to be connected to a high turnover rate, absenteeism, disengagement to work, and demotivation. Stress can be caused by different factors involving an individual such as work load, students, paper work, and sudden changes in the system, co-workers, and personal problems. Stress can create a detrimental effect and a burden to everyone, but stress is inevitable and cannot be ignored. With this, Elepaño (2017) noted that stress is vital to individual's life and individuals just need to find the right balance in order to develop stress as a positive stress that develops and promotes performance. Moreover, teachers are reported to be one of the groups who experience a high dose of daily stress (Ansley, Meyers, McPhee, & Varjas, 2018).

Work related stress has been studied as such literatures and articles of Demjaha Karadzinska, Bislimovska, and Mijakoski, (2015), Asthana and Owen (2018), Ansley, Meyers, McPhee, and Varjas (2018) and Alson and Tiqui (n.d.). Where Demjaha Karadzinska, Bislimovska, and Mijakoski (2015) reported that teachers were experiencing a moderate to very high work-related stress level and was different from India where its teacher only experienced a low to moderate stress level. In addition, control, change, and support as one of the highest rated contributors to stress of teachers while demand, role and co-worker relationship as the lowest contributor to stress. Moreover, Asthana and Owen (2018) wrote an article that states that over 3,750 teachers in England were on a long-term sick leave due to stress and pressure from work that causes anxiety and psychological disorders. In August

2018, Manila Bulletin article entitled "Teachers groups flag alarm on colleagues' death" reported cases of suicides among teachers, allegedly caused by stressful task and job environment in public school.

Hence, Ansley et al. (2018) noted that teaching is considered one of the jobs that faces high daily stress, which can be tied up with the other occupational demand such as being nurse or physician. Furthermore, Alson and Tiqui (n.d.) have emphasized that hazardous working conditions, lacking materials, and resources to do their task effectively caused teachers to experience stress brought. Moreover, the feeling of excessive monitoring and demands for outputs by the administration added to teacher's stress. Personal stress is also evident with the teacher which is expressed in emotional outburst. Occupational stress or work-related stress can be inferred as inevitable. This can lead to human struggle or emotional burden manifested in physical and psychological well-being of an individual.

Meanwhile, teaching performance is mostly the ability to do or the enactment of the description, duties and responsibilities expected of the position or role. The internal and external forces such as environment, social interaction, and personal motivation can contribute to the quality of teaching performance. Hence, in the Philippines, the full implementation of the government Enhanced Basic Education Act of 2013 or Republic Act 10533 entitled the 12 years of basic education in the Philippines causes a major change to the work description of teachers (Romero & Bantigue, 2016). With the changes that initiate the improvement of educational system, it is observed that teachers are expected to perform well by simultaneously doing the trend of heavy paper works, behavior management of the evolving population of students, attending numerous seminars, reporting and training which eventually caused psychological issues such as stress, work dissatisfaction, disengagement and worst-case scenarios of suicide, depression, and anxiety.

Moreover, previous literature such as Alson and Tiqui (n.d.), Ansley, Meyers, McPhee, and Varjas (2018), Asthana and Owen (2018), Demjaha Karadzinska, Bislimovska, and Mijakoski (2015), and Wangui, Ombui, and Iravo, (2016) shows that there is a limited study on exploring work- related stress as a predictor of teacher performance; thus with the given scenario and the observed connection of work-related stress and teaching performance, the present research aimed to explore and determine the relationship between work related stress and teaching performance of selected elementary and secondary public-school teachers in Angeles City. Furthermore, the researchers aimed to explore if which among the sub-components of socio-demographic characteristics and work-related stress could be predictors to teaching performance of the selected teachers in Angeles City.

The general objective of this study was to find out on which among the socio-demographic characteristics and sub-component of the work-related stress is a predictor of teaching performance of selected elementary and secondary public-school teachers in Angeles City, Philippines. Specifically, the study aimed to: a) describe the socio-demographic characteristics of the respondents in terms of age, gender, civil status, ethnicity, educational attainment, teaching position, grade level assignment, work tenure, number of years in service, and seminar attended related to stress management; b) determine the work-related stress factors of the respondents in terms of demand, control, relationship,

role, change, and support; c) determine the teaching performance of the respondents in terms of teaching learning process, pupils'/student's outcomes, community involvement, and professional growth and development; d) find out the difference between work-related stress factors in terms of the grade level assignments of respondents; and e) find out which of the different socio-demographic characteristics, and work-related stress factors subcomponents predict the teaching performance of the respondents.

Methodology

Research design, respondents, and locale of the study

The research design used was a descriptive-correlational design with various statistical tools such as descriptive statistics, independent T-Test, and multiple linear regressions. A total of 502 public-school teachers from selected elementary and secondary schools in Angeles City, Pampanga, Philippines participated in the study. In determining the sample size of the teacher respondents from the population, Slovins's formula (1960) was utilized. Slovin's formula is used to calculate the sample size (n) given the population (N) and a margin of error. It is computed as n –N/ (1 +Ne2), where n = number of samples, N = total population and e = Error tolerance. In this calculation 95% level of confidence and 5% margin of error is utilized. To get the sample respondents from the six schools namely, Don Mariano Nepomuceno Elementary School, Pampang Elementary School, Cuayan Elementary School, Angeles City National High School, Angeles City National Trade School, and Sto Domingo Integrated School, selected elementary and secondary schools the researchers made used of stratified random sampling. Stratified random sampling means dividing the population into groups that differ in an important criterion (Trochim, 2002).

It can be observed that there was almost an equal number of samples drawn from each school. The exact samples that were drawn from the population from each school had a total of 223. It was unfortunate to note in the results and discussion part of this study that there were only 210 respondents who served as respondents. The 13 questionnaires which were floated to the 13 respondents included in the sample were not retrieved by the enumerator due to unavoidable circumstances that occurred during the collection of data.

Research instruments

The primary data needed in the study were gathered through the use of the survey questionnaires instrument. All questionnaires were self-administered and consisted of three parts. The first part was structurally made by the researchers covering the socio-demographic characteristics. The second part delved on the work-related stress factors of the teacher respondents while the last part was retrieved through a secondary data that pertains to the teaching performance of the teacher respondents.

Part 1 - socio-demographic characteristics. This questionnaire provides for an overview of the teacher respondents' characteristics which includes age, gender, civil status,

ethnicity, educational attainment, teaching position, grade assignment, work tenure, number of years in teaching, seminar attended relative to stress. The teacher respondents were requested to supply the information needed by putting a check or writing down the information needed.

Part 2 – work-related stress: For this part, the UCU Model Stress Questionnaire which was developed by the University of College Union (2008) to measure the stress level of the staff specifically teaching staff/lecturer was adopted and enhanced to suit the need of the study. The questionnaire measures stress by identifying different sources and factors affecting the participants. The sources of stress pertain to demand, control, peer support, managerial support, relationship, role change, and support. The questionnaire is a self-administered 35- item exam which will run to 10-15 minutes and can be answered by a Likert Scale using 1 = not applicable, 2 = occasionally stressful, 3 = stressful, and 4 = very stressful. Moreover, the instrument has established reliability with an average Cronbach alpha of 0.853. Also, validity takes place with the various usage of the instrument by literatures with regards measuring stress.

Part 3 – teacher's performance. This part delved in measuring the public teachers individual performance. The Individual Performance Commitment and Review Form (IPCRF) was utilized to address the needed data. The instrument is composed of five domains also known as Key Result Areas (KRA). These areas are Teaching Learning Process which revolves planning and use of instructional materials; Student outcomes to evaluate and monitor students development and learning outcomes; Community involvement which includes extending service through the coordination and interaction with parents and a community; Professional Growth and Development which involves trainings and seminar that enhance the skills and knowledge of teachers and Class Management which pertains to the overall result of the ability of the teacher to manage the class.

Every start of the school year, the teachers together with Master Teachers determine their objectives according to the need of the class and KRA. Then, a planned intervention will be implemented to achieve the set objectives. The teachers evaluated their performance according to the objectives set at the beginning using a rating scale of 5= Outstanding, 4 = Very Satisfactory, 3= Satisfactory, 2 Unsatisfactory and 1 = Poor. Ratings were based on the specific performance indicator anchored on the values of Quality, Efficiency and Timeliness of the performance that they did to meet the objectives. The indicators were based on the set objective and specific measure on identifying the proper rating per category. After the evaluation, teachers submitted their IPCRF to Master teachers together with the attached evidences that support their evaluation ratings. For the dependent variable, the recent Individual Teaching Performance evaluation of the respondents as rated by their immediate supervisor, head teacher or administrator were used as the measure of the teacher's performance of the respondents.

Data gathering procedure

The researchers commissioned an enumerator to do the collection of data on their behalf. The enumerator brought/carried the letter of request of the researchers to the Division Superintendent of Angeles City, Pampanga, Philippines requesting permission to conduct the research to the identified or selected public elementary and secondary schools in the Division of Angeles City, Pampanga. After securing the permit, the enumerator coordinated with the principal or head of the identified or selected public elementary and secondary schools to once again seek the assistance in   identifying the teacher respondents who served as respondents of the study.   When the teacher respondents were identified, the enumerator of the researchers coordinated with the teachers that would best participate with the study. The researchers randomly chose the respondents from each of the six chosen schools. Respondents were also categorized by their position in order to get a well-represented sample.

The researchers' enumerator then informed and got the consent of the teacher respondents explaining the details of the study which includes the possible benefit, harm, confidentiality and right to withdraw from it. After getting the respondents consent of their participation, the researchers' enumerator administered the instrument starting with the socio-demographic characteristics, work stress factors, teaching satisfaction scale and teaching performance through their IPCRF. The researcher's enumerator read and explained the instruction to the participants. The teacher respondents were given 45 minutes to finish answering the questionnaire. After which, the researcher's enumerator collected the answered questionnaire and reviewed the qualified and complete accomplished questionnaire. Insufficient information or a doubtful answer such as showing observable patterns of answer was removed for those particular items only. The researchers, through the help of the enumerator and statistician, then tabulated the data collected from the participants using Microsoft Excel and eventually process the data collected using SPSS (Statistical Package for Social Sciences).

Data analysis

The research design used for the study was a descriptive-correlational design. Descriptive design, according to Bhat (2019), is a research design that aims to describe the participant or a phenomenon of the study. Moreover, it aims to answer the question "what" which focuses on the demographic of the study. It is used to define respondent characteristic, data trends, and comparison of groups, validate existing condition and to replicate research. The said design unveils the overview of the characteristics of the respondents since the aim of this study is to describe the socio-demographic characteristics of the teacher respondents, as well as its work-related stress, and teaching performance. A correlational research design is a research method that aims to assess the relationship existing between two variables without suggesting a causal relationship. Also, the design has its ability

to determine the interrelationship existing among the variables. Yet, this method does not infer the causal relationship (Sage, 2016).

To address the first four objectives which were determining the characteristic of the participants with regard to socio demographic characteristics, work related stress, and teaching performance, descriptive statistics was used. Moreover, the different specific statistical tools such as frequency, percentage, mean, and standard deviation were utilized in order to measure the quantitative variables to give an overview descriptive of the respondents in analyzing the data for socio-demographic characteristic, work-related stress factors, and teaching performance. Furthermore, in addressing the other objective which tackled on establishing the difference on work-related stress factors in terms of the grade level assignment of the elementary and secondary teachers the tool specifically utilized was the independent sample t-Test. Independent t-Test was used to determine the difference of the mean of two groups which both groups are independent from each other (Kim, 2015). With this, using the independent t-test yield on answering the objective of finding the difference of the elementary and secondary teacher respondents in terms of the variable.

Finally, for the last objective, the researchers made use of Multiple Linear Regression to determine the causal relationship existing among the variables. It also allowed the researchers to find out which of the mentioned independent variables, socio-demographic characteristic, and work-related stress sub-componets are predictors of the teaching performance of the respondents so it would answer one of its set problem and to confirm assumption with the relationship among the variables. Hence, Multiple Linear Regression is where dependent variable is predicted by two or more independent variables (Tranmer & Elliot, 2008). The statistical tools are efficient in answering the objectives of the study on knowing the overview status of public-school teachers' in terms of work-related stress, and teaching performance. Moreover, through the regression analysis a causal relationship may be established as the independent variables were tested as significant predictors of the dependent variable.

Findings and Discussion

Socio demographic characteristics of the respondents

Age. Based on the result, the ages of the elementary and secondary teacher respondents' ranged between 21 years and 50 years old. Their mean age was 40.51, which indicated that most of them are already middle adults. The result further explained that majority (114/54.29%) of the respondents were within the bracket of 41 to 50 years old. This was followed by 80 respondents (38.10%) whose age fell on the bracket of 31 years old to 40 years old, and only few belong to the age bracket of 21 to 30 years old which comprised more than 7.62 percent of the respondents. This means that majority of the respondents were in their early 40's and less than half belongs to late 30's. In short, they were in their middle adulthood which is a period in which people are at their peak of productivity in work.

Sex. In terms of sex, it showed that most of the respondents were females. The total females in the study were 185 which comprised of 88.10 percent and only 11.90 percent composed of the males. The result implied that more females still engaged and explored the teaching profession. It can be observed that many people perceived that teaching profession is a profession primarily for women or has been reserved to women. Teaching, especially in primary education belongs to range of career choices among women. These jobs include teaching, clerical work, childcare, and nursing. Moreso Esplanada of Phillippine Daily Inquirer (2009) reported in his article entitled "Male teachers in the Philippines" that Education Secretary Jesli A. Lapus said, "male teachers were a vanishing breed, accounting for only a very small portion of the entire teacher population in the country at present".

Civil Status. Regarding the civil status, almost all of the elementary and secondary teacher respondents were predominantly married. Married teachers composed of 194 (92.38%) and only few of the respondents (16 or 7.62%) were categorized as single. Considering the age bracket (middle adults) where the respondents belonged, it could be expected that majority of them were married already since the marrying age of women ranges from age 25 to 35 years old.

Ethnicity. In terms of their ethnicity, the results revealed that a large number (66.67%) of the elementary and secondary respondents were Kapampangan. The prevalence of Kapampangan participants is something that is anticipated given that the locale of the study is Angeles City, Pampanga. Other participants were Tagalog (24.29%), Pangasinense (4.76%), and Ilocano (4.29%). The dominance of Kapampangan in the study may also be an indicator of the implementation of the Magna Carta for Public School Teachers about the mode of assignment which says, "Priority is given to qualified residents of the barangay, municipality, city or province where the school is located." The DepEd supports the home based principle of giving teaching position and assignment to those who applies in the department. In short, the teachers applying for a teaching position should/must be assigned to their own hometown for accessibility purposes and for mental and psychological stability since they are with their family while teaching in the school near to their home.

Table 1. *Socio-demographic characteristics of the respondents*

Socio-demographic characteristics	Frequency (n= 210)	Percentage
Age		
21 – 30	16	7.62
31 – 40	80	38.10
41 – 50	114	54.29
Mean 40.51 ≈ 41 SD 6.19		
Sex		
Male	25	11.90
Female	185	88.10
Civil Status		
Single	16	7.62

Table 1. *Socio-demographic characteristics of the respondents* (continued...)

Married	194	92.38
Ethnicity		
Tagalog	51	24.29
Ilocano	9	4.29
Kapampangan	140	66.67
Pangasinense	10	4.76
Educational Attainment		
Bachelor Degree	35	16.67
MS/MA Units	105	50.00
MS/MA Degree	50	23.81
PhD/EdD Units	18	8.57
PhD/EdD Degree	2	0.95
Teaching Position		
Teacher I	115	54.76
Teacher II	25	11.90
Teacher III	35	16.67
Master Teacher I	11	5.24
Master Teacher II	14	6.67
Master Teacher III	10	4.76
Grade Assignment		
Elementary Level	26	12.38
Primary	27	12.86
Intermediate		
Secondary Level		
Junior High School	121	57.62
Senior High School	36	17.14
Work Tenure		
Temporary/Substitute	40	19.05
Permanent	170	80.95
Number of Years in Teaching Positions		
5 and below	86	40.95
6-10	44	20.95
11-15	40	19.05
16-20	18	8.57
21 and above	22	10.48
Seminar/Training Attended Related to Stress Mngt.		
With Seminar/Training	86	40.95
Without Seminar/TRaining	124	59.05

Highest educational attainment. As regards to participants' highest educational attainment, results showed that majority of the elementary and secondary teacher respondents had obtained units in MA/ MS. The result showed that 50 percent   of the

respondents had units in master's degree while the other half were shared by respondents who had finished master's degree (23.81%), graduate of Bachelor's Degree (16.67%), while the rest (8.57%) of teacher respondents had units in doctorate degree and the remaining (0.95% or one teacher respondent) had already earned doctorate degree. Hence, many of the participants took graduate degrees to enhance their skills and credential. The DepED supports teachers' the advanced studies to upgrade their competencies and eventually to help them be promoted in their respective rank.

Teaching position. Results showed that majority(115 or 54.76%) of the elementary and secondary teacher respondents occupied the Teacher I position. It is followed by 16.67 percent or 35 of the respondents with a Teacher III position and 11. 90 percent or 25 respondents categorized as Teacher II. Significantly, only 16.67 percent of the participants were considered as master teacher with a breakdown of 6.67 percent for Master Teacher II, 5.24 percent for Master Teacher I and only 4.76 percent for Master Teacher III. It can be noted that almost all of the teacher respondents had the minimum requirement for entry level for the teaching position of Teacher I. It can be noticed that only a few percent of the teacher respondents were promoted from their original position of Teacher I to Master Teacher III. The result suggested that the participants had difficulties on earning a higher position that might be due to the non-availability of the trainings, seminars, workshop, and opportunity to pursue higher education.

Grade level assignment. The respondents chosen for the study came from elementary department handling basic and intermediate elementary and from secondary department handling junior and senior high school. Whereas, 25.24 percent were elementary teachers (12.38% Primary and 12.86% Intermediate) and 74.76 percent were secondary teachers (57.62% Junior High School and 17.14 % Senior High School).

Work tenure. For work tenure of the teacher respondents, most of the respondents (80.95%) were permanently employed and only few (19.05%) were considered as substitute or temporarily employed. Occupying a permanent position in the elementary and secondary schools run by DepEd was an expected scenario since the minimum qualification is Baccalaureate only and must be a passer of Board Exam for Professional Teachers (BLEPT). It is also a fact that DepEd is continuously in need of teachers every year due to the nationwide increase in population of the students enrolling in the different schools and the continuous replacement of teachers who are ageing/getting older and retiring every year.

Number of years in service. The number of years of teaching for the elementary and secondary teacher respondents ranged from 5 years below to 21 years above. As shown in the result, 40.95 percent of the teacher respondents were spending at most 5 years of service, while the other 20.95 percent already reached their 6 to 10 years of service, 19.05 percent were in their 11 to 15 years of service, 10.48 percent were at least in their 21 year of service and the remaining 8.57 percent were serving for 16 to 20 years in the department. This clearly showed that less than half of the elementary and secondary teacher respondents from the different elementary and secondary schools were still young when it came to their teaching experience. This is interesting to note that despite their age (middle adult age), they

had a short number of years in teaching which could be concluded that teaching might be their second profession or they had just started their teaching profession recently.

Seminars attended related to stress management. The result also reported that less than half (40.95%) of the respondents attended seminars and training related to stress management while the other 59.05 percent did not receive any seminar or training. This implies that a big number of teacher respondents from elementary and secondary schools have not been given opportunity to attend seminar. It is a fact that attending seminar requires support from the administration that may be the reason why only few were given the chance to acquire more knowledge and skills through seminars.

Work- related stress factors of the respondents

Work-related stress is composed of six factors. The sources of work-related stress factors, which were based on UCU stress tool kit pertains to demand, control, co-workers relationship, role, change, and support. Results showed that the work related stress factors of the respondents for both elementary and secondary teachers of selected school in Angeles City had a computed over-all mean rating of 2.84 described as "Stressful" and a standard deviation of 0.71, which denotes uniformity in their response. This suggests that the selected elementary and secondary public school teachers agreed that they were experiencing stressful events with respect to the areas of their job specifically the demand, control, co-workers relationship, role, change, and support.

Demand. In terms of the demand of their work, the respondents obtained a pooled mean of 3.54 described as "Very Stressful" and a standard deviation of 0.54, which denotes that they all agreed that the nature of their job/work demanded a lot. This implies that the requirements and expected outputs from their duties, obligations, responsibilities, and working condition as demanded by their work or school can cause a very stressful experience to the teacher respondents. This was supported by the different items, which received a high rate by the selected elementary and secondary public school teachers. "Administration in general" ($\bar{x}=3.90$) garnered the highest mean. The other items rated high and described as "Highly Stressful" were the following: "Lack of regular breaks" ($\bar{x}=3.78$), "Immediate evaluation of a superior" ($\bar{x}=3.71$), "Conducting extension works" ($\bar{x}=3.70$), "Teaching new courses", "Dealing with new education" , ($\bar{x}=3.65$). While the lowest mean of 3.25 were both for the items, "Larger classes/more students", and "Lone working".

The above mentioned statements were perceived as contributing factors to the high stress-level of the teacher respondents. This suggests that the teacher respondents were very stressed with the way administration manages their respective schools. One of the policies implemented by the management was the implementation of biometrics. Teachers were required to log in four times a day, two in the morning, one during lunch and one upon leaving the school. Some of the teachers were complaining on the time spent for biometrics because it somehow took their very short break time especially during lunch because they are required to walk to the office of the principal to register themselves to biometrics machine

instead of resting in their respective offices. Furthermore, the faculty also shared the same response regarding lack of regular breaks in their school. Since the beginning of K to 12 teachers had been so busy attending to the needs of their students that break time becomes so limited.

Another cause of their stress was the surprise monitoring of the immediate supervisor. Although they had been teaching for several years, the feeling of nervousness was still present. They also felt belittled once supervisor observed them in their respective classes especially if the feedback given to them was poor. Plus the fact that prior to observation they needed to prepare a well written lesson plan, colorful and attractive instructional materials, and updated class records. In addition, the feeling of "Demonstration day" which they had experienced during their practice teaching adds stress. Mandatory participation and compliance to extensions works of the school like feeding program, tree planting, cleaning of the barangay, parade during special occasions, and attendance to different programs during foundation day even beyond office hour or during night where the school is located were some of the sources of their stress. Another clear source of their stress was the adjustment they made for the implementation of the K to 12 curriculum which implies new lesson, new method and new instructional materials.

This finding agrees with the study of Wangui et al. (2016) that most of the changes and restrictions in education policies frustrate teachers' efforts to perform and tend to ignore their views and challenges at the grassroots. The findings of this study agreed that the biggest challenge to teacher's class control was dealing with the increased students indiscipline cases due to restrictive government legislation on child rights protection. The results also corroborate Geving's (2007) findings that student misbehavior was an increasing factor of work stress for teachers due to inadequate discipline policy.

Control. Control as a work-related stress factor was also considered as a stressful component of a teacher's job with a computed mean of 3.19 described as "Stressful" and a standard deviation of 0.74, which indicates that the respondents' ability to handle the changes and behavior demanded by their work is one of the causes of their stress. It appears that several tasks related to their works are increasing day by day, difficulty of beating the deadlines required by the nature of their job, works in the bucket list are found difficult to plan because of its changing nature, trying to meet both ends to satisfy the need of performing or carrying out the task successfully and different changes brought by the system in their job contributes a stressful event to teachers.

The items that were rated the highest by the selected elementary and secondary public school teachers were the following: "Worked linked to deadlines and targets" ($\bar{x}$=3.75), "Dealing with competing demands – unable to plan working day" ($\bar{x}$=3.45), "Lack of funds/resources/support to do the job" ($\bar{x}$=3.24), meanwhile the item that got the lowest mean was "Insufficient time for scholarship/research ($\bar{x}$ =2.75). From the foregoing results, it can be opined that the selected elementary and secondary public teachers were stressed in meeting their deadlines. They were stressed and feeling low when they could not submit on time what was expected from them. Teachers made clear that teaching per se was not their problem but working under time pressure to beat the deadline of submitting so

many paper works made them feel stressed. Some of the paper works were the test result analysis, test item analysis, narrative reports for all the school activities, child mapping, and filling out the various types of School Forms 1-10. Those pile of paper works which are required to be accomplished on time intensify their stress level. They also felt that they lacked financial support to their everyday undertakings although DepEd has provided chalk allowance they have still other needs such as: visual materials, laptop, LCD projector, and decorations of the classroom. The said instructional materials were shouldered by the teachers so it becomes a potential source of their stress. As Alison and Tiqui (n.d.) emphasized hazardous working conditions, lack of materials and resources to do their task effectively, feeling of excessive monitoring and demands for outputs by the administration causes teachers to experience stress.

Co-workers relationship. As regards to the co-worker's relationship, the computed pooled mean was 2.25, described as "Occasionally stressful". It received a standard deviation of 0.67. The results indicated that the selected elementary and secondary public-school teachers were not that stressful in terms of dealing with their co-workers. Having established a good camaraderie with the different people whom they encounter in their work and maintaining close, friendly relationship and being respectful to everyone in the workplace might be the reason why they were not that stress. Filipinos are well known for this value "Marunong Makisama"/ knows how to go along with other people. The items that got the highest mean rating were the following: "Lacks of line management support" ($\bar{x}$=3.00), "Bullying behavior from principal/head teachers/fellow faculty/students"($\bar{x}$=2.65) followed by the items, "Dealing with conflictual situations" ($\bar{x}$=2.46), and "Harassment by principal/head teachers/fellow faculty/student" ($\bar{x}$=2.34). Meanwhile, the item that received the lowest mean was "Feeling isolated in curriculum area" (x=1.56). It can be deduced from this result that although they were not that stressful there were few selected elementary and secondary teachers who felt scarcity of support from the management. Others claimed that they received maltreatment or bad attitude from their superiors. Some were currently in conflict with other people or had been in the said situation before.

In one organization like school individual differences is prominent, pleasing everybody for several reasons requires social intelligence considering that people in the school are diverse which implies, different attitudes, values, beliefs and perceptions which sometimes lead to clash of ideas among the teachers. In addition, it is believed that professional jealousy happens in the school which might be the reason of their stress with their fellow faculty. Furthermore, the results clearly showed that some respondents experienced harassment in their work-place which becomes one of their sources of stress in the work environment. This is supported by the study of Addison and Yankyera (2015) that the relationship to co-workers or colleagues was one of the main sources of stress that is due to uneven distribution of the task, clashes of differences and personality, poor system of communication, lack of chance to mingle with the different group, and lack of community spirit.

Role. For the role, results showed that the computed pooled mean is 2.49 described as "Occasionally stressful" with a standard deviation of 0.88. This means that the

selected elementary and secondary public-school teachers were not that stressed as regards their roles or functions in the workplace. This can be attributed to the fact that teachers were knowledgeable, and very responsible individuals. Their long and arduous years of carrying out their roles in the school was a manifestation of their dedication and commitment to their profession. It is also a fact that teachers are generally hardworking and industrious professionals. Aside from the reason that they consider their profession as a bread and butter, a source of their joy, fulfillment, and achievement.

It can be noted that the highest rate for this source was the item, "Lack of promotion prospects" ($\bar{x}$=2.78). This was followed by the items, "Conflicting demands in job role" ($\bar{x}$=2.67), "Efforts not valued" ($\bar{x}$=2.58) and lastly, "Lack of participation in decision making" ($\bar{x}$=2.56), while the lowest mean was the item "Lack of career development" (x=2.0). This implies that the selected elementary and secondary teachers were stressed for not receiving their promotion which they think is due to them. This can be attributed to the fact that teaching is viewed as an exhausting profession so the only way to compensate the efforts the teachers exerted is through receiving promotion. But if promotion is sluggish they might feel that their worth and contributions are not properly recognized and valued.

Teaching requires a lot of energy because of the several responsibilities that a teacher should attend too. Aside from teaching, they are also engaged in extra and co-curricular activities like serving as earthquake and fire drill coordinator/implementer, financer, entertainer, social worker, events manager, solicitors for fund raising activities, assistant of nurses in deworming and vaccination, adviser of several organizations or sometimes assuming or performing the tasks of an administrator/principal. They also needed to comply with lots of paper works, so the demand of their works conflicts with their other works. They also had a feeling that their voices were not heard in terms of decision making in the school because they were directed to obey and implement whatever their principals/heads would tell them to do probably because they did not belong to the line position in the structural organization. This was supported by the findings of Archibong, Bassey, and Effiom (2010) that the greatest caused of stress is due to lack of career development and fund for career development. Moreover, Brown (2005) mentioned that lack of task management when handling paper work, teaching duties and other extracurricular activity can be a potential stressor to teachers.

Change. Another work related stressor is change. Based on the result, change received a computed pooled mean of 3.09 described as "Stressfull" with a standard deviation of 0.51. This means that the selected elementary and secondary public teachers were stressed with the different changes happening in their workplace. Rated highest among the different items was "Uncertainty due to the merger" ($\bar{x}$=3.75), followed by "Changes without consultation" ($\bar{x}$=3.58) "Impact of restructuring on workload/job responsibilities" ($\bar{x}$=3.50) and lastly 'Pressures from funding organizations" ($\bar{x}$=3.21), while the item that had the lowest mean is "Large increase in numbers of teachers/students" (x=2.24).

As the saying goes, "The only thing that is permanent in this world is change." Change connotes moving forward and it implies development. In the school, the organizational structure, curriculum, management, assignment, people as well as the physical facilities change from time to time. In the advent of technology, principles or rules changes haphazardly also. Of all the changes happening in the school, the teachers who are leading actor and actresses are expected to adopt but this sometimes becomes one of the sources of their stress because of uncertainty brought about by the changes.

It can be seen that there are situations that teachers sometimes were not prepared for the changes made by the school. The administration or principals responsible in leading the teachers might sometimes fail to guide them so adjustment on the part of the teachers may be difficult. Although teachers were well known for their versatile characteristic surprising them on the various responsibilities without proper consultation or information might be difficult to embrace. Added to the fact that sometimes there were teachers who did not like to go out from their comfort zone because they were already used to their works or assignment. They declined to welcome new tasks. So blocking of new tasks becomes a source of their stress too. The said findings conform to the study of Demjaha, Minov, Stoleski, Zafirova (2015) that the uninformed or unscheduled change can cause a major stress to teachers. Ngidi and Sibaya (2002), however reported that teachers did not object or declined change; it is the manner on how it is implemented that causes them stress. The result was aligned with this literature where uncertainty and changes without consultation caused the greatest stress according to change.

Support. Lastly, for the support the computed mean was 2.47 described as "Occasionally Stressful" with a standard deviation of 0.89. This suggests that the elementary and secondary teachers were experiencing occasional stress in this area of their work. The items rated high by the respondents were "Lack of management support" ($\bar{x}$=2.97) followed by item, "Over competitive/confrontational institutional culture" ($\bar{x}$=2.73), and lastly "Lack of information of what is going on" ($\bar{x}$=2.57). What can be surmised from the foregoing finding is that support coming from the administration might not directly cause stress among the teachers. The result was supported by the study of Griffith, Steptoe, and Cropley (1999) that high stress level was due to lack of social support at work and the use of coping through disengagement and suppression of coping competition. Moreover, teachers with high social and management support, high locus of control and high job involvement were less stress compared to those experiencing lack of support in their job (Chand & Monga, 2007). The results implied that role, support, and co-worker relationship of teachers in Angeles City were sufficient and only contributes low stress to the participants.

Teaching performance of the respondents

This segment describes the teaching performance of the respondents through the individual performance rating of the respondents in terms of: teaching and learning process, pupils/students outcomes, community involvement, and professional growth and development. Results showed that the over-all mean rating of teaching performance of the

respondents was 4.28 and described as "Very Satisfactory". This means that the respondents had exceeded the minimum requirements/indicators for the said rating but was not able to achieve the highest requirements for outstanding rating. It is interesting to note that the highest rating was garnered by pupil/students outcomes component with a numerical value of 4.52 described as "Outstanding" and the lowest mean from among the four components was for the professional growth and development with a numerical rating of 3.51 described as "Satisfactory". This implied that the respondents had a very satisfactory rating in their performance as teacher as evidenced by the overall mean rate they obtained from their IPCR.

Teaching and learning process. The component "teaching and learning process" has a mean of 4.32 and described as "Very Satisfactory". In this parameter of teaching performance, the results showed that teachers both in elementary and secondary had met the four characteristics of Lesson Plan/ Daily Lesson Log (LP/DLL) such as; completing the five parts of Daily Lesson Plan, achieving the objective SMART, DLL is based on the desired competencies, has an adequate and appropriate instructional materials and has developed higher order thinking skills. The result further explained that the teaching methods and strategies used by the respondents elicited different forms of interaction with students such as: cooperative learning strategies, participative learning-project, and an integration of multimedia. Moreover, the method of teachers' setting and implementing class rules had produced well-behaviors of students. Furthermore, results implied that the respondents prepared a well-written lesson plan containing knowledge, skills, attitudes, and reflects the mission, vision, goals, and objectives of the department of education. Also, respondents made instructional materials that are efficient and effective in initiating curiosity of the learners and increasing the interest to learn. Lastly, the respondents utilized teaching strategies that would make the students actively participate in the discussion to the extent that even with the lack of resources students would still be motivated to learn.

Pupil/students outcome. From the four parameters of teaching performance, pupil/student outcomes have the highest mean of 4.52 which is described as "Outstanding". The results revealed that teacher respondents had accomplished the indicators of teaching performance in terms of pupil/student outcome. It means that the teachers had a class record/E-class record, portfolio of learners, a table of specifications (TOS) of test questions (TQ), assessment tools and analysis reports, updated school forms, and conducted remediation/ enrichment programs. The findings further revealed that teacher respondents were skilled in recording and filling up pertinent school forms, accomplishing reports, computing grades, constructing questions, analyzing test results and coming up with assessment that are authentic and even involved in conducting remediation activities to help students improve their cognitive aspect. It is good to note that teachers never get tired extending help to those who are in need of their academics after finishing their classes. They saw to it that students understand the lesson they have taught them.

Community involvement. Community involvement has a mean of 4.42 and described as "Very Satisfactory". This means that the teacher respondents were able to show required evidences in performing their task on the aspect of community involvement

namely; sending notice/letter to parents/guardians regarding the performance of their pupils/students, having an agenda during PTA meeting, provides minutes of the meeting, keeping record of attendance duly signed by attendees, documentation/pictorial are done, presence of the letter to parents/guardians and principals for permission for home visitation, anecdotal records, home visitation form, record of attendance, feedback/progress report. This further implied that teacher's responsibilities extended beyond the lives of their students, their students' families and their community. They even risked their lives in visiting their students who did not attend their classes. They served as stimulator and motivator and encourage the students to perform well in their classes with the help of the parents. They were able to establish good camaraderie with the people in the community and served as model of good deeds to the community.

Professional growth and development. Professional growth and development had the lowest mean of 3.51 rated as "Satisfactory". The results disclosed that teacher respondents although they had conducted action research, were not able to comply the evidences required for them to submit and participated in most co-curricular with little or incomplete documented result. This implied that teacher respondents might not really have time to conduct action research or may not really have capability to conduct action research. An excellent teacher should continue promote growth professionally and cultivate knowledge with the process and techniques employed to teaching. The effective teacher should be provided resources and given proper training in order to be updated with the changes and captivate techniques that will improve the teaching process and student outcomes (Center of Learning Environment, 2017).

Difference of work-related stress factors in terms of grade level assignment

The result showed that work-related stress factors of elementary teachers ($\bar{x}$= 3.185, SD = 1.32) was statistically different from secondary teachers ($\bar{x}$= 2.502, SD = 1.98), $t_{(208)}$ = 0.213, $p < 0.05$ indicating that there was a difference in the work stress level of elementary and secondary teachers in their grade level assignment. This implied that elementary level teachers tended to experience more stress compared to secondary level teachers. The null hypothesis stating that," there was no significant difference between the grade level assignments of respondents in terms of work-related stress factors" was rejected. Elementary teachers might have more stressors that affect their well-being as they act as a "generalist" where they taught all subjects to their respective class. Hence, teachers needed to prepare four or five lesson plans a day to cover all the subjects that they were handling. In addition, it might be observed that elementary teachers had more hectic schedules than the secondary level teachers had. They also needed to provide a close supervision to students compare to secondary teacher. Moreover, elementary teachers were handling younger students who were less responsible and still immature at their age.

The result supported the findings of previous studies such as the study of Gorrell, Bregman, McAllister, and Lipscomb (1985), where it was revealed that elementary teachers had a higher level of stress compared to the secondary teachers. Moreover, Jepson and

Forest (2006) found that elementary teachers had a higher stress level compared to secondary teacher. A study conducted in Tacloban by Pangayan (2016) reported that elementary teachers in Tacloban had a generally high stress level. Lastly, the study of Alhija (2015) reported that secondary level teachers experienced less stress in terms of colleagues than middle school and elementary teachers. Also, elementary teachers experienced a higher stress level brought by work load compared to middle and secondary level teachers.

Variables that predict teaching performance of the respondents

Table 2 presents the multiple regression analysis that determined the predictors of respondents' teaching performance. Preliminary assumption testing was conducted to check on normality, linearity, multicollinearity, and homoscedasticity with no serious violation noted. Analysis was performed at 0.05 significance level. The result showed that the model was significant, $R^2 = 0.565$, Adj. $R^2 = 0.679$, $F_{(18, 191)} = 123.87$, $p < 0.05$.

Gender. Specifically, gender was a positive predictor of teaching performance, $\beta = 2.671$, Std. Error = 0.349, t = 1.535, $p < 0.05$, which indicated that female teachers tended to perform better than male teachers. This might also imply that female teachers tended to excel in carrying out their teaching tasks than the male teachers. This is understandable maybe because female teachers tended to be more dedicated and committed to their teaching job

Table 2. *Multiple regression predicting the respondents' teaching performance*

Predictors	B	Std.Error	t	p
Constant	*27.201*	*4.965*	*8.569*	*0.000*
Age	0.411	0.121	-0.422	-0.511
Gender	2.671	0.349	1.535*	0.046
Civil Status	-0.111	0.521	0.081	0.924
Ethnicity	5.410	0.119	-0.498	0.233
Educational Attainment	0.640	0.207	3.211	0.376
Teaching Position	1.421	0.534	0.522*	0.047
Grade Assignment	-7.308	0.601	0.277	0.244
Seminar/Training Attended	0.346	0.444	-2.226*	0.048
Demand	0.341	0.987	-0.345*	0.026
Control	2.115	0.877	4.520	0.076
Relationship	0.310	0.535	0.654	0.342
Role	-0.442	0.698	2.777	-0.377
Change	5.502	0.112	9.234	0.076
Support	3.785	0.498	3.670	0.579
$R^2 = 0.565$, Adj. $R^2 = 0.679$, $F_{(18, 191)} = 123.87$, $p < 0.05$				
Sex: 1 - Male, 2 – Female, Seminar/Training Attended: 1 – with, 2 – without				

Teaching position. Likewise, the teaching position was also a positive predictor, $\beta = 1.421$, Std. Error $= 0.534$, $t = 0.522$, $p < 0.05$, denoting that respondents with higher teaching position were likely tend to perform better than those with lower teaching position. Those teachers with higher teaching position were usually master teachers. As a master teacher, one is expected to exemplify a degree of excellence in teaching before one can able to reach the said position that could be one of the reasons why the said variable was a predictor of teaching performance

Seminar/Training attended related to stress management. On the other hand, seminar/training attended related to stress management was a negative predictor of teaching performance, $\beta = 0.346$, Std. Error $= 0.444$, $t = -2.226$, $p < 0.05$, which means that teachers who attended seminar/training related to stress management seem to perform better than those who did not attend. This may mean that stress management seminars/training somehow provide knowledge and insights to teachers which might possibly equip, guide and help them manage their various tasks/assignments. Proper management of tasks/assignment of teachers may probably result to their high teaching performance.

Demand. Similarly, demand is a negative predictor of teaching performance, $\beta = 0.341$, Std. Error $= 0.987$, $t = -0.345$, $p < 0.05$, specifying that respondents who perceived higher on demand as stress-related factor tended to make lower performance in teaching and those who perceived lower on demand as stress-related factor tended to make higher performance in teaching. This suggests that those who enjoyed the demand and the nature of teaching performed better than those who did not. Taken together all the predictors of teaching performance, the R^2 is 0.565. This finding indicated that 56.50% of the variability of the dependent variable which is teaching performance was explained by the predictors of the study. The other 43.50% was explained by the other factors not included in the present study. Meanwhile, age, civil status, ethnicity, educational attainment, grade assignment, control, relationship, role, change, and support did not predict the teaching performance of the respondents.

Conclusion and Recommendation

Most of the participants were within the age range of 41 years old to 50 years old, where most of them were females. Moreover, majority of the participants were married and were part of the Kapampangan ethnicity. Most of the respondents were pursuing their MS/MA degree. With this, majority of the respondents occupied Teacher I academic rank. The respondents were distributed in teaching Primary and Intermediate level for elementary department and junior and senior high school for secondary level. In addition, most of the participants were permanently employed and were working for almost five years. However, many of the participants had a few or no seminars/training attended related to stress management. The participants' level of stress was described as moderately stressful where demand was considered to contribute high stress while control and change as moderate

stressful and role, support and relationship to co-worker were considered as a low contributor to work-related stress.

There was a significant difference on the work -related stress including demand, control, change, role, and relationship to coworker. Elementary teachers experienced a higher level of work-related stress compared to secondary teachers. Sex and teaching position were positive predictors of teaching performance which implied that females tended to perform better than males; and teachers with higher position had a higher teaching performance. On the other hand, seminar/ training attended related to stress and demand were both negative predictors of teaching performance in which teachers with seminars attended had higher teaching performance compared to those teachers who did not have the seminar or training, and a higher demand of work to teachers could result in lower teaching performance.

To create and implement seminars to teachers on stress management and coping on the different demands brought by improvement and evolution of the educational system, measures must be done by the policy makers on how they are going to alleviate the stressors faced by the elementary and secondary teachers. By doing so, teaching may attract more talented, intelligent and dedicated individuals to engage in the teaching profession.

Programs and activities to decrease work-related stress especially to elementary teachers may be considered. Activities involving the benefit and purpose of their role as teachers, and team building, expanding resource could also reinforce teacher's wellbeing and satisfaction. Difference among teachers' work related stress should be addressed and study to get substantial data and information on how to reduce stress among elementary teacher while maintaining the low level of stress of secondary teachers.

Factors such as gender, position, seminar attended and demand, which are considered as predictors of teaching performance, should be explored in a deeper sense and used as an instrument to improve the teacher performance to promote the quality and effectiveness of their profession. Further research undertaking involving greater sampling, scope and variables can be considered. Likewise, further inquiry as regards the reasons for the factors affecting work-related stress, and teaching performance can be done to continuously explore other factors that can be considered as predictors of teacher performance.

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