

**INTERNATIONAL JOURNAL OF
INNOVATIVE RESEARCH AND KNOWLEDGE**

ISSN-2213-1356

www.ijirk.com

Teachers' Stressor and its Influence on Job Performance

**Alto, Mark Ericson F., Ambion, Maxinne Patrice P., Astorga, Marco Polo T.,
Dayao, Jehlee Jane B., De Guia, Reslyn C., De Silva, Melvin O., Dela Cruz,
Marie Sunshine C., Escovidal, Arturo S., Jr., Humilde, Arlene V., Jao,
Benjamin G., Jr., Jumao-as, Riza S., Mañago, Lyn C.**

Philosophical Foundations of Education, Master of Arts in Education,
Graduate School Department, La Consolacion University of the Philippines

Abstract

This paper aims to determine the influence of teachers' stressor on job performance. Participants of this study were public high school teachers from a chosen public school in San Jose del Monte City, Bulacan. This study made use of the correlation of the descriptive-correlational method in which two standardized survey questionnaires to collect and gather responses from the respondents. The study revealed that teachers' stressors in terms of job design and role conflict can affect teachers' performance to a moderate extent. Teachers' stressors in terms of relationship with the school administrator affect teachers' performance to some extent. The effect on the teachers' performance is to a great extent when the teachers' stressor is in terms of role overload. Tabulated results of the survey that defines teachers' performance to the factors directed by the Department of Education show that respondents are very satisfactory in terms of computer skills, innovation, oral communication, professionalism, and ethics, resulting in focus, self-management, service orientation, teamwork, and written communication.

Keywords: *Stressor, job performance, teacher*

1. Introduction

No one is excused or exempted from having stress. Everyone is at risk and vulnerable to a sudden tension or body reaction towards something that makes a feeling of excitement, anger, frustration, or nervousness. Teachers are susceptible and prone to different kinds of stressors. According to Schonfeld, Bianchi & Luehring-Jones (2017), teachers are exposed daily to job stressors that have been linked to adverse mental health effects. The overlapping work from home to school can influence the job performance of a teacher. Thus, domino effects may occur to diminish the quality of education.

As stated in the study of Anwar Khan et al. (2012), the teachers' performance is undesirably influenced by different stress contributing factors which both occur inside or outside the educational institution, hindering the performance of teachers, causing lower individual as well as institutional efficiency. Findings show a negative significant relationship occurs amid teacher's stress and job performance, Gujjar et al. (2011). The two studies concurred with the issue of teacher's stressors and its influence on job performance. In the study of Naidoo, Botha & Bisschoff (2013), results showed that job demands, a lack of growth opportunities, job insecurity, and a lack of control are the best predictors of stress in educators. Stress factors influence the performance of an educator and affect the quality of education. Teachers' stressor is a matter of concern that must be addressed.

Thus, this research aims to determine the influence of teachers' stressor on job performance. Heads of education may use and utilize the result of the study to intervene in the posed problem of teachers' stressors and performance. At the point when future studies in regards to teachers' stress are thought of, it is critical to take into account conceivable focal points of research that could prompt a more profound understanding of the teacher stressor and influence on job performance.

1.1. Statement of the Problem

The general problem of the study is to determine the influence of teachers' stressor on job performance. Specifically, it seeks to find answers to the following question.

1. How may the teachers' stressor be described in terms of:
 - 1.1. Role Overload
 - 1.2. Relationship with School Administration
 - 1.3. Job Design
 - 1.4. Role Conflict?
2. What is the level of teachers' performance in terms of the following factors:
 - 2.1. Self-management
 - 2.2. Professionalism and Ethics
 - 2.3. Result Focus
 - 2.4. Teamwork
 - 2.5. Service Orientation
 - 2.6. Innovation
 - 2.7. Oral Communication
 - 2.8. Written Communication
 - 2.9. Computer/ICT Skills?
3. Does teachers' stressor exert a significant influence on job performance?
4. What implications may be drawn based on the findings of the study?

1.2. Hypothesis

H₀: Teachers' stressor does not have an influence on their job performance.

H_a: Teachers' stressor has an influence on their job performance.

2. Methodology

The study aims to identify the correlation between teachers' stressor and its influence on job performance. The study made use of the descriptive-correlational method. The goal of descriptive-correlational is to describe the variables and assess the relationships that occur between and among two or more variables, Stangor (2011). Standardized questionnaires were utilized as the primary research tool. The collected data of the study provides a clear presentation of the teachers' stressor (independent variable) and job performance (dependent variable).

2.2. Respondents of the Study

The respondents of the study are public high school teachers from a chosen public school in San Jose del Monte City, Bulacan. The school has a total population of 88 public school teachers included in the universal sampling. The group of researchers decided to make them the respondents of this study because of the fact that the said school has the most number of teachers based on the list of options that the researcher had. Being the school with the most respondents, the researchers concluded that the results from the schools will be enough, reliable, and valid.

Table 1: Table of respondents

Type of sampling	Number of respondents
Universal sampling	88

2.3. Instrument of the study

The study used two (2) standardized survey questionnaires to collect and gather responses from the respondent. The first survey questionnaire is for the teachers' stressor Marcelo (2016). The teachers' stressor is measured by four indicators, such as (1) role overload, (2) relationship with school administration, (3) job design, and (4) role conflict. Consisting of five (5) sub items per indicator a total of twenty (20) items for this questionnaire. The mean item assessment is 3.86 which implies that the questionnaire is Excellent Content Validity.

Numerical Rating	Range	Qualitative Description
5	4.5-5.0	Very Great Extent (VGE)
4	3.5-4.49	Great Extent (GE)
3	2.5-3.49	Moderate Extent ME)
2	1.5-2.49	Some Extent (SE)
1	1.0-1.49	Not at All (NA)

The second survey questionnaire will define the teachers' performance to the following factor of his/her job directed by the Department of Education (DepEd). There are nine (9) indicators to be measured in teachers' performance, such as (1) self-management, (2) professionalism and ethics (3) result focus, (4) teamwork, (5) service orientation, (6) innovation, (7) oral communication, (8) written communication, and, (9) computer/ICT skills. The Cronbach's alpha value is 0.816 which implies that the questionnaire is reliable.

Rating scale	Range	Descriptive Rating	Verbal Interpretation
5	4.5-5.0	Outstanding	Performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity, and initiative.
4	3.5-4.49	Very satisfactory	Performance exceeded expectations. All goals, objectives, and targets were achieved above-established standards.
3	2.5-3.49	Satisfactory	Performance met expectations in terms of quality of work, efficiency, and timelessness. The most critical annual goals were met.
2	1.5-2.49	Unsatisfactory	Performance failed to meet expectations and/or one or more of the most critical goals were not met.
1	1.0-1.49	Poor	Performance was consistently below expectations, and/or reasonable progress toward critical goals was not made. Significant improvement is needed in one or more important areas.

3. Results and Discussion

This study aimed to determine the influence of teachers' stressor on job performance. Thus, the researchers discussed the study results and findings by describing the influence of teacher stressors on job performance, and the possible implication that may be drawn based on yielded results.

Teachers' Stressor

Teacher stress is often defined as the experience by a teacher of unpleasant emotions resulting from aspects of the work as a teacher (Collie, Shapka, & Perry, 2012; Kyriacou, 1987, 2001; Liu & Onwuegbuzie, 2012). This conceptualization of teacher stress has led researchers to explore aspects of the work situation that may be experienced as stressful. Such aspects are often termed stressors (Betoret, 2006) or job demands (Hakanen, Bakker, & Schaufeli, 2006). A number of potential stressors have been identified in empirical studies including student misbehavior or discipline problems, time pressure and workload, poor student motivation, large student diversity, conflicts with colleagues, lack of administrative support, and value conflicts (e.g., Betoret, 2009; Fernet, Guay, Senécal et al., 2012; Friedman, 1995; Hakanen et al., 2006; Klassen & Chiu, 2011; Kokkinos, 2007; Skaalvik & Skaalvik, 2009, 2011a, 2011b).

Table 2: Teachers' Stressor in terms of Role Overload

Indicators	Mean	Interpretation
1. I am expected to do too many different tasks in too little time.	3.67	Great Extent
2. I am expected to perform tasks on my job for which I have never been trained.	3.51	Great Extent
3. I have to take work home with me.	4.00	Great Extent
4. My job requires me to work in several equally important areas at once.	3.77	Great Extent
5. I am expected to do more work than is reasonable.	3.59	Great Extent
<i>Average</i>	3.71	Great Extent

Table 2 data presents the level of teachers' stressor in terms of role overload which consists of 5 items. Based on the computations, the table shows a general weighted mean of 3.71 or interpreted as "Great Extent" which means that the teacher-respondents have been constantly bombarded with many tasks and responsibilities, inside or outside the classroom. In support of a study, teaching is stressful compared to other professions or jobs. Job stress has long been recognized as one of the prevalent contributing factors to employees' performance, either positively or negatively, to any demand. (Selye et. al, 2011)

Table 3: Teachers' Stressor in terms of Relationship with School Administration

Indicators	Mean	Interpretation
1. I feel I am not included in what goes on in this school and feel discriminated against.	2.08	Some Extent
2. School administrators do not work with me to solve problems and are helpful in getting the job done.	2.22	Some Extent
3. I cannot count on school administrators to provide appropriate assistance when a student's behavior requires it.	2.13	Some Extent
4. I do not receive encouragement from school administrators to try out new ideas thus, I feel valued in my role as a teacher.	2.86	Moderate Extent
5. My leader does not treat me as a family member.	2.16	Some Extent
<i>Average</i>	2.29	Some Extent

Teachers' relationship with school administrators has been long studied and several significant findings have been drawn towards this matter. One interesting finding is the result of the study done by Ernst (2019) where it was found that administrators' leadership styles can impact both the stress and morale of teachers in a variety of ways and degrees. Table 3 shows the teachers' stressor in terms of their relationship with the school administration. It yielded "Some Extent" interpretation to indicators 1, 2, 3, and 5. Noting how the statements were presented, means that the teacher-respondents do not feel a high level of stress as they deal with school administrators. With a general

weighted average of 2.29, teacher-respondents get enough support and fair treatment from the administrators of their school. However, it does not imply that the respondents are completely free from stress as they work with the school administrators. Even though the numerical data in the interpretation is fairly low, it is evident that indicator 4 resulted in "Moderate Extent" which indicates that school administrators' ways of encouragement still have the potential to bring an impact on a teacher's stressor.

Table 4: Teachers' Stressor in terms of Job Design

Indicators	Mean	Interpretation
1. of the severity of the needs of my students	2.95	Moderate Extent
2. students' misbehavior and discipline problems	2.82	Moderate Extent
3. of too much to do with such little time to finish it	3.14	Moderate Extent
4. of bureaucratic requirements such as rules and regulations, and paper works	3.27	Moderate Extent
5. ...of the great or varied range of students' needs and abilities	2.83	Moderate Extent
Average	3.00	Moderate Extent

Table 4 data presents Teachers' stressors in terms of job design. Among the five indicators, it can be observed that the respondents answered within the range of 2.82 to 3.27 that conveys job design as a teacher stressor is within the "Moderate Extent" range and tells that though it is an under the moderate extent, the respondents feel this as pressure to their performance as a teacher. Stauffer (2013) also adds that personal and contextual factors are counted as stressors for teachers, one of the five categories of contextual stressors is the educational structure.

Table 5: Teachers' Stressor in terms of Role Conflict

Indicators	Mean	Interpretation
1. I have conflict with the time spent working directly with students versus with classroom teachers.	3.00	Moderate Extent
2. I have conflict with the District Superior's/ Superintendent's expectations versus school administrator's expectations.	2.26	Some Extent
3. I have conflict with attending to students' academic needs versus their social/behavioral needs.	2.72	Moderate Extent
4. I have conflict with what to prioritize in teaching and clerical work	3.25	Moderate Extent
5. I have conflict with attending to curricular tasks and extra-curricular tasks	3.01	Moderate Extent
Average	2.85	Moderate Extent

Table 5 represents the teacher's stressors in terms of role conflict. As we can see, most of the indicators are to a "Moderate Extent", this is why our mean of 2.85 yielded the same interpretation. This is proven true by Twyman and Biddle (1963, 2010), stating that the problems encountered by teachers in fulfillment of role requirements would be the result of the personal inability to meet these requirements or the result of converging incompatible cognitions in areas crucial to the teacher role.

Table 6: Teachers' Performance in terms of Self-management

Indicators	Mean	Interpretation
1. Sets personal goals and direction, needs and development.	4.01	Very Satisfactory
2. Undertakes personal actions and behaviors that are clear and purposive and takes into account	3.99	Very Satisfactory
3. Displays emotional maturity and enthusiasm for and is challenged by higher goals.	3.98	Very Satisfactory
4. Prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	3.86	Very Satisfactory
5. Sets high quality, challenging, realistic goals for self and others.	3.85	Very Satisfactory
Average	3.94	Very Satisfactory

Table 6 data presents the teacher's performance in terms of self-management. All indicators in the table can be observed that all respondents answered "Very Satisfactory". The first indicator scored the highest, indicating that teachers set personal goals, direction, needs, and development. The weighted mean is 3.94, which shows that performance exceeded expectations. All of the goals, objectives, and targets were achieved above-established standards.

Table 7: Teachers' Performance in terms of Professionalism and Ethics

Indicators	Mean	Interpretation
1. Demonstrates the values and behavior enshrined in the Norms of Conducts and Ethical Standards for public officials and employees (RA 6713)	4.36	Very Satisfactory
2. Practices ethical and professional behavior and conduct taking into account the impact of his/her actions and decisions.	4.34	Very Satisfactory
3. Maintains a professional image being trustworthy, regularity of attendance and punctuality, good grooming, and communication.	4.30	Very Satisfactory
4. Makes personal sacrifices to meet the organization's needs.	4.28	Very Satisfactory
5. Acts with a sense of urgency and responsibility to meet the organization's needs, improve systems and help others improve their effectiveness.	4.29	Very Satisfactory
Average	4.28	Very Satisfactory

Table 7 shows the level of teachers' performance in terms of professionalism and ethics with 5 indicators. It shows a general weighted average of 4.28 which is interpreted as a "Very Satisfactory" performance. Based on the result above, most of the teachers demonstrate the values and behavior enshrined in the Norms of Conducts and Ethical Standards for public officials and employees (RA 6713) that have received the highest weighted mean of 4.36. This implies that teachers perform and discharge their duties with the highest degree of excellence, professionalism, intelligence, and skills.

Table 8: Teachers' Performance in terms of Result Focus

Indicators	Mean	Interpretation
1. Achieves results with optimal use of time and resources most of the time.	3.99	Very Satisfactory
2. Avoids rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	3.90	Very Satisfactory
3. Delivers error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and competencies with no supervision.	3.84	Very Satisfactory
4. Expresses a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.08	Very Satisfactory
5. Makes specific changes in the system or in their work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, and morale, without setting any specific goal.	4.02	Very Satisfactory
Average	3.97	Very Satisfactory

The eighth table displays the educators' performance in relation to concentration outcome. The general weighted mean of all the five indicators under the mentioned domain of this study reveals that the respondents manifest a "Very Satisfactory" level of proficiency in performing their job in terms of being focused on achieving desired results while using time, money, energy, and the likes. It also indirectly says that they are very much prepared in all aspects of the work to be done before the performance of a teacher's tasks. The mandatory protocols to be undergone by the teacher-respondents, in general, are all met before the independent execution of the labor expected from them that led to the formation of good to the best quality of work result. A sense of perfectionism in terms of all sides surrounding the academe is also seen. Lastly, on average, the participants say that they perform their job productively and counter-wasteful.

According to Stronge (2018), teachers who are already past the stage of being novices in the profession must develop their own self as a teacher by undertaking exercises, drills, and activities that are formative in nature and collegial in form. This will lead to the performance with the attainment of general goals and specific objectives in mind.

Table 9: Teachers' Performance in terms of Teamwork

Indicators	Mean	Interpretation
1. Willingness does his/her share of responsibility.	4.36	Very Satisfactory
2. Promotes collaboration and removes barriers to teamwork and goal accomplishments across the organization.	4.33	Very Satisfactory
3. Applies negotiation principles in arriving at win-win agreements.	4.20	Very Satisfactory
4. Drives consensus and team ownership of decisions	4.18	Very Satisfactory
5. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.25	Very Satisfactory
Average	4.27	Very Satisfactory

Table 9 data presents the level of teachers' performance in terms of teamwork which consists of five (5) items. With a weighted mean of 4.27, this implies a "Very Satisfactory" in terms of teacher's performance in collaboration, sharing responsibility, negotiation, and communication with others, and collective effort and work companion. This means that teachers are willing to share the responsibility with others, work constructively and collaboratively with other teachers, and band together towards group goals and objectives. According to the study of Rais et al,(2022) teamwork that underlines group objectives, the dynamic interest of individuals, focusing on camaraderie, articulating with one another, supplementing one another, and sharing can work on the nature of educator services.

Table 10: Teachers' Performance in terms of Service Orientation

Indicators	Mean	Interpretation
1. Can explain and articulate organizational directions, issues and problems.	3.91	Very Satisfactory
2. Takes personal responsibility for dealing with and/or correcting stakeholders' service issues and concerns.	4.02	Very Satisfactory
3. Initiates activities that promote advocacy for men and women empowerment.	3.99	Very Satisfactory
4. Participates in updating school vision, mission, mandates, and strategies based on strategies and directions.	3.99	Very Satisfactory
5. Develops and adopts service improvement programs through simplified procedures that will further enhance service delivery.	3.95	Very Satisfactory
Average	3.97	Very Satisfactory

Table 10 identifies teacher performance based on service orientation. It yielded "Very Satisfactory" as an interpretation of the five factors indicated in the table. This means that the teachers believe in their ability to do and perform their best to explain directions, issues, and problems. All of their objectives are achieved above the

established standards. They initiate activities that promote advocacy for men and women and participate in the development and adoption of service improvement programs to enhance service delivery.

Table 11: Teachers' Performance in terms of Innovation

Indicators	Mean	Interpretation
1. Examines the root cause of problems and suggests effective solutions.	3.88	Very Satisfactory
2. Fosters new ideas, processes and suggests better ways to do things.	3.94	Very Satisfactory
3. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	3.95	Very Satisfactory
4. Promotes a creative climate and inspires co-workers to develop original ideas or solutions.	3.94	Very Satisfactory
5. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	3.85	Very Satisfactory
6. Uses ingenious methods to accomplish responsibilities . Demonstrates resourcefulness and the ability to succeed with minimal resources.	3.83	Very Satisfactory
Average	3.90	Very Satisfactory

Table 11 identifies teacher performance in terms of innovation. The table gives a general weighted mean of 3.90 as an interpretation of the five characteristics stated in the table, yielding "Very Satisfactory." This suggests that the teachers are capable of identifying the cause of problems and proposing viable solutions. Encourages the development of new ideas, processes, and methods of doing things that are more efficient. Exhibits the ability to think "beyond the box" and is constantly working to increase personal productivity in order to provide more value and results. Fosters a creative environment, which encourages coworkers to come up with fresh ideas or solutions. Innovative ideas are transformed into actionable changes and solutions that benefit the work unit and the organization. He uses creative methods to complete jobs. Shows resourcefulness and the ability to succeed on a limited budget.

Table 12: Teachers' performance in terms of Oral Communication

Indicators	Mean	Interpretation
1. Follows instructions accurately.	4.17	Very Satisfactory
2. Expresses self clearly, fluently, and articulately.	4.00	Very Satisfactory
3. Uses appropriate medium for the message.	4.15	Very Satisfactory
4. Adjust communication style to others.	4.09	Very Satisfactory
5. Guides discussions between and among peers to meet an objective.	4.09	Very Satisfactory
Average	4.10	Very Satisfactory

Table 12 identifies teacher performance in terms of Oral Communication. The table gives a general weighted mean of 4.10 as an interpretation of the five characteristics stated in the table, yielding "Very Satisfactory." This indicates that the teachers believe that they can accurately follow directions and express themselves clearly, eloquently, and articulately. They may also choose the right medium for the message, adapt their communication style to the needs of others, and lead discussions between and among peers to achieve a goal.

Table 13: Teachers' Performance in terms of Written Communication

Indicators	Mean	Interpretation
1. Knows the different written communication formats used in the Department of Education	3.90	Very Satisfactory
2. Writes routine correspondents/communications, narrative and descriptive reports based on readily available information data with minimum spelling or grammatical errors.	3.85	Very Satisfactory
3. Secures information from required references for specific purposes.	4.00	Very Satisfactory
4. Self-edits words, numbers, phonetic, phonetic notation, and content, if necessary.	3.97	Very Satisfactory
5. Demonstrate clarity, fluency, impact, conciseness, and effectiveness in his/her written communications.	3.94	Very Satisfactory
Average	3.93	Very Satisfactory

Table 13 shows the results of teachers' performance in terms of written communication. Based on the five indicators that we conducted, most of the respondents answered "Very Satisfactory". It means that there is a possibility that written communication puts a burden on the respondents. This will also cause stress. It also leads to pressure from the teachers in some instances that are required to be rushed or need to finish on time. The weighted average of the table is 3.93, interpreted as "Very Satisfactory," and shows the respondents answers on how written communication can give them stress.

Table 14: Teachers' performance in terms of Computer/ICT Skills

Indicators	Mean	Interpretation
1. Prepares basic compositions (e.g. letters, reports, spreadsheets, and graphics presentation using word processing and excel.	4.16	Very Satisfactory
2. Identifies different computer parts, turns the computer on/off, and works on a given task with acceptable speed and accuracy, and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc.).	4.20	Very Satisfactory
3. Prepares a simple presentation using PowerPoint.	4.31	Very Satisfactory
4. Utilizes technologies to access information to enhance professional productivity, assist in conducting research and communicate through local and global professional networks.	4.19	Very Satisfactory
5. Recommends appropriate and updated technology to enhance productivity and professional practice.	3.99	Very Satisfactory
Average	4.17	Very Satisfactory

Table 14 implies that teachers' performance in terms of ICT skills, with the mean of 4.17, is “Very Satisfactory” from its basic uses, may it be software or hardware, up to its productivity uses. This is in contrast to what Kamaruddin, et al (2017) stated that teachers’ awareness towards the importance of ICT in teaching and learning is not encouraging and this issue is related to the training provided, equipment, and time constraints that hinder the integration of ICT. Table 14 represents how advantageous ICT is in terms of teachers’ performance.

Table 15: Regression analysis of Teachers’ Stressor on job performance

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
<i>(Constant)</i>	3.145	.274		11.480	.000
<i>Role Overload</i>	.233	.073	.367	3.217	.002
<i>Relationship with School Admin.</i>	-.070	.065	-.133	-1.069	.288
<i>Job Design</i>	-.002	.062	-.003	-.030	.976
<i>Role Conflict</i>	.075	.065	.155	1.144	.256

R-squared = .177

F-value = 4.475

p-value = .003

The regression analysis revealed that teachers’ stressor on job performance are of varied degrees given all five (5) predictor factors: Role Overload, Relationship with School Admin, Job Design, and Role Conflict. The nature of teachers’ stressor is positive only to role overload and role conflict and negative to a relationship with school admin and job design. This is implying that the higher the role overload and role conflict, the higher the teachers’ stress while the better the relationship with the school admin and the better the job design is, the lesser the stress.

Regression analysis indicated that for every unit increase/decrease in teachers’ stress in terms of role overload, relationship with school admin, job design, and role conflict could generate 0.367, -0.133, -0.003, and 0.155, respectively. Analysis of the beta coefficient would indicate that of the five significant variables, teachers’ performance has a positive correlation in terms of the relationship with the school admin and job design. On the other hand, teachers’ performance has a negative correlation in terms of teachers’ role overload and role conflict. R-squared of 0.177 implied that 17% of the predictors fit the regression model. This means that the five predictors varied separately to influence the teachers’ job performance. F-value of 4.475 and p-value of 0.003 tells us that our five predictors are significant in identifying the influence of stress in job performance.

Our regression analysis is in consensus with Amalu, et al (2012) who stated that “Teachers who experience low levels of stress are more effective than those who experience moderate and high levels of stress.”

4. Conclusion

According to the results, the teachers’ stressors described in terms of role overload, they are affected to a great extent, thus, their performance is also affected negatively. On the other hand, in terms of job design and role conflict, they are affected to a moderate extent which means they could still perform nearly at their best while in terms of relationship with the school administrator, they are affected to some extent, therefore, they still may perform at their best depending upon their personal motivation.

In terms of the core behavioral competencies presented with the inclusion of the functional competencies of oral and written communication skills and computer or ICT skills, the result showed “Very Satisfactory” which means that the teachers have been prepared for the performance of these skills which may be in the form of trainings and their academic preparations and even of their evident effort to meet the standards of the Department of Education. Upon establishing the fact that teachers’ stressors exert a significant influence on job performance, it resulted in the fact that teachers’ stressors affect job performance to varied degrees. Thus, it is suffice to say that the higher the *role overload* and *role conflict*, the higher the stress while the better *relationship with the school administrator* and the better *job design*, the lesser is the stress on teachers.

Therefore, it can further be surmised that there is a positive correlation in terms of the relationship between the school administrator and job design while there is a negative correlation between teachers’ role overload and role conflict. As a general implication, even if the teachers have been academically and professionally equipped in most aspects, teachers’ stressors still influence their job performance to different degrees.

5. Recommendations

Based on the findings of this study, the following recommendations were made:

1. For a more effective teaching and learning experience, ensuring the teacher’s job satisfaction, there can be a reduction of the job overload among teachers.
2. The school heads may look at all possible factors that may contribute to the teacher’s level of job satisfaction including a clear and concise description of their duties and responsibilities.
3. Instructional supervision must be done regularly for the teachers to feel that they can be the best in their profession. The continuous guidance will provide them security and assurance that the school will always prioritize programs for the betterment of the teachers.
4. It is proposed that the future studies may also look into the different ways on improving the relationship between the school administrator and teachers, as it poses a relatively positive experience for everyone within the institution.

References

- Amalu N., Ajake E., Ihejiamaazu C. (2012 March 26). Stress from role conflict: consequences for professional effectiveness of secondary school teachers in cross river state, Nigeria. *Global Journal Of Educational Research 1*(11), 37-47. <http://dx.doi.org/10.4314/gjedr.v11i1.6>
- Balboa, E. (2020, May). Teacher stress: effects on occupational performance in an urban district. [Doctoral dissertation, College of Saint Elizabeth]. ProQuest Dissertations Publishing. <https://www.proquest.com/docview/2407271927/3A3816A0EB4B4F9APQ/9>
- Berlinda S. Y, Sandra I. A., PaulinaW., Basilius R. W. (2020). Stress and Performance of Elementary School Teachers of Southern Papua: A Survey Approach. *Universal Journal of Educational Research*, 8(3), 924 - 930. DOI: 10.13189/ujer.2020.080325.
- Danish, R. Q., Qaseem, S., Mehmood, T., Ali, Q. M., Ali, H. F., Shahid, R. (2019). Work related stressors and teachers' performance: evidence from college teachers working in Punjab. , 15(4),158-159. Doi:10.19044/esj.2019.v15n4p158
- Ernst, M. (2019, November). *The relationship of stress and school leadership on teacher morale*. [Doctoral dissertation, Trevecca Nazarene University]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/openview/85d63e0dfc46750490b0ada03478e9da>
- Oducado, R. M., Rabacal,J., Moralista,R., Tamdang, K. (2021). Perceived Stress Due to COVID-19 Pandemic Among Employed Professional Teachers. Digital Library of the Commons, 15, 305-316. <https://hdl.handle.net/10535/10757>
- Rais, S., Rubini , B., & Herfina, H. (2022). Increasing teacher creativity through strengthening transformational leadership, teamwork, and work engagement. *Pegegog Journal of Education and Instruction*, 12(1), 232–241. <https://doi.org/10.47750/pegegog.12.01.24>
- Rodriguez, C. M., Hinojosa, L. M., Ramirez, M. G. (2014). Evaluation of teacher performance, stress and burnout in university professors. *Actualidades Investigativas en Educación*, 14(1), 93-114. http://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-47032014000100005&lng=en&tlng=en
- Rubina, H., Sadaf, T., Masood, N. (2011). Personal and job-related predictors of teacher stress and job performance among school teachers. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 2309-8619(5), 319-329. <http://hdl.handle.net/10419/188034>
- Skaalvik, E. and Skaalvik, S. (2016) Teacher Stress and Teacher Self-Efficacy as Predictors of Engagement, Emotional Exhaustion, and Motivation to Leave the Teaching Profession. *Creative Education*, 7 (13), 1785-1799. doi: 10.4236/ce.2016.713182.
- Stauffer, S. D., & Mason, E. C. M. (2013). Addressing Elementary School Teachers' Professional Stressors: Practical Suggestions for Schools and Administrators. *Educational Administration Quarterly*, 49(5), 809–837. <https://doi.org/10.1177/0013161X13482578>
- Stronge, J. (2018). *Qualities of effective teachers*. ASCD. https://www.ascd.org/ASCD/pdf/siteASCD/publications/books/QualitiesOfEffectiveTeachers3rdEd_Stronge_0318.pdf

- Tahir, A.Q. (2011). Effectiveness of Teaching Stress on Academic Performance of College Teachers in Pakistan. *International Journal of Humanities and Social Science* 1(3). 123. doi=10.1.1.1081.835&rep=rep1&type=pdf
- Walker, S. D. (2017, October). *The effects of mindfulness training on teacher perception of stress and teacher self-efficacy*. [Doctoral dissertation, Baker University]. ProQuest Dissertations & Theses Global. <https://www.proquest.com/openview/26eb35609a39d72b1f3432e3a98fd023/1?pq-origsite=gscholar&cbl=18750&diss=y>